

Job Description

Role	SEND Class Teacher
Report To	Headteacher
Location	Woodpecker Hall Academy
Working Pattern	Monday to Friday (Hours in accordance with the provisions of STPCD)
Contract Type	Permanent and Full Time
Salary	Salary: [MPR1 (£36,411) – UPR3 (£53,992) Management Allowance: SEND – £2963 per annum Salaries are determined by the current range being paid and experience NSCT Health Cash Plan + Generous Pension
Annual Leave	Holiday year runs from 1 st September – 31 st August. Annual leave entitlements are calculated in your salary. No additional paid leave is provided and leave is taken during school closures.

Job Purpose

A passion for teaching and learning and a responsibility for creating a supportive and engaging learning environment that fosters the academic, social and emotional development of pupils.

The role of the class teacher is to plan and deliver high-quality, inclusive and individually tailored teaching across a broad range of subjects, nurturing curiosity, confidence and a lifelong love of learning in pupils with special educational needs and disabilities. With a strong background in EYFS and Key Stage 1, the teacher brings deep understanding of early childhood development and foundational learning. The teacher provides targeted support, uses specialist strategies to meet diverse and complex needs, and establishes clear, consistent routines and expectations to promote a positive learning environment. They work closely with teaching assistants, therapists, external professionals, colleagues and parents/carers to support holistic pupil development and wellbeing. Through a compassionate and flexible approach, they foster communication, independence, social interaction and academic progress in every child. Ongoing, detailed assessment and reflective practice are essential to ensuring that all pupils are supported to thrive and achieve their full potential.

Employees will be expected to comply with any reasonable request from their line manager and senior leadership team to undertake work of a similar level and grade that is not specified in this job description. Following consultation with you, this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

The role involves adhering to the professional responsibilities and expectations set out in the School Teachers' Pay and Conditions Document (STPCD) and Teachers' Standards.

Key Responsibilities

Teaching and learning:

- Develop and deliver child-centred, innovative and engaging lessons tailored to the national curriculum framework, ensuring they meet the unique developmental and academic goals of pupils with SEND.
- Tailor teaching strategies, including differentiated instruction and specialist approaches, to meet the

diverse needs of pupils, such as those with SEND, EAL and other additional needs, using targeted resources and methods aligned with individual learning profiles to ensure all pupils have opportunities to succeed.

- Use a variety of inclusive, evidence-based teaching practices to inspire curiosity, foster independence, and cultivate a love for learning, with a strong focus on meeting the needs of pupils with SEND across the primary curriculum.
- Embed assessment as an integral part of teaching, using regular formative and summative strategies to monitor progress of pupils with SEND, identify areas for improvement, and set personalised, achievable targets.
- Use assessment outcomes, including baseline data and pupil feedback, to adapt teaching strategies and support progress of pupils with SEND.
- Collaborate with colleagues and specialists to refine teaching practices, moderate assessments, and share knowledge, strategies and resources that support pupils.
- Work collaboratively with the SENDCo, external agencies and support staff to implement and monitor EHCPs, support plans and interventions that enable every child to thrive.
- Participate in school-wide quality assurance processes and act on feedback to continually refine and improve teaching and classroom practice for pupils.

Classroom environment, behaviour and resources:

- Actively promote and safeguard the welfare of all children, following safeguarding protocols and acting promptly on concerns, to ensure a safe, inclusive nurturing environment.
- Foster a positive, inclusive and well-managed classroom environment through consistent behaviour management strategies that support self-regulation, respect and responsibility.
- Foster independence by teaching pupils to use tools and strategies that support their own learning and self-regulation.
- Implement positive behaviour support strategies in line with individual behaviour or regulation plans.
- Liaise regularly with support staff to ensure consistent implementation of strategies and communication systems.
- Establish structured and predictable routines to support pupils who benefit from additional clarity and consistency, particularly those with SEND, to create a safe, calm environment that reduces anxiety and promotes engagement.
- Ensure the classroom is purposeful, well-organised and stimulating, with clear displays and accessible resources that support active learning and reflect high expectations.
- Incorporate effective use of educational technology and a range of materials to enrich learning and engagement across subjects.
- Direct and work collaboratively with teaching assistants and support staff to positively contribute to pupils' learning and maximise impact on pupil progress, particularly in supporting personalised learning and interventions. Provide clear guidance and direction to support staff working with pupils with SEND, ensuring consistency in approach and effective deployment.

Enrichment, communication and community engagement:

- Build strong, positive relationships with parents/carers through regular communication, keeping them informed of curriculum content, pupil progress, behaviour and achievements.
- Engage parents/carers in their child's learning by reviewing support strategies, celebrating successes and addressing challenges together.
- Participate in parents' evenings, open days and meetings to support dialogue around development, targets and next steps.
- Contribute to the life of the academy by leading or supporting enrichment activities, including clubs, trips, seasonal events and themed learning weeks.

- Participate in wider academy events such as assemblies, celebrations and initiatives that promote shared values, belonging and academy spirit.
- Provide regular written reports and updates on pupil progress, development and attainment as part of the academy's assessment and reporting cycle.
- Support colleagues and wider academy operations, including supervision duties, collaborative planning and covering lessons when required.
- Stay up to date with teaching developments and curriculum changes.
- Uphold and model academy's ethos, routines and expectations, supporting all aspects of academy life consistently and positively.
- Play an active role in the effective daily functioning of the academy, aligned with its values, vision and improvement priorities.

Ethos:

- Support the Trust's vision, mission and strategic priorities, contributing to the achievement of "Stronger Together".
- Act as a professional ambassador for the Trust, representing its values within your role and wider community.
- Demonstrate and uphold the Trust's values of inclusion, ambition, support, kindness and integrity in all aspects of practice.
- Build and maintain positive, respectful and professional relationships with colleagues, parents, carers, stakeholders and the wider community.
- Actively contribute to Trust-wide initiatives, events and community engagement, reflecting the Trust's commitment to Education, Community and Opportunity (ECO).
- Work collaboratively with colleagues across the Trust to support high standards and continuous improvement for all pupils.

Professional development and collaboration:

- Engage fully in professional development activities and performance management processes, demonstrating a commitment to continuous professional growth.
- Collaborate effectively with colleagues across the Trust to share good practice and contribute to sustained improvement in teaching and learning.
- Remain open to new ideas, evidence-informed approaches, technologies and strategies in line with Trust priorities and educational developments.
- Contribute constructively to quality assurance and internal review processes, working with senior leaders to support professional learning and improvement.

Safeguarding and well-being:

- Promote and uphold a culture where safeguarding and the welfare of children and young people is everyone's responsibility.
- Comply fully with statutory safeguarding requirements, including Keeping Children Safe in Education (KCSiE) and all Trust safeguarding policies and procedures.
- Act promptly on any safeguarding concerns or disclosures, following Trust reporting procedures without delay.
- Contribute to the creation of a safe, secure and supportive environment for pupils and staff, both physically and emotionally.
- Engage in all mandatory safeguarding training and ensure knowledge is kept up to date in line with role requirements.
- Promote inclusion, mental health awareness and well-being, recognising their importance in supporting positive outcomes for pupils and staff.

Professional conduct and compliance:

- Adhere to all Trust and academy policies, procedures and codes of conduct, ensuring consistency with organisational expectations.
- Comply with health and safety requirements to maintain a safe working environment for pupils, staff and visitors.

- Promote equality, diversity and inclusion in all aspects of practice, ensuring a culture free from discrimination or harassment.
- Uphold British Values and comply with the Prevent Duty in line with statutory guidance.
- Contribute to the Trust’s strategic priorities through professional behaviour, attitude and practice.
- Engage positively with audits, inspections and quality assurance processes to support accountability and continuous improvement.
- Maintain high standards of professionalism in conduct, communication and appearance, acting as a role model at all times.
- Build and maintain positive relationships with parents, carers, stakeholders and the wider community in support of Trust objectives.
- Participate in outreach and engagement activities that strengthen links between the Trust, families and the wider community.

Acknowledgment and Agreement

I acknowledge that I have read and understood the job description and the Trust Expectations Framework. I agree to carry out the duties of the role to the best of my ability and in accordance with the Trust’s policies and procedures.

Employee Name:	Employee Signature:	Date:
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Job Specification

Qualifications (or equivalent qualification)	Essential	Desirable
Grade 4 (C) or above GCSEs in English / Mathematics / Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A Levels (or equivalent Level 3 qualification)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Bachelor's Degree in any subject	<input checked="" type="checkbox"/>	<input type="checkbox"/>
PGCE (Primary) or other recognised teaching qualification	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Qualified Teacher Status (QTS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
SEND qualification	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Evidence of ongoing Continuous Professional Development (CPD)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Professional Experience	Essential	Desirable
Highly experienced teacher and practitioner within primary education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Substantial experience of teaching across Key Stages 1–2		
Teaching within SEND provision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Well-versed teaching experience across Key Stage 1 and 2	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Supporting children with SEND, EAL and other additional needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Lesson planning, curriculum delivery and differentiation for diverse learning needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Implementing intervention strategies to raise attainment and close achievement gaps	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Effective in assessment, progress tracking and target setting to drive pupil success	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Demonstrated ability to manage classroom behaviour effectively and maintain a positive learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Experience leading curriculum development to improve teaching and learning outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Successful track record of driving change and improving outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Actively involved in extracurricular activities and enrichment programmes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Risk assessments and ensuring a safe learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Engaging with stakeholders to build strong, collaborative relationships and aligned goals	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Skills and Knowledge	Essential	Desirable
Well-versed in Key Stage 1 and 2 syllabus and assessment framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge of SEND-related legislation (SEND Code of Practice)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of a range of SEND conditions	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Awareness of current educational practices and pedagogy in teaching	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of the national curriculum framework and requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledgeable of UK education policy and Ofsted framework	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability developing innovative curriculum content, staying updated on national education developments, curriculum reforms and assessment processes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Implementing strategies for diverse learners, including bilingual pupils, and creating an inclusive and supportive learning environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Awareness of potential learning barriers and strategies to address them	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Use formative and summative assessments to evaluate pupil progress, analyse data to identify underachievement, and collaborate with leadership to implement strategies that improve outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to engage and inspire pupils across a diverse range of abilities and needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ability to analyse data and implement effective operational and strategic strategies to improve outcomes within your role	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Proficient in IT, including Microsoft 365 applications	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Familiarity with role-specific platforms, digital tools and resources to enhance teaching and learning experiences	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Awareness of online safety and responsible use of digital tools	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Understanding of safeguarding, child protection and health & safety	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Knowledge of equality, diversity and inclusion	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Understanding of GDPR and data protection regulations in education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Attributes	Essential	Desirable
Communicate professionally and respectfully with pupils, staff and the wider community, using clear verbal, written and interpersonal skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Work collaboratively and constructively with colleagues and the wider academy community to support a positive environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Handle disagreements and challenging situations calmly and professionally, promoting respect and resolution	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Remain calm, approachable and solution-focused under pressure and when challenged	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Prioritise the safety, wellbeing and development of pupils and staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Take the initiative and respond proactively to the needs of pupils and colleagues	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Be punctual, reliable and committed to professional responsibilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Manage time effectively, meet deadlines and adapt to changing demands	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Demonstrate strong organisational skills with accuracy and attention to detail	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Exercise discretion and maintain confidentiality when handling sensitive information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Uphold ethical standards and demonstrate high levels of trust and integrity	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Aligned with Trust values demonstrate a positive attitude and act as a role model	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Value diversity and actively contribute to an inclusive environment for all	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Engage in self-reflection, embrace professional development and use creativity and technology to enhance practice	<input checked="" type="checkbox"/>	<input type="checkbox"/>