

SEN Teacher with Subject Specialism

Job Description & Person Specification



RENAISSANCE EDUCATION
Specialist Therapeutic Schools



Approved by: Jayson Rawlings

Last reviewed on: September 2025

Next review due by: September 2026

Title: SEN Classroom Teacher

Renaissance Education- 2025

Salary: T1 – T6 (£32,916 to 45,350)

Hours/Basis: 37.5 hours per week - 39 weeks

Contract type: Full time

Reporting to: Senior Leadership Team including Headteacher
Key Stage Lead

Responsible for: Learning Support Assistants

Job Title: Class Teacher with Subject Specialism

Purpose & Objective

The teacher will:

Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned them.

Fulfil the professional responsibilities of a teacher and meet the expectations of the Teacher Standards.

Support the school in its commitment to supporting the SEND community and local community.

Duties and Responsibilities

General

- To ensure that the register is marked punctually and kept up to date as required by the law. All absence should be accounted for by notes from parents or guardians and any problems reported to the Pastoral Manager or Headteacher.
- Plan, develop and teach well-structured lessons to assigned classes in accordance with National Curriculum outcomes
- Plan and lead on subject specialism to support children upto and including GCSE level qualifications.
- 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 with an understanding of differentiation based on need.
- Participating in arrangements, as appropriate, for preparing pupils for public examinations, in assessing pupils for the purposes of such examinations and recording and reporting such assessments; and participating in arrangements for

pupils' presentation for and supervision during such examinations.

- Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils, including their personal and social needs.
- Plan to work towards the outcomes of the child's EHCP Provision Maps and Personalised Learning Plans.
- With support from LSAs and in collaboration with the SENCO, SLT and Pastoral Manager, the teacher will ensure personalised behaviour plans, risk assessments and pupil profiles are up to date and reflective of needs.
- Plan interventions and individual pupil programmes
- Teach children to take responsibility for the environment and people around them
- Use a variety of suitable teaching styles, tailored for the individual child.
- Participating in meetings arranged for any of the purposes described above.

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Taking all reasonable steps to maintain good order and discipline among pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach
- To demonstrate a commitment to the full life of the school and to work with all members of staff to ensure the success of whole school initiatives and community meetings, displays, celebrations and other activities as they occur in school.
- To undertake, with all other members of staff, general responsibilities concerned with the day-to-day running of the school. e.g. tidying and cleaning, self-care of the children where required and lunch duties.
- Participating as appropriate in meetings at the school which relate to the curriculum, administration or organisation of the school.
- To always ensure the children's safety, promoting and safeguarding the welfare of children for whom they are responsible or comes into contact with.

Health, safety and discipline

- Promote the safety and wellbeing of pupils

- Maintain good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Report any health and safety issues in the classroom to the Health and Safety co-ordinator.

Professional development

- Take part in the school's appraisal procedures
- Participating in arrangements for further training and professional development as appropriate, including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements.
- Complete yearly PRICE, Positive Behaviour Support Training successfully.
- Where appropriate, take part in the appraisal and professional development of others

Communication

- Establish good relationships with parents/carers and Social Workers to promote, pupils learning and achievement in line with the school policy.
- Communicate and cooperate with persons or bodies outside the school and participate in meetings arranged for any of the purposes described above.
- Provide and/or contribute to oral and written assessments, reports and references relating to the individual pupils and groups of pupils; e.g. in the context of SEN.
- Attend and take a constructive part in staff meetings, Inset days and any other school inset sessions.
- Respond to messages left on notice boards and/or emails.
- Ensure that all accidents and behavioural incidents are properly recorded and reported.
- Set high standards of punctuality, to be in to greet pupils at the start of teaching sessions
- Participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.
- Meet with Key workers and/or parents to discuss progress and behaviour of the children.

Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

- Work the SENCO to ensure Social Workers and other agencies are informed and kept up to date with PEPs and EHCP outcomes.
- Liaise with the DSL in regard to any Safeguarding matters and report using MyConcern.

Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

REVIEW AND AMENDMENT

This job description is normally subject to annual review. It may be amended at the request of the Head Teacher or the post holder but only after full consultation with the post holder. It will be signed if agreement is reached.

COMPLAINTS

If, following review and amendment, agreement is not reached, the appropriate procedures as adopted by the governing body/executive team should be used for the settling of any disputes.

The teacher will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct. Teachers are required to report all safeguarding concerns to the DSL and record these on MyConcern in line with the schools Child Protection Policy.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

Person specification

Method of Assessment (M.O.A.)

A.F. = Application Form; I = Interview; T = Test or Exercise; C= Certificates

Criteria	Qualities	MOA
Qualifications and experience	Qualified teacher status Subject specific specialism for KS3/4 Degree Successful teaching experience at KS3/4 Experience of working in an SEN setting or with SEN children is desirable.	A.F./C & I
Skills and knowledge	Knowledge of the National Curriculum A knowledge of the SEND Code of Practice Knowledge of effective teaching and learning strategies including adaptive teaching A good understanding of learning styles, assessment and evaluation. Ability to support pupils in recognising and celebrating their achievements Good classroom management An understanding of SEN needs including Autism and Social, Emotional, Mental Health. Ability to adapt and differentiate the learning experience and teaching to meet pupils' needs Ability to build effective working relationships with pupils and colleagues Knowledge of guidance and requirements around safeguarding children Knowledge of effective behaviour management strategies to promote positive pupil behaviour Good ICT skills, particularly using ICT to support learning Ability to organise and lead the work of support staff Enthusiasm and creativity for new initiatives	A.F./C/I & T

	<p>Demonstrate a high level of written and oral communication skills</p> <p>Promote the ethos of our school</p>	
Personal qualities	<p>A passion for teaching, especially young people with SEND</p> <p>A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</p> <p>A warmth and sensitivity in relationships with both children and adults</p> <p>High expectations for children's attainment and progress</p> <p>Ability to work under pressure and prioritise effectively</p> <p>Commitment to maintaining confidentiality at all times</p> <p>Commitment to safeguarding and equality</p> <p>A flexible approach</p>	A.F./C & I
Other	<p>A commitment to improving opportunities for those with SEND including families and the community</p> <p>Commitment to own continuous professional development</p> <p>Commitment to Equal Opportunities</p> <p>Excellent references regarding performance as a class teacher</p> <p>Willing to work at either of the schools in the Federation</p> <p>Able to demonstrate suitability to work with children. This will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline.</p> <p>Enhanced Disclosure</p>	A.F./C & I

Working time

A full-time teacher shall be available for work for 39 weeks in any given year of which 38 weeks shall be on which she/he may be required to teach pupils, in addition to carry out other duties.

Subject to this, a full-time teacher shall be available to perform such duties at such times and such places as may be specified by the head teacher for 39 weeks in any year (12 months from September 1st), excluding time spent in traveling to or from the place of work.

A teacher shall, in addition work such additional hours as may be needed to be able her/him to effectively discharge her/his professional duties, including marking of pupils' work, authoring reports on pupils and the preparation of lessons, teaching materials and teaching programmes.

The teacher will be entitled to 10 per cent PPA time, ECT's will be entitled to 20% PPA time. Renaissance Education will be using PPA at home time as agreed with the Headteacher, however, this may need to change where the Headteacher requires.

The job description will be reviewed on an annual basis. In addition, it may be amended at any time, after consultation with you. The teacher should sign both copies of this job description, one to be retained and one for the head teacher

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This role is subject to references and an enhanced DBS check.

Declaration

I _____ (Insert Full Name) have received, reviewed and fully understand the job description for the SEN Classroom Teacher position at Renaissance Education.

I further understand that I am responsible for the satisfactory execution of the essential functions described there in under any and all conditions described.

Employee Name (Please print full name) _____

Employee Signature _____ Dated _____

Headteacher/line manager _____ Dated _____