



**TAPESTRY  
LEARNING  
PARTNERSHIP**

JOB OPPORTUNITY

## **Lead SEN Teacher (specialist ASD provision)**

**Djanogly Strelley Academy, Nottinghamshire**

Permanent

MPS/UPS plus TLR2.1

### **Join us on an exciting journey of transformation and excellence.**

At Tapestry Learning Partnership, we believe in the power of education to change lives. Formed in January 2026 through the merger of two strong trusts, QEGSMAT and Djanogly Learning Trust, we are building a future where every child succeeds and flourishes. Now, we are looking for a passionate and committed Lead SEN Teacher to play a vital role in supporting this vision at Djanogly Strelley Academy.

#### **About Djanogly Strelley Academy**

Djanogly Strelley Academy is a warm, community-centred primary school with a strong commitment to inclusion and to creating a nurturing environment where every child can flourish. We place high-quality teaching, positive relationships and enriching learning experiences at the heart of our practice, working closely with families to support pupils' academic, social and emotional development.

In Summer 2024, we opened our specialist Acorns provision, which has since grown into a 16-place, two-class specialist unit for children in Key Stages 1 and 2. All pupils within Acorns have a diagnosis of autism and an EHCP, and many are non-verbal. Each class is teacher-led and supported by dedicated additional adults, ensuring a highly structured, responsive and personalised approach.

The Acorns provision is located in its own purpose-designed space, featuring an outdoor area, sensory room, calm room and kitchen facilities. We admit eight pupils from the academy and eight through the local authority's admissions process, following a clear and specific eligibility criteria.

#### **About the Role**

Our Acorns Lead plays a vital role in ensuring that pupils with specific learning needs receive high-quality, targeted support throughout their primary education. They will champion the development and delivery of a personalised curriculum, oversee the effective implementation of EHCPs, and guide staff in adapting teaching to meet a diverse range of cognitive, social and emotional needs.

By working closely with families, external specialists and the wider school team, the Acorns Lead promotes inclusive practice and helps create a nurturing environment where every learner can make meaningful progress and build confidence for the next stage of their education.

The postholder will work in close partnership with our SENDCo and staff across the main school to develop opportunities that support all pupils, both within the Acorns provision and beyond. In turn, our main school team benefits greatly from the expertise and specialist knowledge shared by the Acorns staff, enriching practice across the academy.

## Who We're Looking For

Djanogly Strelley Academy is seeking a compassionate, skilled and proactive leader for our Acorns provision, supporting pupils with a range of additional needs. This key role involves delivering high-quality personal care, nurturing pupils' physical and emotional wellbeing, and ensuring they can access learning safely, confidently and with dignity. Working in close partnership with teaching staff and the wider SEN team, the Lead SEN Teacher will champion independence, inclusion and safeguarding, helping to create a nurturing environment where every child can thrive.

## Why Join Tapestry?

As part of our Trust, you'll benefit from:

- A supportive network of professionals who share your commitment to excellence
- High-quality professional development and career progression opportunities
- A caring, inclusive organisation that values staff wellbeing and work-life balance
- Access to a range of employee benefits designed to promote health and wellbeing

This is your chance to be part of something special. Help us shape the future and make a lasting impact.

Tapestry Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found at: [Tapestry Learning Partnership](#)

Please be aware, the Trust may also consider performing an online presence check as part of their pre-employment checks.

This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare any cautions, convictions, reprimands and final warnings that are not protected (i.e. that are not filtered out) as defined by the rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020).

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this, please call 0115 9322920.

Further details about our school can be found on our website: [Home - Djanogly Strelley Academy](#)

To apply for this position, please visit our careers page via our website: [Tapestry Learning Partnership](#)

# JOB DESCRIPTION



- Post Title:** Lead SEN Teacher
- Reporting to:** Head Teacher
- Grade:** MPS/UPS plus TLR2.1
- Disclosure Level:** Child Workforce - Enhanced, Children's Barred List

## Purpose of the Post

Working as part of the School's Leadership Team, you will lead our ASD provision, supporting up to 16 pupils across Key Stages 1 and 2. As the Lead Teacher, you will combine strategic leadership with hands-on teaching, guiding the staff team to ensure that high-quality classroom practice underpins all aspects of curriculum delivery. You will foster consistently high standards of behaviour, ensure routines are well established, and drive a culture where pupils are safe, supported and able to thrive. Your leadership will be central to securing the best possible outcomes for every child within the provision.

The duties outlined below may be reviewed and adjusted over time, in consultation with the postholder, to reflect the evolving needs and priorities of the provision as it develops.

Teachers are expected to place the education and wellbeing of their pupils at the heart of their practice and to uphold the highest professional standards. This includes demonstrating honesty and integrity, maintaining strong and up-to-date subject and pedagogical knowledge, engaging in reflective practice, building positive professional relationships, and working collaboratively with parents in the best interests of their children.

## Key Duties and Responsibilities

### Teaching and Learning Responsibility Payments (TLR)

A TLR payment is made in addition to substantive role as laid out in individual agreed job description. It is payable for undertaking a significant responsibility which:

- Is focussed on teaching and learning.
- Is not required of all classroom professionals.
- Requires you to exercise professional skills and judgment.
- Requires you to lead, manage and develop a subject, curriculum area or specific area of provision, or to lead and manage pupil development across the curriculum.
- Has an impact on the educational progress of all pupils
- Involves leading, developing and enhancing the teaching practice of other staff.

### Specific Duties and Responsibilities

Colleagues with additional responsibility for the leadership of SEND in Focus Provision (FP) will work under the guidance and direction of the Academy Leadership team to achieve the agreed priorities.

In addition to the substantive teaching post, the Lead SEN teacher has the following areas of responsibility.

## Key Tasks

### Leadership & Management

- Articulate a clear vision for the ongoing development of the provision and communicate this effectively.
- Demonstrate a secure understanding of how pupils' needs can be met, modelling excellent practice in your own teaching.
- Inspire and motivate colleagues to provide a pupil-centred educational experience with high expectations for learning, behaviour and personal development.
- Co-ordinate support and multi-agency involvement to ensure each pupil's needs are met in line with their EHCP.
- Develop an improvement plan with clear priorities, success criteria and milestones.
- Undertake performance management duties and lead staff development to ensure colleagues receive high-quality support in developing their practice.
- Lead curriculum planning to ensure pupils access a relevant, engaging and personalised curriculum.
- Use information and data effectively to inform teaching, resourcing and strategic priorities.

### Planning, Teaching and Class Management

- Ensure all lessons within the provision are planned with clear aims, objectives and progression.
- Deliver lessons in line with national guidance, current best practice and school policies.
- Encourage pupils to engage actively in their learning and review their progress against individual targets.
- Provide clear structures for learning that maintain pace, motivation and appropriate challenge.
- Demonstrate strong understanding of how to scaffold learning using communication tools, strategies and specialist approaches, and ensure all staff are informed and confident in applying them.
- Address behaviour appropriately, recognising positive choices and responding to negative choices swiftly and consistently in line with school and provision behaviour policies.
- Ensure all content is effectively communicated and understood by both staff and pupils.
- Monitor, assess, record and report on pupil achievement in accordance with school policy.
- Maintain a high standard of purposeful, relevant display that supports learning.
- Ensure classrooms and shared areas are well organised, orderly and conducive to learning.
- Attend and lead scheduled meetings as required.
- Deploy teachers and support staff effectively to secure strong pupil progress.

### Monitoring, Assessment, Recording & Reporting

- Assess how well learning objectives have been achieved and use this information to inform future planning across the provision.
- Mark and monitor pupils' work, providing constructive feedback and clear targets for improvement.

- Identify pupils' strengths and areas for development, maintaining an up-to-date understanding of the level at which each pupil is working.
- Record and track pupil progress in line with school and provision assessment policies.
- Prepare and present clear, informative reports to parents and carers.

### Curriculum Development

- Lead curriculum development to ensure it is innovative, creative and responsive to the needs of pupils with ASD.
- Contribute to whole-school planning and actively participate in staff meetings.

### Pastoral Duties

- Foster a positive pastoral ethos that supports pupils in developing their social, emotional and communication skills.
- Monitor and promote the wellbeing, progress and overall development of pupils within the provision.
- Track pupil behaviour and attendance, setting and reviewing appropriately challenging targets.
- Liaise with school staff, including the SENDCo, to ensure that pupils' needs are fully met.
- Lead EHCP review meetings and other multi-agency meetings for pupils in the provision and timely completion of EHCP paperwork.
- Alert appropriate staff to any difficulties experienced by pupils and make recommendations for effective support.
- Communicate regularly with parents, carers and external professionals regarding pupils' progress and wellbeing.

### PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils
  - establish a safe and stimulating environment for pupils, rooted in mutual respect
  - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
  - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
2. Promote good progress and outcomes by pupils
  - be accountable for pupil's attainment, progress and outcomes
  - be aware of pupil's capabilities and their prior knowledge, and plan teaching to build on these
  - guide pupils to reflect on the progress they have made and their emerging needs
  - demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
  - encourage pupils to take a responsible and conscientious attitude to their own work and study.
3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupil's interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English across the whole curriculum
- when teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- when teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4. Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupil's ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil's education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupil's progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the academy's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupil's needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the academy
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents regarding pupil's achievements and well-being.

PART Three: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the academy, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupil's well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs

- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
2. Teachers must have proper and professional regard for the ethos, policies and practices of the academy and maintain high standards in their own attendance and punctuality.
  3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

# Person Specification



Post requirements	Essential	Desirable	Evidence and Assessment
<b>Qualifications</b>			
Good honours Degree	✓		Application form, certificates
Qualified Teacher Status – degree or equivalent	✓		Application form, certificates
SEND qualification		✓	Application form, certificates
Masters qualification		✓	Application form, certificates
<b>Experience</b>			
Experience in primary/secondary education	✓		Application form, references
Experience of teaching in a diverse range of settings		✓	Application form, references
Experience of effectively meeting the needs of children with SEND who are vulnerable to underachievement	✓		Application form, references
Experience of monitoring and evaluating impact of actions		✓	Application form, references
Experience of engaging effectively with parents	✓		Application form, references
<b>Knowledge and understanding</b>			
Knowledge and understanding of how pupils learn	✓		Application form, references
Comprehensive knowledge of the National Curriculum and how to ensure that children with SEND have full access to the curriculum	✓		Application form, references
Knowledge and experience of working with pupils who may present challenging behaviour	✓		Application form, references
Knowledge and understanding of devising and implementing whole school policies and procedures		✓	Application form, references
Knowledge and understanding of using data to identify strengths and areas for development	✓		Application form, references
Knowledge and understanding of government initiatives and policy direction for SEND	✓		Application form, references
<b>Skills and abilities</b>			

Excellent teaching skills with clear communication to set goals and pupil expectation	✓		Interview, references
An ability to use your own initiative	✓		Interview, references
Excellent skills in the ability to use ICT programmes for teaching and learning and for data management and record keeping	✓		Interview, references
The application form should demonstrate accurate and correct use of English language	✓		Interview, references
Able to lead improvement and change in order to improve outcomes for SEND pupils	✓		Interview, references
Good personal organisation and prioritisation in planning and delivering change whilst managing workload	✓		Interview, references
Good oral and written communication skills	✓		Interview, references
Able to develop positive, trusting, supportive and appropriate relationships with pupils, parents and stakeholders	✓		Interview, references
Able to identify, discuss and report safeguarding issues including child protection with the relevant representatives	✓		Interview, references