



GREY COURT SCHOOL - Job Description

Post Title:	<i>SEN Specialist Teacher</i>
Purpose:	To provide a highly individualised educational programme for a student with ASD and speech and language difficulties. The role is to provide full time 1:1 support from an LSA or Qualified Teacher to enable the student to access a mainstream environment. This will require accompanying the student to lessons to support integration and extend their learning experience as well as to plan and deliver individual teaching for core subjects (Maths and English) in a bespoke 1:1 curriculum tailored to the student's specific academic, social and communication needs.
Reporting to:	SENCO
Working Time:	Full-time 36 hours a week. Term time only
Salary/Grade:	Main Pay Scale for Qualified Teachers. NJC Scale 4 SCP (8-11) for HTLAs.
Disclosure level	Enhanced
MAIN (CORE) DUTIES	
1. Curriculum Design & Delivery.	
Curriculum :	Design and teach a highly personalised 1:1 curriculum for designated periods outside the mainstream classroom, focusing on functional academics, life skills, and speech/language development.
Targeted 1:1 Teaching:	Deliver high-quality, direct instruction using multi-sensory approaches, specialised teaching methodologies, and adaptive technologies tailored to the student's cognitive profile.
Resource Development:	Create and curate all bespoke learning materials, schemes of work, and assessment tools required to execute the personalised curriculum.

2. Mainstream Inclusion & Live Adaptation	
In-Class Mainstream Support:	Accompany the student directly into designated mainstream lessons, working collaboratively alongside them to scaffold the subject teacher's delivery.
Real-Time Differentiation:	Break down complex, fast-paced teacher instructions, modifying text levels, visual aids, and tasks in real-time to increase the students ability to engage in learning activities.
Fostering Autonomy:	Balance intensive support with intentional strategies that build the student's academic independence.
3. Social, Communication & Language Intervention	
Language Disorder Scaffolding:	Implement structured language frameworks (e.g., visual timetables, graphic organisers, vocabulary mapping) to mitigate barriers caused by the student's language disorder, aiding both receptive and expressive communication.
Social Skills Coaching:	Actively facilitate positive peer interactions during group work, practical tasks, and transitions, guiding the student through social cues and communication dynamics.
Emotional Regulation:	Monitor cognitive fatigue and communication frustration, proactively deploying sensory and emotional regulation strategies to maintain a calm, productive learning environment.
4. Assessment, Collaboration & Reporting	
EHCP Alignment:	Ensure both the mainstream adaptations and the bespoke 1:1 curriculum directly target the long-term outcomes and short-term objectives detailed in the student's Education, Health and Care Plan (EHCP).

Multidisciplinary Liaison:	Act as the bridge between mainstream subject teachers, the SENCO, and external specialists—specifically Speech and Language Therapist (SALT) and Occupational Therapist (OT) —to integrate clinical goals into the daily curriculum.
Progress Tracking:	Maintain data-driven records of academic progress, communication milestones, and behavioural observations to provide detailed evidence for annual EHCP reviews.
5. Key Skills & Attributes	
Curriculum Creativity:	The ability to adapt the mainstream curriculum for a specific student's needs.
Real-Time Adaptability:	The sharp cognitive flexibility required to translate a fast-moving mainstream lesson into accessible language and tasks instantly.
Collaborative & Discreet:	Strong interpersonal skills to work as a seamless team with mainstream faculty, combined with the sensitivity required to support a student 1:1 without socially isolating them from peers.
Communication:	The ability to communicate clearly, sensitively and effectively with parents/carers, teachers, the SENCO, external professionals and other colleagues, sharing relevant information and contributing positively to a consistent approach around the student.
Safeguarding	To be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.
Other Specific Duties:	
- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. - To support the school in meeting its legal requirements for worship. - To promote actively the school's corporate policies. - To continue personal development as agreed. - To comply with the school's Health and Safety policy and undertake risk assessments as appropriate. - To undertake any other duty as specified by STPCB not mentioned in the above	

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 are 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.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by the headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Signed

(postholder)

Date

Signed

(headteacher)

Date