



SEND Teacher - Job Description and Person Specification

“RISE are Revolutionising SEND Education for aspirational learning, personal empowerment and confidence to shatter glass ceilings, reaching new levels of achievement with young people aged 16-25 years old. RISE prioritises understanding the whole person and uses this to inform the curriculum, programmes of support and to build a solid platform for future pathways.”

RISE SPACE currently has successful provisions in Bedford and Aylesbury delivering bespoke educational packages.

Job Description: SEND Teacher

Responsible to: Provision Lead

Contract: Full Time, Permanent, Monday to Friday

Role Overview:

We are seeking a pioneering, energetic, and innovative teacher to further develop the provision, opportunities, and experiences for students within RISE SPACE. This includes close collaboration with the Provision Lead, SENDCo and the learning support team to design highly differentiated, creative, and adapted schemes of work that inspire, motivate, and raise the aspirations of learners with a variety of special educational needs.

The successful candidate will provide engaging and high-quality lessons, fostering a positive learning environment. They will deliver a curriculum that is adapted and modified to meet individual needs, outcomes, and aspirations while also supporting the development of the character, confidence, and independence of the young people attending RISE SPACE.

We value team players who can motivate others, strengthen work-based, community, and social links, and promote productivity, happiness, balance, contentment, and opportunities for all. Teachers should have experience of working with students with additional needs; training or experience in mental health would be an advantage. Teaching will involve delivering both core curriculum and other specialist subjects.

Main Duties and Responsibilities:

The following duties provide guidance on the requirements of the role and complement the 'Conditions of Service for Teachers' as outlined by the DfE:



- Fulfil the expectations laid out in the national Teachers' Standards.
- Take responsibility for the academic achievement and overall welfare of students within the provision.
- Ensure that student inclusion is a priority across the service by implementing personalised support, tailored to individual needs.
- Apply the SEND Code of Practice across the provision.
- Work collaboratively with students, families, and external agencies to address barriers to learning, attendance, and attainment, promoting success for all learners.
- Set clear expectations for student achievement and progress, through effective target-setting and monitoring against national benchmark data.
- Plan and deliver lessons, cover for absent teachers and deliver targeted interventions for pupils.
- Select and prepare innovative, functional teaching resources to meet students' needs and interests and integrate complementary learning activities whenever possible.
- Establish and maintain high expectations and standards for support staff and students through personal example and practice, aligned with RISE policies.
- Attend and contribute to staff meetings and open evenings as required.
- Contribute to performance management and training initiatives for support staff and apprentices.
- Develop subject strategies to positively impact teaching, learning, achievement, staff development, and student welfare.
- Supervise students during classroom and outdoor activities and educational trips.
- Take responsibility for professional growth by engaging in training and development opportunities, staying informed about curriculum and pedagogical developments at both local and national levels.
- Prepare for audits and inspections.
- Monitor and account for student attendance, attainment, and progress across the curriculum.
- Collaborate with Locality Teams, Community Groups, and the Local Authority to provide high-quality training within the community.
- Work with Designated Child Protection Leads to ensure a joined-up approach to safeguarding across the service.

Teaching and Learning / Student Progress:

- Create and continually reflect on schemes of learning, modifying them to meet learners' needs and improve teaching practices.
- Deliver exceptional lessons and learning activities in line with the school's Teaching and Learning Policy, to ensure all students make progress toward clear objectives.
- Monitor and evaluate student progress using national benchmark data.
- Coordinate, promote, and celebrate activities and events that recognise and encourage student achievement.



- Provide students, parents, and carers opportunities for feedback through the Assess, Plan, Do, Review model.
- Plan collaborative learning units with colleagues, ensuring suitable differentiation to challenge all students, regardless of ability.
- Set aspirational targets for student attainment based on prior attainment data.
- Prepare students effectively for external exams and contribute to the school's enrichment programmes.
- Provide reports for annual review meetings.

Assessment, Recording, and Reporting:

- Maintain rigorous and accurate records, including students' attainment, attendance, home learning, and lesson plans.
- Collect and interpret specialist assessment data to inform teaching practices.
- Provide timely, constructive feedback on student work in line with the school's Assessment Policy, including 'next steps' advice.
- Prepare assessment reports as part of the school's assessment cycle and additional reports upon request.
- Collaborate with the SENDCo to evaluate examination results and identify action points.
- Communicate with parents about students' progress, as necessary.
- Adhere to the SEND Code of Practice.

Communication:

- Support clear, high-quality communication among colleagues, parents/carers, and other stakeholders.
- Ensure parents are informed of issues affecting their child's progress.
- Provide updates through formal assessments, reporting systems, and communication logs.
- Support initiatives to "catch up" students who have extended absences.

Staff Management:

- Encourage and support staff to maintain high standards of teaching and learning.
- Facilitate professional development through performance management, coaching, and sharing best practices.
- Manage a cycle of self-evaluation, development planning, performance management, monitoring, and evaluation to promote continuous improvement.
- Share student data with individual staff to inform strategies for high aspirations and achievement.
- Train, monitor, and evaluate Teaching Assistant Apprentices.



Person Specification Criteria

Criteria	Essential/ Desirable
Qualifications	
Relevant Degree	E
Teaching Qualification	E
Evidence of regular, relevant and recent professional development at appropriate level.	E
Evidence of Designated Safeguarding lead Training or willingness to undertake.	E
Experience	
SEND Teaching experience with a track record of high student achievement preferably in the Secondary Sector or Post 16	E
An outstanding classroom practitioner with evidence of setting appropriate expectations and challenge to advance learning and to engage and motivate students	E
Ability to use appropriately a range of differentiated teaching and learning strategies for whole classes, individuals and groups which stimulate, challenge, engage and motivate students	E
Experience of leading change in secondary schools; ideally with a pastoral, SEND, Wellbeing focus	D
Experience or training in mental health	D
Ability to reflect on own practice, ability to use research evidence to inform and improve teaching	E
Abilities, skills and knowledge	
A strategic and innovative thinker, with a vision for the role, and the ability to take a strategic view and work with others to deliver improvement	E
Ability to work with clear and measurable objectives to provide year on year improvement	E
Ability to inspire high levels of student engagement and trust	E
Demonstrate leadership qualities, with the ability to gain the confidence and respect of staff and motivate them to achieve highly	E
Excellent standards of communication and interpersonal skills, with the ability to build strong relationships with students, parents, staff, stakeholders, governors and the wider community	E
Good knowledge of ICT systems to enable its use in analysis.	D
Excellent attendance and punctuality	E
Sense of humour and perspective	E
Professional knowledge and understanding	
In depth knowledge of SENDV and a desire to extend this further	E
Experience of developing whole school projects, working or events	D
Experience of working across multi-agencies	E
Personal Qualities	
Ability to work co-operatively with colleagues as part of a team	E
Enthusiasm, energy and a positive approach toward leading students and staff	E
A clear commitment to the principles of continuous professional development for staff as a means of raising achievement	E
The ability to work to deadlines and under pressure	E
The ability to give and receive feedback and act to improve own performance	E



Committed, reliable with high standards of professionalism	E
Excellent attendance and punctuality record	E
Commitment to form and maintain appropriate relationships with young people and their families	E
Must hold a driving license and be able to travel	E

Candidate Responsibilities:

- Uphold shared responsibilities for safeguarding and promoting the welfare of all children and young people.
- Demonstrate a commitment to safer recruitment practices through pre-employment checks prior to any appointment being confirmed.

Employer Responsibilities:

- Keep staff informed of curriculum and pedagogical developments at both local and national levels.
- Provide professional development opportunities, including performance management, coaching, and sharing best practices.
- Offer support in maintaining discipline and standards.
- Monitor key information provided by teachers and ensure appropriate action, including liaison with the RISE SPACE team, parents, or external agencies, as needed.

Additional Information:

All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check. A contract will be offered to the successful candidate.

RISE SPACE is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this dedication.

Equal Opportunities

RISE SPACE is an equal opportunities employer and welcomes applications from all suitably qualified candidates.

As a provider of employment and education, we value the diversity of our staff and students, and all our staff are equally valued and respected. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students and staff.