



# Radstock Primary School



## Job Description

<b>Job Title:</b>	<b>SEN Class Teacher</b>
<b>Contract Type:</b>	<b>Full Time - Permanent</b>
<b>Hours of Work:</b>	<b>32.5 hours per week Full Time</b>
<b>Salary:</b>	<b>Main Scale + SEN allowance</b>
<b>Responsible to</b>	<b>Headteacher</b>

### Main Purpose

The teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards
- Be responsible for the learning, progress and outcomes of all pupils in their class, ensuring equality of opportunity for all
- Plan and deliver high-quality, adaptive teaching that meets the individual needs of pupils with a range of special educational needs and/or disabilities
- Be responsible and accountable for achieving the highest possible standards in work and conduct
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, colleagues and external agencies (including health, therapy services and local authority professionals) in the best interests of pupils
- Act within statutory frameworks, including the SEND Code of Practice, safeguarding guidance, and the School Teachers' Pay and Conditions Document
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.

### Duties and Responsibilities

#### Teaching

- Plan and teach well-structured, highly differentiated lessons that meet the individual needs of all pupils, including those with complex learning needs, communication and interaction needs, sensory needs and/or physical needs
- Follow the school's curriculum pathways, plans and schemes of work, adapting them appropriately to meet EHCP targets and individual learning needs
- Assess, monitor, record and report on pupils' learning needs, progress and achievements, using a range of formative and summative assessment approaches
- Set high expectations which are aspirational yet realistic, ensuring pupils are challenged appropriately and supported to achieve their full potential
- Promote good progress and outcomes for all pupils, with a strong focus on individual progress from starting points rather than age-related expectations alone
- Demonstrate strong understanding of how pupils with SEND learn and use a range of specialist teaching approaches to engage and support learners

- Have a strong understanding of individual Education, Health and Care Plans (EHCPs) and ensure teaching is closely aligned to outcomes and provision targets
- Be familiar with subject-specific health and safety requirements and risk assessments, particularly where pupils have additional medical, physical or sensory needs
- Ensure learning environments are structured, predictable and accessible, using visual supports, communication systems (e.g. PECs, Makaton, symbols) and specialist resources where appropriate
- Use a variety of teaching styles and approaches to:
  - match content to pupils' needs and communication levels
  - support attention, engagement and regulation
  - reduce barriers to learning
  - support understanding through modelling, visuals and repetition
- Use effective questioning, careful observation and responsive teaching to identify and address misconceptions in learning and communication
- Identify and respond to SEND needs, adapting teaching continuously to meet individual profiles of learning
- Implement planned curriculum and therapeutic approaches consistently across teaching groups as required
- Set differentiated tasks and learning experiences that enable all pupils to experience success and make progress
- Make effective use of assessment information, including EHCP targets, to inform planning and next steps in learning
- Set and mark home learning where appropriate, in line with school policy and pupil needs
- Provide a safe, structured and calm classroom environment where pupils feel secure and able to learn
- Maintain high standards of classroom organisation and display, supporting communication, independence and engagement
- Manage behaviour effectively using positive behaviour support strategies, de-escalation approaches and individual behaviour plans where appropriate
- Supervise pupils throughout the school day, ensuring safety, consistency and predictable routines
- Contribute to pastoral support for pupils, including transition planning between key stages and settings

### **Curriculum**

- Deliver and adapt the school curriculum in line with the needs of pupils with SEND, ensuring access, engagement and progression
- Ensure curriculum planning reflects individual EHCP outcomes and developmental starting points
- Be aware of the varied cognitive, communication, sensory and physical needs of pupils and reflect these in planning and delivery
- Provide personalised learning experiences that enable pupils to work towards their full potential
- Encourage pride in achievement and promote independence, communication and life skills
- Review and evaluate curriculum delivery regularly, adapting provision in response to pupil progress and emerging needs

### **Whole-School Organisation, Strategy and Development**

- Contribute to the development, implementation and evaluation of school policies and practices, particularly those relating to SEND, inclusion and safeguarding
- Make a positive contribution to the wider life and ethos of the school
- Work collaboratively with colleagues to ensure coordinated outcomes for pupils across curriculum, therapy and pastoral provision
- Provide cover, where required, in line with school expectations

### **Health, Safety and Discipline**

- Promote the safety, wellbeing and emotional regulation of pupils at all times
- Implement individual risk assessments, behaviour support plans and care plans where required
- Maintain high standards of safeguarding and child protection practice in line with statutory guidance
- Use positive behaviour support strategies to ensure a safe and supportive learning environment
- Maintain calm, consistent and structured classroom management approaches appropriate to pupils' needs

### **Professional Development**

- Participate in the school's appraisal process
- Engage in ongoing professional development relating to SEND, autism, communication needs, behaviour support and other relevant areas
- Reflect on practice and adapt teaching in response to feedback, training and research-based approaches
- Contribute to the professional development of colleagues where appropriate

### **Communication**

- Communicate effectively and regularly with parents and carers regarding pupils' progress, wellbeing and needs
- Use appropriate communication methods to ensure accessibility for families
- Work closely with external professionals, including therapists, health professionals and local authority services
- Attend and contribute to annual EHCP reviews and other multi-agency meetings
- Maintain accurate and professional written communication and records

### **Working with Colleagues and Other Professionals**

- Collaborate effectively with teaching assistants, support staff and other professionals to ensure consistent and effective support for pupils
- Work as part of a multidisciplinary team to support holistic outcomes for pupils
- Share good practice and contribute to team development and consistency across the school

### **Management of Staff and Resources**

- Direct and supervise support staff within the classroom to ensure effective delivery of learning and support
- Ensure teaching assistants understand their roles and are deployed effectively to support pupil learning and independence
- Contribute to the induction, training and development of support staff
- Use and manage resources effectively, including specialist SEND resources, sensory equipment and communication aids

### **Safeguarding**

- Work in line with statutory safeguarding guidance (including Keeping Children Safe in Education and Prevent duty) and school safeguarding policies
- Work closely with the Designated Safeguarding Lead (DSL) to report and respond to concerns appropriately
- Promote the safeguarding, welfare and emotional wellbeing of all pupils at all times

### **Administrative Duties**

- Maintain accurate attendance records for pupils
- Complete and maintain individual records, including EHCP-related documentation, assessment data and pupil progress information
- Ensure planning is completed, adapted and shared in line with school systems and deadlines

- Maintain up-to-date records of pupil needs, including changes in behaviour, medical needs, communication needs and home circumstances
- Contribute to reports for parents, EHCP reviews and external agencies as required
- Ensure all relevant documentation is completed for off-site activities and learning outside the classroom

#### **Monitoring, Assessment, Recording and Reporting**

- Assess the effectiveness of teaching strategies in supporting pupil progress
- Track and evaluate pupil progress against EHCP outcomes and individual targets
- Maintain accurate assessment records using school systems
- Use assessment data to inform planning and next steps in learning
- Identify concerns in pupil progress or wellbeing and escalate appropriately
- Provide clear, informative reports for parents, carers and external agencies

#### **Other Professional Requirements**

- Maintain professional knowledge of SEND practice, safeguarding and statutory responsibilities
- Work within all school policies and procedures at all times
- Maintain high standards of attendance, punctuality and professional conduct
- Support the wider life of the school and contribute to its ethos and development
- Take responsibility for ongoing professional learning and development
- Work collaboratively with parents, governors and external agencies
- Undertake any additional responsibilities appropriate to the role, as directed by the Headteacher or line manager

#### **General Statement**

This job description outlines the main duties and responsibilities of the role. It is not an exhaustive list, and the postholder may be required to undertake additional duties appropriate to the level of the role. This job description will be reviewed annually and may be amended following consultation between the Headteacher and the postholder.