

JOB DESCRIPTION

JOB TITLE:	Unqualified Teacher in Specialist Resource Provision
RESPONSIBLE TO:	Deputy Head for Inclusion and SENCO and Deputy Head for Data and Assessment
LOCATION:	Specialist Resource Provision (ARC)
PAY RANGE:	UNQ + SEN allowance

OVERALL RESPONSIBILITY

- To plan, deliver and assess high-quality, personalised learning experiences for pupils with complex needs as part of the school's enhanced provision.
- To develop tailored timetables, interventions, and environments that support children who may be non-verbal, have sensory needs, or require intensive support to access learning.
- To contribute to a whole-school approach to inclusion, ensuring collaboration with colleagues and external professionals to achieve the best possible outcomes for all pupils with SEND.

MAIN ROLES AND RESPONSIBILITIES

to be read in conjunction with the responsibilities for all teaching staff at Fleetdown

SECTION 1 – GENERAL

Teaching and Learning

- Design and implement bespoke, child-centred timetables based on EHCPs, provision/personalised plans, or Provision Maps.
- Deliver high-quality, individualised learning sessions that support pupils' cognitive, emotional, and social development as well as their communication.
- Use a range of specialist strategies and assistive technologies to ensure engagement and progress for ALL children.
- Develop adapted activities and personalised interventions based on individual needs.
- Promote a stimulating and inclusive learning environment using visual aids

Data Protection Responsibilities	• Ensure that personal data of students and colleagues is collected, processed, and stored securely, following the school's data protection policy. • Use school-approved platforms and tools to communicate with students, parents, and colleagues to maintain data protection compliance. • Report any data breaches, potential breaches, or subject access requests (SARs) to the designated Data Protection Officer (DPO) and/or onsite data protection lead promptly. • Complete any required data protection training to maintain awareness of the relevant legislation and best practices.
Monitoring, Assessment, Recording, Reporting	• Use a range of assessment tools, including non-standard approaches, to monitor pupil progress. • Maintain accurate and up-to-date records of pupils' progress and adapt provision accordingly. • Provide regular feedback to parents/carers and participate in formal review meetings. • Collaborate with external agencies (e.g., Speech & Language, OT, EP) to inform planning.
Professional Standards and Development	• Work under the guidance of Deputy Head for Inclusion (SENCO) and Deputy Head for Data and Assessment (who will also be line managers for the role) • Work collaboratively with class teachers, support staff and the wider inclusion team to promote consistency. • Provide advice and training where appropriate on enhanced provision strategies. • Contribute to the development and review of whole-school SEND provision.
Health and Safety	• Undergo Basic First Aid training and update courses. • Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions. • Co-operate with the employer on all issues to do with Health, Safety & Welfare.

Continuing Professional Development – Personal	• Take responsibility for personal development, particularly around SEND practice and interventions. • Undertake additional training in specialist strategies as required. • Share good practice and support the development of others within the school community.
SECTION 2 – SPECIFIC PASTORAL DUTIES	
Other	• Any additional duties that may be reasonably expected to be undertaken to support the attainment of pupil numbers across the whole school. • This job description will be reviewed regularly and may be subject to modification and amendment after consultation.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. The job description will be reviewed from time to time to reflect the changes needs and circumstances of the school. Such reviews and any consequential changes will be carried out in consultation with the post holder.

The Golden Thread Alliance is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. The duties above are neither exclusive, nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

Postholder's
signature:_____

Postholder's _____ name:

Date:_____

PERSON SPECIFICATION

CRITERIA	QUALITIES
Qualifications & Experience	• A relevant degree (or equivalent) • Demonstrable experience with SEND, including complex needs • Experience in leading a class (equivalent to an Unqualified teacher role) • Experience with non-verbal or pre-verbal pupils • Experience delivering personalised interventions • Experience working with external professionals and multi-agency teams
Communication	• Ability to communicate effectively with children and adults • Able to adapt communication style to meet individual needs • Experience liaising with families and outside agencies • High-quality written and verbal communication skills
Working with children	• Strong understanding of personalised planning and the graduated approach • Skilled in visual communication Experience using assistive technology (AAC, iPads) • Deep understanding of child development and sensory profiles • Resilient, reflective and committed to inclusive practice

Working with others	• Collaborative team member • Proven ability to work effectively with TAs, SENCo, and wider support teams • Understanding of safeguarding, behaviour, and pastoral care within SEND • Positive attitude and flexible approach to teamwork
Skills, Abilities and Knowledge	• Sound understanding of assessment methods for SEND • Strong planning, organisational and time management skills • Familiarity with EHCPs and review processes • Passionate about inclusion and the potential of every child
General	• Awareness of and commitment to equality and how equalities and inclusion policies are implemented in schools • Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil • Good understanding of and commitment to child protection procedures • Understand procedures and legislation relating to confidentiality • Be prepared to develop and learn in the role
Desirable	• Additional qualifications in SEND or areas such as autism, sensory integration • Positive Handling or equivalent de-escalation training • Previous experience in specialist or enhanced provision settings • Familiarity with EHCP and person-centred review processes

Postholder's

signature:_____



Postholder's

name:

Date:-----
