

# Job Description and Person Specification



<b>Job details</b>			
<b>Job title</b>	<b>Teacher – School Resource Base (Communication and Interaction needs)</b>		
<b>School</b>	Dell Primary School		
<b>Location</b>	Dell Road, Lowestoft		
<b>Hours per week</b>	32.5	<b>Weeks per annum and contract term</b>	All year round
<b>Grade &amp; Salary</b>	Grade (based on experience) from £31650 plus SEN allowance		
<b>Responsible to</b>	The Headteacher		
<b>Responsible for</b>	School Resource Base (12 pupil unit)		
<b>Effective date</b>	April 2026	<b>Job Family</b>	Teaching

<b>Purpose of the Role</b>
<p>We are seeking a passionate and skilled <b>Teacher</b> to lead teaching and learning within our <b>School Resource Base (SRB)</b> for <b>EYFS and KS1 pupils</b> with <b>communication and interaction needs</b>, including speech and language difficulties. As class teacher, you will create a positive, inclusive learning environment where children are inspired, challenged, and supported to reach their full potential.</p> <p>The post holder will ensure that all pupils receive a developmentally appropriate, communication-rich and inclusive curriculum, enabling them to build secure foundations in language, interaction, emotional regulation and early learning. Through high quality teaching, targeted intervention and consistent specialist support, the role aims to support pupils to make accelerated progress from their individual starting points with successful outcomes. In addition, you will provide high-quality teaching and learning that supports the achievement, progress, and well-being of pupils in the unit. You will also provide inspirational leadership to support staff within the SRB, building a skilled, reflective and confident team.</p> <p>The role also carries responsibility for leading statutory SEND processes, including the completion and review of EHCP documentation, hosting annual reviews and ensuring that children's targets are clearly understood, consistently implemented and regularly reviewed. Through strong partnership working with parents, carers and professionals, the post holder will help ensure that each child's provision is coherent, well-co-ordinated and focused on long-term success.</p> <p>You will take responsibility for the learning and development of pupils in your care, working closely with colleagues. You will demonstrate professionalism in your teaching practice, uphold the highest standards of behaviour and conduct, and contribute to a strong team ethos within the school.</p> <p>You will carry out your duties in line with the Teachers' Standards and the School Teachers' Pay and Conditions Document, maintaining a strong focus on safeguarding, promoting children's well-being, and upholding the values and expectations of the school community.</p>

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## Job Description – main duties and responsibilities

### Teaching, learning and assessment

- Plan and teach well-structured lessons to the SRB class, following the school's curriculum and schemes of work ensuring provision is tailored to individual communication and interaction needs
- Lead the implementation of a **communication-first, language-rich curriculum**, supporting the development of speech, language, social communication, emotional regulation and early learning skills.
- Monitor and evaluate pupil progress against **EHCP outcomes**, individual targets and developmental milestones, ensuring that interventions are timely and effective.
- Lead the planning and delivery of targeted interventions and structured learning opportunities, ensuring consistency across the SRB.
- Work closely with support staff to ensure that teaching strategies, communication approaches and behaviour support are implemented consistently and effectively.
- Embed specialist strategies recommended by **speech and language therapists and other professionals** into daily classroom practice.
- Create and maintain a **safe, nurturing and structured learning environment** that promotes engagement, communication, independence and positive behaviour.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of assessment
- Adapt teaching to respond to the strengths and needs of pupils
- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes by pupils
- Demonstrate good subject and curriculum knowledge
- Participate in arrangements for preparing pupils for external tests
- Fully support the inclusion of all pupils through SEND support plans (or equivalent) working closely with external agencies and specialists within school where appropriate

### Behaviour and safety

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly in line with school policy
- Manage classes effectively, using approaches which are appropriate to pupils' needs to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners in line with our school behaviour policy and core values.
- Carry out playground and other duties as directed and within the remit of the current School Teachers' Pay and Conditions Document

### Team working and collaboration

- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them

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- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Work collaboratively with others to develop effective professional relationships
- Communicate effectively with parents/carers regarding pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

## Administration

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current School Teachers' Pay and Conditions Document

## Leadership

- Direct and supervise assigned support staff, and where appropriate, other teachers
- Contribute to the recruitment and professional development of other teachers and support staff
- Deploy resources for area of subject leadership
- Oversee all aspects of organisation in your class; including school policies and practice
- Establish good professional relationships, role model excellent working practice and support, motivate and direct support staff in your class (Teaching Assistants, Midday Supervisory Assistants).
- Provide suitable support and challenge for members of staff for whom you have management responsibility, in consultation with senior leaders
- Ensure pupils' learning environment are communication and literacy rich and accessible for all learners in your class and are in line with the relevant school policies and procedures
- Support the School Leadership Team (SLT) to inform the school's Self-evaluation process and follow the School Development and Improvement Plan (SDIP) and drive the school's vision forward
- Support the head teacher and staff in the review, implementation, development and monitoring of whole school policies that promote the school's values, aims and objectives
- Assist the Headteacher in any other reasonable duties in the running of the school

## Safeguarding and health & safety

- Evolution Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Therefore, we will conduct pre-employment checks, including a social media search. This post will come under the requirements of the Childcare (Disqualification) 2009 Regulations, and a successful applicant would be required to complete a declaration form to establish whether they are disqualified under these regulations. An enhanced DBS check will be required
- Promote the safety and wellbeing of pupils, and help to safeguard pupils by keeping up to date with relevant safeguarding guidance and practice, including Keeping Children Safe in Education and Working Together to Safeguard Children
- Job holders must ensure that they have read, understood and act in accordance with current school policies, particularly those intended to protect children and employees, for example, health, safety, welfare, safeguarding and inclusion
- Respond appropriately to safeguarding and child protection concerns, following school procedures and reporting promptly to the DSL

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- Adhere to all health & safety regulations and requirements, taking necessary action to ensure a safe working and learning environments for all children, colleagues and visitors
- Promote a culture of vigilance and openness where pupils and staff feel safe and confident to raise concerns

## Professional development

- Keep own knowledge and understanding relevant and up to date by reflecting on own practice, liaising with manager to identify relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role
- Take part in the school's appraisal procedures
- Follow all Trust and School policies, including the staff code of conduct

## Supporting the work of our Trust

- Support our vision, mission and values, as well as our principled ways of working
- Be a professional role model, promoting the aims of our Trust whilst also providing a critical and supportive lens
- Develop and maintain strong working relationships with EAT colleagues and contribute to collaborative working across schools
- Attend and engage in regular professional training, seek support from other leaders and share best practice across our EAT community
- Contribute to our 'One Trust' approach, seeking further opportunities to celebrate the work of our staff teams

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Person Specification	
Essential	Desirable
<b>Qualifications</b>	
<ul style="list-style-type: none"> <li>Qualified Teacher Status (QTS)</li> <li>Degree</li> </ul>	<ul style="list-style-type: none"> <li>Primary teaching experience</li> <li>Subject Leadership (foundation or core)</li> <li>Postgraduate in SEND</li> <li>Specialist training or qualification in Speech Language and Communication needs</li> <li>Training in augmentative and alternative communication (AAC)</li> </ul>
<b>Experience</b>	
<ul style="list-style-type: none"> <li>Experience of teaching in EYFS, KS1 or KS2</li> <li>Evidence of recent and ongoing professional development</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working in more than one key stage</li> <li>Experience of teaching children with SEND</li> <li>Experience of leading or contributing to statutory SEND processes</li> </ul>
<b>Skills/knowledge</b>	
<ul style="list-style-type: none"> <li>An excellent knowledge and understanding of the National Curriculum</li> <li>The ability to plan creative and interesting learning opportunities for pupils</li> <li>Ability to use assessment strategies, identify next steps in learning and deliver lessons which meet the needs of all pupils, including the more able and those with SEND</li> <li>Proven successful behaviour management strategies</li> <li>The ability to develop positive working relationships with pupils</li> <li>A commitment to further training to improve teaching and learning and personal skills</li> <li>The ability to work positively as an effective member of a team with a range of colleagues</li> <li>High levels of emotional intelligence</li> <li>Good literacy and communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Skills and/or experiences that would contribute to the school's extended school opportunities</li> <li>Experience in planning and delivering a differentiated inclusive curriculum</li> </ul>
<b>Personal Qualities</b>	
<ul style="list-style-type: none"> <li>Commitment to maintain value and ethos that nurture and safeguard children</li> <li>Flexible and adaptable</li> <li>Ambitious and driven</li> <li>Enjoyment of working with children</li> <li>Sensitivity and understanding, to help build good relationships with all stakeholders</li> <li>Commitment to getting the best outcomes for all pupils</li> </ul>	<ul style="list-style-type: none"> <li>Passionate about EYFS and SEND</li> <li>Empathetic and Nurturing</li> <li>Patient, calm and consistent</li> <li>Collaborative and team orientated</li> <li>Organised and pro-active approach</li> <li>Creative and adaptable</li> <li>Reflective practitioner who is open to feedback and committed to continuous</li> </ul>

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<ul style="list-style-type: none"><li>• Commitment to maintaining confidentiality at all times</li><li>• Commitment to safeguarding pupil's wellbeing and equality</li><li>• Resilient, positive, forward looking and enthusiastic about making a difference</li></ul>	<ul style="list-style-type: none"><li>• improvement both personally and across the SRB team</li><li>• Committed to inclusion and equality</li></ul>
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General information
<ul style="list-style-type: none"><li>• This job description details the main outcomes required and will only be updated to reflect <b>major changes</b> that impact on the outcomes of the job. It may be amended at any time in consultation with the postholder</li><li>• All work performed/duties undertaken must be carried out in accordance with relevant, Trust and Local Authority policies and procedures, within legislation, and with regard to the needs of our stakeholders and the diverse community we serve</li><li>• Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management. This Job Description is not an exhaustive list</li></ul>

Signed: Job Holder		Signed Manager:	
Print Name:		Print Name:	
Date:		Date:	