

Summary Role Description

Specialist SEN Teacher

Key Outcome of the Role

The SEN Specialist Teacher will lead and deliver high-quality teaching, learning and provision for pupils within the Communication and Interaction Informal Resource Base, supporting children and young people with a range of needs including Autism Spectrum Condition (ASC), speech, language and communication needs (SLCN), and associated social communication differences.

The role is focused on creating an inclusive, nurturing and structured learning environment that enables pupils to access education successfully, develop independence, build positive relationships, and achieve their academic, social and emotional potential. The postholder will work collaboratively with school staff, families and external professionals to ensure pupils receive highly personalised support and provision.

Key Responsibilities of the Role

School and Trust Vision

- To support the vision and aims of the school and Amplify Education
- To implement changes as directed by the senior leadership team.
- To work collaboratively and cooperatively with colleagues to achieve the aims of the School Development Plan.
- To help all of our pupils be “on TRACK”. Our [Vision and Values](#).
- Lead the day-to-day operation and strategic development of the Communication and Interaction Resource Base.
- Develop and maintain a safe, structured and inclusive learning environment tailored to pupils’ individual needs.
- Model and promote best practice in SEND provision across the school.
- Support the school’s inclusive ethos and contribute to whole-school SEND development.
- Line manage and support teaching assistants and support staff working within the provision.

Teaching and Learning

- Plan and deliver highly differentiated lessons and interventions that meet pupils' EHCP outcomes and individual learning profiles.
- Adapt curriculum content, teaching approaches and learning environments to support communication, interaction and sensory needs.
- Use evidence-based approaches and specialist strategies to support engagement, regulation, communication and independence.
- Assess, monitor and track pupil progress, using data to inform planning and next steps.
- Develop personalised learning programmes and provision maps.
- Implement strategies to support speech, language and communication development.
- Support pupils with social communication, emotional regulation and interaction skills.
- Use visual supports, structured teaching approaches and assistive communication methods where appropriate.
- Promote positive behaviour support approaches and relational practice.

Continuous Professional Development

- Take responsibility for your own professional development, keeping up to date with current research and development.
- Attend weekly professional development meetings within directed time and take a proactive role.
- Be professional, curious and ask questions.
- Participate in appraisal processes and work towards targets as agreed with the line manager and Head Teacher.
- To be willing to attend bespoke training to meet the needs of the children in the designated class.

Curriculum Enrichment

- Undertake an equal share of supervision duties and rota duties for school activities.
- Contribution to the school community by running extra-curricular clubs, being present at school fairs and supporting with the running of sports competitions.

Safeguarding

- To support the school in safeguarding all pupils in our care.
- Follow the school safeguarding policy, logging any significant concerns on the school tracking system.
- Work effectively with support staff and other adults, deploying them where appropriate.

Professionalism

- Provide a professional and positive role model in terms of personal presentation, timekeeping and interactions with all children, parents and colleagues.
- Establish effective professional relationships within school, across the Trust and with other agencies where appropriate.
- Always adhere to Health and Safety guidance and policy.
- Always have regard to equal opportunities and inclusion.

The details provided in this job description are to give an indication of the nature of the role. Additional duties may also be requested of the role holder where reasonable. The role holder will be expected to be involved in the wider life of the school and participate at extra-curricular school activities from time to time.

So far as reasonably practicable the role holder must promote safe working practices in the school premises and work areas to maintain a safe working environment. The role holder must work in compliance with the Trust's Code of Conduct, regulations and policies, including its commitment to equal opportunities.

The role holder will be expected to ensure that output and quality of work is of a high standard and complies with current legislation and standards.

The Trust is committed to safeguarding and promoting the welfare of all young people and expects all staff to share that commitment. The post will be dependent on a satisfactory disclosure and barring service record check and acceptable references.

This job description and the allocation of specific responsibilities may be amended from time to time, in negotiation with the post holder. It will be reviewed on a regular basis.

Person Specification

Teacher

Criteria	Essential (Must)	Desirable (Should)
Qualifications	<ul style="list-style-type: none">• Qualified teacher status	<ul style="list-style-type: none">• Further professional qualifications relevant to primary age group

<p>Experience</p>	<p>Experience teaching pupils with SEND, particularly communication and interaction needs.</p> <p>Experience of working with EHCPs and multi-agency teams.</p> <ul style="list-style-type: none"> • Recognition of being a reflective practitioner. • Experience of using multiple strategies for formative assessment. • Proven record of making reasonable adjustments for SEND children. 	<p>At least 2 years' teaching experience in a primary school.</p> <ul style="list-style-type: none"> • Experience of sharing exemplary practice with colleagues • Experience of coaching other members of staff including teachers/ TAs to improve performance <p>Experience of leading a subject, preferably Computing</p> <p>Experience of working with specialist frameworks or curriculums.</p>
<p>Skills, abilities and knowledge</p>	<p>Strong understanding of Autism Spectrum Condition and speech, language and communication needs.</p> <p>Ability to lead, motivate and support staff effectively.</p> <ul style="list-style-type: none"> • Excellent written and verbal communication skills including grammar • An ability to use a wide range of evidence-based teaching strategies • Develop positive relationships with parents in order to secure excellent outcomes for children even in challenging circumstances • Understand equal opportunity and inclusion issues 	<ul style="list-style-type: none"> • Involvement in school improvement initiatives <p>Understanding of the core skills needed for pupils to thrive in a complex world.</p> <p>Skills to lead and manage effective interventions for children in order to raise attainment</p>
<p>Professional development</p>	<ul style="list-style-type: none"> • Evidence of a commitment to own professional development 	<p>Leading an aspect of school development across key stages through facilitating staff meetings, INSET days or other CPD</p>

		Recent relevant in-service training
Personal attributes	<p>A genuine liking for and a commitment to students</p> <ul style="list-style-type: none"> • Support the vision, aims and policies of Trust in Learning Academies <p>Work effectively and supportively with all staff members; be a great team member</p> <ul style="list-style-type: none"> • Be involved with extracurricular activities • Emotionally mature, warm and friendly • Solution focussed • Present as a positive and professional role model in terms of time keeping, attendance, dress and behaviour. <p>Willingness to learn with and from colleagues.</p> <p>Adaptable and flexible.</p>	
Letter of application	<ul style="list-style-type: none"> • The ability to present succinctly a professionally sound philosophy and practise of education which is in-line with the vision and ethos of Little Mead Primary Academy. <p>Demonstrate, with examples, how you meet the essential and desirable criteria.</p>	