



Rebuilding Confidence. Restoring Futures.

Job Description

SEND Teacher

At The Sage School, our teachers have the opportunity to focus on what matters most: relationships, personalised learning and helping young people rediscover confidence in themselves as learners.

Our pupils are often academically capable but have experienced significant barriers to accessing education due to anxiety, emotionally based school avoidance (EBSA), autism, ADHD and other SEND needs. They benefit from small classes, predictable routines, nurturing relationships and teachers who understand that progress starts with feeling safe, understood and valued. This role is ideal for a teacher who wants to make a meaningful difference, teach creatively, and be part of a school where Belonging, Confidence and Growth are at the heart of everything we do.

Job Purpose

To provide high-quality, personalised teaching and learning for pupils with Special Educational Needs and Disabilities (SEND), enabling them to make academic, social and emotional progress.

The SEND Teacher will create a nurturing and inclusive learning environment where pupils feel a sense of belonging, develop confidence in their abilities and experience growth as learners and individuals. Through adaptive teaching, strong relationships and high expectations, the postholder will support pupils to achieve their full potential and prepare successfully for their next stage of education or adulthood.

About Our Pupils

The Sage School supports pupils with a range of Special Educational Needs and Disabilities, including autism, ADHD, anxiety-related needs, emotionally based school avoidance (EBSA), and associated social, emotional and mental health needs.

Many pupils have experienced disrupted educational journeys and require a personalised approach that prioritises emotional safety, trust, confidence-building and positive relationships.

Key Responsibilities

Teaching and Learning

- Plan, prepare and deliver high-quality lessons that meet the individual needs of pupils with SEND.
- Adapt curriculum content, resources and teaching approaches to ensure accessibility and engagement.
- Create an inclusive classroom environment where all pupils can experience success.
- Maintain high expectations for achievement, participation and personal development.
- Use assessment effectively to monitor progress and inform future planning.
- Promote literacy, numeracy, communication and independent learning skills across the curriculum.

- Deliver personalised learning programmes that support both academic achievement and personal growth.

Personalised Learning

- Develop a detailed understanding of each pupil's strengths, interests and barriers to learning.
- Contribute to the development, implementation and review of individual learning plans and Education, Health and Care Plans (EHCPs).
- Use evidence-based strategies to support pupils with a range of SEND profiles.
- Support pupils to develop confidence, resilience, self-regulation and independence.
- Ensure learning experiences are appropriately differentiated and scaffolded.
- Celebrate progress and achievement in all its forms.

Pastoral and Wellbeing Responsibilities

- Build strong, trusting and respectful relationships with pupils.
- Create a classroom culture where pupils feel safe, valued and able to take positive risks in their learning.
- Support pupils' emotional wellbeing and personal development.
- Recognise and respond appropriately to signs of anxiety, distress or disengagement.
- Promote positive attendance, engagement and participation in school life.
- Act as a positive role model and uphold the school's values of Belonging, Confidence and Growth.

Partnership Working

- Work collaboratively with families, carers and external professionals to support pupil outcomes.
- Attend annual reviews, multi-agency meetings and parent consultations as required.
- Communicate effectively regarding pupil progress, wellbeing and support strategies.
- Contribute to reports and documentation relating to pupil development and provision.

Professional Responsibilities

- Maintain accurate records of pupil progress, attainment and wellbeing.
- Participate fully in staff meetings, training and professional development activities.
- Contribute to curriculum development and school improvement initiatives.
- Work collaboratively as part of a multidisciplinary team.
- Uphold professional standards and comply with all school policies and procedures.
- Maintain a commitment to safeguarding, equality, diversity and inclusion.

Safeguarding Responsibilities

The Sage School is committed to safeguarding and promoting the welfare of children and young people.

All staff are expected to:

- Safeguard and promote the welfare of pupils.
- Adhere to all safeguarding and child protection policies and procedures.
- Report any concerns regarding pupil welfare immediately in accordance with school procedures.
- Undertake safeguarding training as required.
- Promote a culture of vigilance and professional curiosity.

Qualifications and Experience

- Qualified Teacher Status (QTS) or equivalent (experienced UQTs will be considered).
- Experience teaching pupils with SEND.

- Experience planning and delivering differentiated learning.
- Experience using assessment to monitor and improve pupil outcomes.
- Experience developing positive relationships with pupils, families and colleagues.
- Strong understanding of SEND and inclusive educational practice.
- Understanding of autism, ADHD and a range of additional learning needs.
- Understanding of adaptive teaching and personalised learning approaches.
- Knowledge of safeguarding responsibilities within education.
- Understanding of the importance of emotional wellbeing in supporting learning.
- Excellent classroom practitioner.
- Strong communication and interpersonal skills.
- Ability to build trusting relationships with young people.
- Patient, reflective and solution-focused approach.
- High levels of empathy alongside high expectations.
- Commitment to inclusive education and personalised learning.
- Commitment to the values of Belonging, Confidence and Growth.

Desirable

- Experience within specialist, alternative provision or independent school settings.
- Knowledge of autism, ADHD and emotionally based school avoidance (EBSA).
- Experience working with pupils experiencing anxiety-related barriers to education.
- Experience contributing to EHCP reviews and annual reviews.
- Additional SEND qualifications or specialist training.
- Experience of curriculum development.