

## JOB DESCRIPTION

*The Special Partnership Trust: An ambitious, inspirational partnership of outstanding learning.*

<b>Job Title:</b>	SEND Teacher (English Lead)
<b>Salary/Range:</b>	MPS/UPS + SEN
<b>Hours:</b>	Full Time – in accordance with STPCD
<b>Main Base:</b>	Brunel School, Paignton
<b>Responsible to:</b>	Headteacher and Deputy Headteacher
<b>Direct Supervisory Responsibility for:</b>	Teaching Assistant(s)
<b>Important Functional Relationships: Internal/External</b>	CEO, Headteacher's, SEN Director, staff, pupils, parents, governors  Community groups, LA, partner schools, national bodies/organisations, media

### Main Purpose of Job:

Job Description: Progress & Engagement Lead (Middle Leader with added responsibility)  
Middle Leadership (Fixed Term TLR aligned to whole-school strategic responsibility)

#### Purpose of the Role:

The Progress & Engagement Lead is responsible for securing consistently high expectations for learning, engagement, and progress across the school, with a particular focus on improving outcomes for pupils with SEMH and other areas of need.

The post-holder will lead English as a core subject and will hold strategic responsibility for developing, embedding, and quality assuring the school's whole-school literacy strategy.

The role is central to improving:

- ✓ pupil engagement in learning
- ✓ rates of progress across all subjects
- ✓ reading, writing, communication and vocabulary development
- ✓ access to and engagement in learning for pupils with complex social, emotional and mental health needs

The role combines curriculum leadership, inclusion strategy, and data-informed improvement planning.

### Main Duties and Responsibilities:

#### 1. Progress & Engagement Strategy (Whole School)

Lead the strategic development of pupil engagement across the school, ensuring high levels of participation, resilience, and readiness to learn

Use pupil progress and engagement data to identify trends, barriers, and underperformance

Work with pastoral and safeguarding teams to ensure engagement strategies are trauma-informed and consistent

Develop systems that ensure early identification of disengagement and rapid intervention

Lead on improving attendance to learning (in-school engagement as well as physical attendance where appropriate)

#### 2. Whole-School Literacy Strategy (Key Leadership Responsibility)

Design, implement and evaluate a whole-school literacy strategy aligned with school improvement priorities

Develop a consistent approach to:

reading fluency and comprehension  
vocabulary development (Tier 2 and Tier 3 language)  
writing structure and stamina  
oracy and communication skills

Ensure literacy is embedded across all subjects, not confined to English

Lead staff development in literacy pedagogy, including adaptive teaching strategies for SEMH learners

Promote a reading culture across the school, including intervention pathways for pupils with low reading ages

### **3.. Quality Assurance**

In conjunction with other senior leaders, contribute to the school's quality of education through learning walks, book scrutiny and pupil voice

In conjunction with the Deputy Head, ensure planning and delivery reflect high expectations and appropriate scaffolding and Support the development of consistent high-quality teaching practices across the school

Use evidence-informed practice to improve outcomes for SEMH learners

In conjunction with Care and Pastoral Senior Leader, support colleagues to implement effective behaviour for learning strategies linked to engagement

### **4. Data, Assessment and Accountability**

In partnership with Assistant Head and Senco, analyse progress and engagement data to inform intervention and strategic planning

Produce clear reports for SLT on progress trends and literacy impact

Ensure assessment systems are meaningful, consistent and used to drive action

In partnership with Assistant Head and Senco and Therapeutic Lead, track the impact of interventions on both engagement and attainment

### **5. Staff Development and Coaching**

Lead CPD on literacy, engagement and adaptive teaching

Coach teachers and support staff to improve practice, particularly in managing disengagement and low-level disruption

Support other middle leaders in using data effectively within their teams to support effective planning.

Build staff confidence in teaching reading, writing and communication explicitly

### **6. Contribution to School Improvement**

Contribute to whole-school development planning and Ofsted preparation

Work closely with SLT to ensure consistency between pastoral/safeguarding systems and curriculum expectations

Support the school's vision for high expectations, inclusion and aspiration for all learners

Take an active role in inspection readiness, particularly in Quality of Education, Behaviour & and Personal Development.

### **General/Other:**

Teachers Pay and Conditions

- The post holder will be required to carry out such duties outlined in the current School teachers' Pay and Conditions document at the request of the Headteacher.
- Elements of this job description may be re-negotiated at the request of either party and with the agreement of both.
- Teachers can expect support from the school leadership through guidance, CPD, lesson observations, monitoring, evaluation processes and professional reviews.
- There is not rigid policy with regards to the 1265 working hours directive; we ensure that there is a balance of Planning, Preparation and Assessment time alongside formal meetings.
- All teachers can expect to be formally observed on three occasions per year and are expected to participate in shared peer observations to develop best practice.
- Professional Reviews are carried out annually with objectives that are set and contribute towards an evaluation of performance.

- In the interest of staff wellbeing, the school has a strong commitment to providing support, care and guidance to colleagues. It is the personal and professional responsibility of staff to ask for support when they need it.
- To act as a team member and provide support and cover for other staff where needs arise inclusive of occasional work at other sites within a reasonable travel distance.
- To maintain the utmost confidentiality with regard to all reports, records and personal data and other information of a sensitive or confidential nature.
- To be aware of and adhere to all Trust policies and procedures.
- To be responsible for your own continuing self-development and attend meetings as appropriate.
- To undertake other duties appropriate to the post as required.

<b>Person Specification:</b>			
	<b>Essential</b>	<b>Desirable</b>	<b>Recruiting method</b>
<b>Education and Training</b>	Qualified Teacher Status (this post is not suitable for an NQT application).	Undertaken training in Special Education.  Undertaken training for learners with ASD and SEMH.  Evidence of personal commitment to continued professional development.	Application
<b>Skills and Experience</b>	Sensitivity to the personalised learning requirement of children with complex needs.  Ability to manage pupils who present behaviour which may show challenge as a result of their communication difficulties.  Adaptable and able to engage proactively in short term/ medium term and longer deployments within settings.  Ability to lead, direct, manage and work effectively as a member of a team with responsibility to develop the skills, knowledge and understanding of colleagues via the performance management process.  Good communication skills.  Effective ICT skills, including the use of Microsoft Teams.  Ability to skilfully interact with children with complex needs, encouraging the acquisition of appropriate skills and attitudes.	Has worked as part of a multi-professional team.  Strong knowledge of EHCPs, differentiation, and inclusive teaching strategies.  <b>Middle leadership experience (subject or pastoral)</b>	Application/Interview /Assessment

	<p>Has worked directly with pupils with SEN and/or disabilities/SEMH.</p> <p>Ability to adapt teaching for pupils with communication difficulties and emotional regulation needs.</p> <p>Understand and are able to implement a 'Total Communication' approach and environment.</p>		
<b>Specialist Knowledge and Skills</b>	<p>Demonstrates knowledge of how children learn and the best way to encourage their development through high quality teaching and learning sessions.</p> <p>Demonstrates a robust understanding of assessment of learning, using such assessment to inform future teaching and learning.</p> <p>Demonstrates an awareness, understanding and commitment to the protection and safeguarding of children and young people.</p> <p>Demonstrates an awareness, understanding and commitment to equal opportunities.</p> <p>Strong classroom and behaviour management, support and skills.</p> <p>Knowledge of the Annual Review process and the importance of the EHCP.</p>	<p>Knowledge of programmes of work for children with SEN.</p> <p>Knowledge of the learning needs of pupils with significant social communication difficulties.</p> <p>Some knowledge of the EHC process.</p> <p>To have used a range of teaching strategies e.g. TEACHH/Attention Autism.</p> <p>Knowledge of Sensory Needs Engagement.</p> <p>Familiarity with therapeutic approaches (e.g. trauma-informed practice, attachment-aware teaching).</p>	Application/Interview /Assessment
<b>Behaviours and Values</b>	<p>Warm, friendly and a good team member.</p> <p>Enthusiastic with a solution focussed approach.</p> <p>Open to learning and flexible to changing circumstances.</p> <p>Empathetic to individual needs of children.</p> <p>Commitment to Inclusion.</p> <p>Commitment to working with parents and multi-agency teams.</p>	<p>Training is Team Teach, MAPA, or other positive handling strategies.</p>	Application/Interview /Assessment

	Current driver's license and able to travel.		
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