



Job Description Template (update 31.10.2025)

Role	SEN Primary Teacher	School/Department	Oak Tree School
Grade	MPR/UPS + SEN 1	Reports to	Lower School Phase Leader
Purpose	To contribute to the teaching and learning of the primary aged students within Oak Tree School, reflecting knowledge of their SEN strengths and needs to ensure appropriate development.		
Scope	Staff responsibilities:		Financial Accountability:
	Teaching Assistants		None
Key accountabilities	<ul style="list-style-type: none"> • The standards of progress and attainment of all students taught. • The standards of conduct and behaviour for learning of all students. • The reliability and accuracy of formative and summative assessment of all students. • The consistent implementation of school policy in the subject. • The effective and safe use of resources. • The safety and wellbeing of students in their care. 		
Relationships	The postholder will build positive, professional relationships with a wide range of stakeholders, including Trust and school leaders, colleagues across Maiden Erlegh Trust, students, parents and carers, plus external partners. These relationships are central to creating a collaborative, supportive environment that enables shared success and strong outcomes for all.		
Supporting Maiden Erlegh Trust	The postholder may occasionally support other Maiden Erlegh Trust schools, promoting collaboration, professional growth, and the sharing of effective practice. This cross-Trust work provides opportunities to learn from colleagues, contribute to improvement initiatives, and strengthen our community.		
Main duties and accountabilities	<p>Trust Culture</p> <ul style="list-style-type: none"> • Supporting the Trust’s values and ethos by contributing to the development and implementation of policies practices and procedures. • Maintaining the highest expectations of all students • Helping create a strong Trust and school community, characterised by consistency, collaboration and measured and respectful relationships. • Supporting extra-curricular and whole school events. • Supporting and working in collaboration with colleagues and other professionals in and beyond the school, covering 		



lessons and providing other support as required (in line with school policy).

Teaching and Learning

- To understand the fundamental principles of EYFS and relevant SEN KS2 curriculum programmes.
- To plan, develop and deliver outstanding teaching and learning which understands and reflects the needs of the students.
- To develop resources for students and staff that inspire and excite students to learn new skills and knowledge.
- To ensure that Augmentative Alternative Communication Strategies are implemented to enable each child to access the curriculum.
- Contribute to the design and delivery of the school's enrichment curriculum.
- To support the pupils when they are carrying out relevant assessments.
- Motivating and inspiring students so that they enjoy their learning.
- Directing and supervising support staff assigned to lessons.
- Actively monitor, and respond to, curriculum developments and initiatives.
- Take part in all training and development activities, to implement multidisciplinary strategies which meet the needs of the students.
- Ensuring all classroom, assessment and feedback routines are upheld in all lessons.
- To promote an innovative and aspirational learning culture and solution focused thinking among staff groups.

Assessment

- To track pupil attainment/achievement/behavioural progression.
- To develop targets in relation to the child's Educational Health Care plan that would form part of their annual review.
- To contribute to robust/comprehensive assessment and profiling systems.
- To provide detailed reports and suggested strategies to share with the wider staff team.
- To contribute to whole school development/improvement, planning, implementation, review and evaluation.



- To scrutinise, analyse and interrogate assessment data and profiles to inform appropriate, individualised intervention planning and strategies.
- To be accountable for keeping appropriate records of assessment.
- To be accountable for individual student progress against starting points.
- Prepare and present informative written and verbal reports on pupils' progress to parents in line with Oak Tree policies.
- To ensure the school is prepared for Ofsted inspections and any other benchmarking or assessment visits.
- To recognise what each pupil's abilities are and ensure that they are following the relevant curriculum pathway supporting them in areas of strengths and needs.

Behaviour Management and Student Wellbeing

- Demonstrate consistently high expectations of all pupils and a commitment to raising their achievement and social and emotional well-being.
- Promote the positive values, attitudes and behaviour expected from all pupils by treating them with respect and consideration.
- Develop strong and positive relationships with pupils.
- Implement all Oak Tree School's policies including the school's behaviour policy.
- Always model the ethos and vision of the school.
- Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
- Ensure there is a positive relationship between home and school and develop support programmes to help the child at home understanding that this then affects their development in school.
- Attend CIN or CP meetings when necessary.
- Attend and contribute to the child's annual review.
- Establish and maintain effective working relationships with colleagues including support staff.
- Be familiar with and comply with the school's Health and Safety policies.
- Be responsible for the health & safety of pupils when they are authorised to be on the schools' premises and when engaged in authorised activities elsewhere.
- Creating a positive, nurturing and open learning environment, where students are safe and feel safe to show curiosity and enthusiasm for the subject being taught.



	<ul style="list-style-type: none">• Undertaking allocated duties and ensure a presence which promotes the safety and wellbeing of students and staff.• Ensuring all concerns of a safeguarding nature are reported and recorded as per our Safeguarding Policy and within a timely manner.• Ensuring all concerns of a health and safety nature are reported and recorded as per our Health and Safety Policy and within a timely manner. <p>Pastoral and Inclusion</p> <ul style="list-style-type: none">• To contribute to coordination, development and delivery of all elements of pastoral care.• To work closely with the multidisciplinary team and implement strategies given. <p>Other</p> <ul style="list-style-type: none">• To support the pupils in their later career progression.• When required, participating in recruitment and selection or teacher training activities.• Liaise with all stakeholders such as parents/carers, school staff, Trust staff, outside agencies and any other relevant bodies.• Be part of the appraisal system, taking full responsibility for their own objectives and professional development.• To perform any reasonable task as directed by the Headteacher, Senior Manager or lead teacher.• To attend meetings and staff meetings as directed by line managers and the Headteacher.
Other requirements and responsibilities	<ul style="list-style-type: none">• Enhanced DBS clearance required.



Person Specification

Role	SEN Primary Teacher	School/Department	Oak Tree School
Qualifications, training and education	<ul style="list-style-type: none"> • Evidence of successful teaching and classroom practice, monitoring and assessing pupil; progress at Key Stage 1 and 2. • A good knowledge and understanding of the Early Years Curriculum and National Curriculum for Key Stage 1 and 2. • Experience of working with children with ASD and associated complex difficulties. • Experience of supporting colleagues who require coaching or mentoring. • Experience of multi-agency working. 		
Skills and abilities	<ul style="list-style-type: none"> • Good/outstanding teacher. • Knowledge and understanding of how children with ASD and associated complex difficulties may learn and what strategies are needed in order to ensure they access the curriculum. • Knowledge and understanding of effective behaviour management techniques/strategies/intervention. • Comprehensive understanding of assessment and profiling. • Understanding of quality of provision and assessment to support learning. • Understanding of inclusive practice to support learning. • Knowledge and understanding of a range of factors that may impede learning in relation to the child's SEN needs and behaviour. • Knowledge and understanding of what constitutes quality teaching and learning and strategies to improve teaching and learning and improve/raise achievement. • Knowledge of current issues and policy in relation to the revised Code of Practice for SEN and Social Inclusion. • Knowledge of the range of difficulties experienced by pupils who have experienced trauma. • A high level of communication and interpersonal skills. • The ability to avoid confrontation and maintain a corporate ethos and awareness. • Excellent classroom management skills and a flexible, problem-solving approach to pupil management. • Capacity to identify and advise on effective classroom management strategies relevant to the teaching. • Ability to work effectively and constructively with a multidisciplinary team and effectively implement strategies given. • Commitment to social inclusion and enhancing the life chances of pupils. • A willingness to explore new ideas and working practices. 		



	<ul style="list-style-type: none">• Capacity to work under pressure in a changing environment.• Demonstrate emotional resilience in working with challenging behaviours and be responsible for managing your own emotional health.• Solution focused thinking.• Commitment to positive working with difficult behaviours and attitudes.• The capacity to contribute to, and benefit from, working within a team.• A sound understanding of Equal Opportunities and confidentiality as they relate to this post. • Willingness to work across sites and within the school.• Sharing strategies to help support team members.
Requirements specific to the role	<p>All staff and volunteers are expected to be committed to safeguarding, equality and promoting the welfare of children and young people.</p> <p>To ensure awareness of local safeguarding policies and procedures and to report any concerns or information received as required</p>

Maiden Erlegh Trust retains the right to implement changes in job descriptions and person specifications to reflect changes in the demands of the post. Where this is necessary this will be done in consultation with you.

Signed: Post holder	
Date:	