



Job Description

SEND Specialist Teacher

Equality Statement

Shefford Lower School is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

Responsible to

SENDCo / Headteacher

Working Pattern

Full-Time

Purpose of the Role

The SEND Specialist Teacher will support the school's commitment to inclusive education and improving outcomes for pupils with Special Educational Needs and Disabilities (SEND). The post holder will contribute to high-quality education, ensuring pupils with SEND access ambitious, stimulating and inclusive curriculums. We want to ensure all children make progress from their starting points and thrive in school. The role focuses on early identification, adaptive teaching, effective use of the graduated approach, and strong collaboration with staff, families, and external professionals.

Key Responsibilities:

Quality of Education

- Support high-quality, inclusive teaching within a pathway model.
- Model adaptive teaching strategies that enable pupils with SEND to access the curriculum.
- Support teachers and teaching assistants in ensuring the delivery of learning is meeting individual needs.
- Develop a whole school awareness of inclusive practices working closely with an inclusion team that includes the SENDCo/Inclusion Deputy Headteacher, Additional Resources Provision Leader and a team of teaching assistants.
- Work closely with the school's vulnerable pupil team to support a joined-up approach to inclusion for a range of vulnerable groups.
- Contribute to improving outcomes and progress for pupils with SEND by tracking small steps of progress against a number of areas of development.
- Support the upskilling of staff in breaking down barriers to learning and in developing specialisms.
- Support the setting of targets within support plans for pupils.



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Identification and Assessment

- Support early identification of SEND and barriers to learning.
- Observe pupils to inform accurate assessment of need.
- Provide clear, evidence-based feedback and advice to inform planning and next steps.
- Support the effective use of the Assess, Plan, Do, Review cycle
- Support close working with parents, teachers and outside professionals to inform assessment of need and planning.
- Support timely advice from outside agencies.
- Under the direction of the SENCO, collate and prepare information relating to assessments, annual reviews and referrals to other agencies.
- Provide support with High Needs Funding Applications and the tracking of funding.
- Attend pupils review meetings and prepare paperwork.
- Support the development of tracking systems for small steps of progression.

Curriculum Access and Classroom Practice

- Work alongside teachers and support staff to ensure reasonable adjustments are consistently implemented.
- Model effective strategies to promote engagement, independence, and positive behaviour.
- Support the implementation and review of targeted interventions.
- Coach staff in the delivery of an alternative curriculum within a pathway model.
- Support small group teaching of pupils with specific barriers to learning
- Support the SENCO in managing the implementation of an inclusive curriculum.
- Work with the SENCO to develop and implement intervention groups and support.
- Provide all those with involvement in Special Needs and Learning Support the support, challenge, information and development necessary to sustain motivation and secure improvement in learning.
- Support monitoring activities and quality assurance of in class support strategies.

SEND Processes and Impact

- Support the SENDCo in maintaining robust evidence of SEND support and impact.
- Contribute to referrals, EHCP assessments, and annual reviews.
- Support the monitoring and evaluation of SEND provision to demonstrate impact on pupil outcomes.
- Manage appropriate resources for Special Needs and ensure learning environments are well resourced and inclusive.
- Develop a stimulating and inclusive environment within the nurture provision.
- Develop curriculum resources to ensure that pupils identified as having SEN have the required levels of support.



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- Support high levels of attendance for SEND pupils
- To assume responsibility for a caseload of children, planning support, reviewing impact and conducting meetings as required.
- To comply with all school policies including.

Collaboration and Professional Development

- Work collaboratively with staff to strengthen inclusive practice across the school.
- Support professional development through coaching, modelling, and sharing best practice.
- Work with external professionals to ensure recommendations are embedded and reviewed.
- Support the upskilling of TAs within a 'Champions' model

Parental Engagement and Communication

- Build strong, trusting relationships with parents/carers.
- Attend and support SEND coffee mornings and parent meetings.
- Ensure communication with families is clear, timely, and focused on pupil progress and wellbeing.

Safeguarding and Personal Development

- Safeguard and promote the welfare of children and young people at all times.
- Support pupils' personal development, confidence, and emotional wellbeing.
- Promote a culture of high expectations and inclusion.
- Collectively create an environment where children feel safe to learn, play, and grow.
- Work closely with the DSL and DDSL team as well as the attendance and behaviour teams.

This job description and allocation of responsibilities may be amended by agreement from time to time.