

Teacher of Enhanced SEND Provision

Job details

School: Litcham School

Job title: Teacher of Enhanced SEND Provision

Responsible to: SENDCo / designated member of the Senior Leadership Team

Responsible for: Pupils accessing the Enhanced SEND Provision and the day-to-day work of support staff deployed within the provision

Contract: 0.8 FTE

Salary: Main Pay Scale

Contract type: fixed term

Purpose of the role

To lead the day-to-day delivery and development of Litcham School's Enhanced SEND Provision, providing high-quality, teacher-led education for pupils with complex special educational needs and/or disabilities whose needs cannot currently be met fully within the mainstream classroom.

The postholder will plan and deliver an ambitious, adapted and personalised curriculum that enables pupils to make meaningful academic, personal, social and emotional progress. They will work closely with the SENDCo, senior leaders, teaching staff, families and external professionals to ensure that pupils are successfully included in the wider life of the school and access mainstream learning wherever appropriate.

The provision will support pupils to develop the knowledge, skills, confidence and independence required to increase their participation in mainstream education, while also providing appropriate support for pupils who may be awaiting a specialist placement.

Main duties and responsibilities

Leadership and development of the provision

The postholder will:

- Lead the day-to-day operation of the Enhanced SEND Provision in accordance with the school's SEND policy, Graduated Provision Map and agreed entry and exit criteria.
- Establish a calm, purposeful, nurturing and inclusive environment in which pupils feel safe, valued and ready to learn.
- Work with the SENDCo and senior leaders to develop the vision, curriculum and operating procedures for the provision.
- Ensure that the ESP remains an integral part of Litcham School rather than operating as a separate or isolated provision.

- Contribute to the evaluation and ongoing development of the ESP, identifying strengths, priorities and appropriate next steps.
- Participate in relevant Norfolk ESP network meetings, professional development and Team Around the School discussions.
- Support the school in demonstrating the effectiveness, efficiency and impact of the provision.
- Ensure that the provision reflects the school's values, safeguarding expectations and commitment to inclusion, high expectations and strong relationships.

Teaching, curriculum and learning

The postholder will:

- Plan and deliver high-quality teaching that is ambitious, appropriately adapted and responsive to pupils' individual needs.
- Develop a broad, balanced and relevant curriculum that takes account of pupils' cognitive, communication, sensory, physical, social and emotional needs.
- Ensure that pupils continue to develop essential literacy, numeracy, communication and independence skills.
- Use explicit teaching, careful modelling, guided practice, appropriate scaffolding and regular opportunities for retrieval and consolidation. Use the principles of Quality First Teaching and the Litcham 'Four Pillars' to ensure consistency in teaching and learning.
- Provide suitable challenge while breaking learning into manageable steps.
- Use pupils' strengths, interests and aspirations to promote engagement and successful learning.
- Plan opportunities for pupils to learn alongside their peers and access mainstream lessons, activities and the wider curriculum wherever appropriate.
- Work collaboratively with mainstream teachers to adapt curriculum content and support successful participation.
- Ensure that pupils accessing the ESP remain full members of the school community.
- Support pupils to prepare for their next stage of education.

Assessment, planning and review

The postholder will:

- Develop a detailed understanding of each pupil's needs, strengths, barriers to learning and intended outcomes.
- Use appropriate baseline assessments to establish pupils' starting points.

- Set meaningful and appropriately challenging academic, personal, social and communication targets working alongside the SEN plan.
- Use a range of qualitative and quantitative assessment information to identify and celebrate small steps of progress. Collaborate with departments to ensure assessments are appropriate.
- Monitor pupils' academic progress, engagement, attendance, behaviour, emotional wellbeing and increasing independence.
- Maintain accurate records of teaching, interventions, assessment and pupil outcomes.
- Contribute to SEND support plans, individual provision plans, risk assessments and Education, Health and Care Plan reviews where appropriate.
- Provide termly information evaluating pupil progress and the overall impact of the ESP.
- Use pupil voice, family voice and staff observations as part of the evaluation of the provision.
- Work with the SENDCo and senior leaders to review whether pupils should continue within the provision, increase their mainstream access or begin a planned transition from the ESP.

Norfolk's operational guidance recommends baseline assessment followed by termly impact information, drawing upon pupil, family and setting voice as well as quantitative and qualitative progress measures.

Inclusion and transition

The postholder will:

- Promote high aspirations for every pupil and avoid unnecessarily limiting pupils' access to mainstream education.
- Develop individualised plans for pupils to access mainstream lessons, social times, enrichment activities and other aspects of school life.
- Work with colleagues to identify and remove barriers to pupils' successful inclusion.
- Support mainstream staff to understand pupils' needs and implement agreed approaches consistently.
- Plan, manage and evaluate transitions into the ESP, between the ESP and mainstream lessons, and into future placements.
- Ensure that increased mainstream participation is carefully planned, appropriately supported and regularly reviewed.
- Where a pupil is awaiting a specialist placement, ensure that they continue to receive an appropriate curriculum and remain included within the school community.

Supporting pupils' wider development

The postholder will:

- Develop positive and respectful relationships with pupils based upon trust, consistency and high expectations.
- Support pupils to develop emotional regulation, communication, resilience, confidence and independence.
- Explicitly teach routines and strategies that help pupils to engage successfully in learning and school life.
- Promote positive behaviour through predictable routines, appropriate support, relational practice and clear boundaries.
- Ensure that pupils' sensory and communication needs are understood and appropriately supported.
- Promote pupils' spiritual, moral, social and cultural development.
- Celebrate pupils' progress and achievements, including progress that may not be captured through conventional academic measures.
- Listen carefully to pupils and ensure that their views inform planning and review.

Leadership of staff

The postholder will:

- Provide day-to-day direction and guidance to the HLTA and any other staff working within the provision.
- Deploy support staff effectively so that their work promotes learning, participation and increasing pupil independence.
- Ensure that staff understand individual pupils' needs, targets, support plans and agreed strategies.
- Model high-quality SEND practice and support colleagues to develop their knowledge and confidence.
- Establish clear systems for communication, planning, record keeping and reviewing pupil progress.
- Contribute to the induction, training and professional development of staff working within the provision.
- Promote a reflective and collaborative team culture focused on improving outcomes for pupils.
- Work with the SENDCo to identify relevant professional development and specialist training needs.

Partnership with families

The postholder will:

- Establish positive, respectful and constructive relationships with parents and carers.
- Ensure that families understand the purpose of the ESP and how it supports their child.
- Communicate regularly with families regarding pupils' progress, successes and any areas of concern.
- Involve parents and carers in setting priorities, reviewing support and planning transitions.
- Recognise and value families' knowledge of their children.
- Support families to understand their child's needs and the approaches being used within school.
- Maintain clear professional boundaries and follow agreed school communication procedures.

Partnership with colleagues and external professionals

The postholder will:

- Work closely with the SENDCo, senior leaders, pastoral staff, teachers and support staff.
- Liaise with educational psychologists, speech and language therapists, occupational therapists, health professionals, social care professionals and other relevant services.
- Implement specialist advice and ensure that recommended strategies are integrated into pupils' daily provision.
- Contribute constructively to professional meetings, statutory reviews and Team Around the Child or Team Around the School processes.
- Share appropriate information with colleagues while maintaining confidentiality.
- Develop effective links with other schools and specialist settings to support transition and share good practice.

Safeguarding and professional responsibilities

The postholder will:

- Safeguard and promote the welfare of children and young people at all times.
- Follow the school's safeguarding, child protection, behaviour, health and safety, equality and SEND policies.

- Maintain appropriate records and report safeguarding concerns promptly through the school's agreed procedures.
- Contribute to individual risk assessments, healthcare plans and positive handling plans where required.
- Ensure that the physical environment and working practices within the ESP are safe and appropriate.
- Demonstrate consistently high standards of personal and professional conduct.
- Fulfil the professional responsibilities set out in the Teachers' Standards.
- Participate in appraisal, professional development, meetings, training and wider school activities as required.
- Contribute positively to the wider life and development of Litcham School.

General responsibilities

The postholder will:

- Promote equality of opportunity and ensure that pupils are not disadvantaged because of disability or additional need.
- Maintain confidentiality and comply with data-protection requirements.
- Work flexibly and undertake other reasonable duties consistent with the nature and level of the post.
- Support the school's commitment to high-quality teaching, calm classrooms, strong relationships and high expectations so that every child can succeed.

This job description describes the principal responsibilities of the role. It is not intended to be an exhaustive list and may be reviewed following consultation with the postholder as the Enhanced SEND Provision develops.

Person specification

Essential qualifications and experience

The successful candidate will:

- Hold Qualified Teacher Status.
- Have successful experience of teaching pupils with SEND.
- Demonstrate a secure understanding of the SEND Code of Practice and the graduated approach.
- Have experience of adapting teaching and curriculum content to meet a wide range of needs.
- Have experience of using assessment effectively to identify starting points, plan appropriate learning and demonstrate progress.

- Have experience of working successfully with teaching assistants or other support staff.
- Demonstrate a strong commitment to inclusive education and high expectations for pupils with SEND.

Essential knowledge and skills

The successful candidate will demonstrate:

- Qualified teacher status.
- A detailed understanding of how SEND can affect pupils' learning, communication, behaviour, emotional regulation and participation.
- The ability to plan and teach an ambitious, personalised and appropriately adapted curriculum.
- Strong classroom and behaviour-management skills.
- The ability to establish predictable routines and a calm, purposeful learning environment.
- The ability to build positive relationships with pupils who may have experienced barriers to successful engagement in education.
- The ability to assess and record small steps of progress using appropriate qualitative and quantitative evidence.
- An understanding of effective transition planning and the importance of increasing pupils' access to mainstream education.
- The ability to communicate sensitively and constructively with parents and carers.
- The ability to work collaboratively with teachers, support staff, senior leaders and external professionals.
- Strong organisational, record-keeping and communication skills.
- The capacity to lead, guide and develop other members of staff.
- The ability to reflect upon practice and use evidence to improve provision.

Desirable qualifications and experience

It would be advantageous for the successful candidate to have:

- Experience of leading a SEND, nurture, inclusion or enhanced provision.
- Experience of teaching pupils with complex or multiple needs.
- Experience of working with pupils with cognition and learning needs, communication and interaction needs, sensory needs and/or social, emotional and mental health needs.
- Experience of contributing to EHCP reviews and multi-agency planning.

- Knowledge of assessment approaches that capture progress below or outside age-related expectations.
- Training or experience in areas such as autism, speech and language, sensory processing, nurture, emotional regulation, Norfolk Steps or positive behaviour support.
- Experience of supporting pupils to reintegrate successfully into mainstream lessons.
- Experience of developing curriculum pathways for pupils working significantly below age-related expectations.

Personal qualities

The successful candidate will be:

- Ambitious for pupils with SEND.
- Calm, patient, resilient and consistent.
- Warm and relational while maintaining clear professional boundaries and high expectations.
- Reflective, adaptable and willing to develop new approaches.
- Organised and able to balance teaching with leadership, assessment and communication responsibilities.
- A confident team member who values collaboration.
- Committed to safeguarding, inclusion and the wider values of Litcham School.