



Diocese of Ely

**Agapé
Courage
Thankfulness**

Job Description : SEND Teacher in Charge of the Enhanced Resource Base (Autism)

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September 2026 start

Salary Dependent on Experience – Main Scale for allowance for right candidate

Burrough Green CE Primary Academy

ACT Multi Academy Trust

[At Burrough Green, inclusion is not a provision — it is who we are.](#)

At Burrough Green CE Primary Academy, every child is known by name, valued for who they are, and supported to flourish as a full member of our school community. Rooted in a strong Christian ethos and part of ACT Multi Academy Trust, we believe that education should enable **every child — without exception — to live life in all its fullness.**

We are a school where dignity, kindness and aspiration sit side by side with ambition, challenge and joy in learning. Our children are encouraged to be curious, confident and courageous; our staff are reflective, compassionate and deeply committed to inclusion; and our community is built on trust, partnership and care.

Within this context, we are seeking an exceptional **SEND Teacher in Charge of the Enhanced Resource Base (ERB)** to lead provision for pupils with a primary diagnosis of Autism and an Education, Health and Care Plan.

This is a pivotal leadership role for a practitioner who believes, as we do, that inclusion is an act of love, a matter of justice, and a professional responsibility.

The moral purpose of the role

The SEND Code of Practice is clear: children and young people with SEND should be supported to achieve the best possible educational and other outcomes, with high aspirations, early identification, strong partnership with families, and a relentless focus on preparation for adulthood.

At Burrough Green, this is not abstract guidance — it is lived practice.

The SEND Teacher in Charge of the ERB provides strategic and operational leadership to ensure that pupils with Autism:

- are fully included in the life of the school,
- experience a deep sense of belonging and safety,
- access an ambitious, well-sequenced curriculum,
- and are supported to develop independence, communication, resilience and joy in learning.

This role exists to remove barriers, not lower expectations; to adapt provision, not narrow opportunity; and to ensure that support leads to meaningful participation and strong outcomes over time.

Inclusion as culture, not placement

In line with the SEND Code of Practice, inclusion at Burrough Green is not defined by where children learn, but by how they experience school.

You will lead an ERB culture rooted in:

- dignity and respect,
- equity and fairness,
- high expectations for learning and behaviour,
- and an unshakeable belief that pupils with SEND are first and foremost children of Burrough Green.

You will ensure that inclusion is visible in:

- daily routines and relationships,
- curriculum design and classroom practice,
- transitions between ERB and mainstream provision,
- and the shared language and expectations of staff and pupils alike.

Through your leadership, the ERB will not sit alongside the school — it will be woven into its heart.

Curriculum, teaching and learning

You will coordinate and quality-assure ERB provision so that pupils access an ambitious, engaging and carefully adapted curriculum, aligned to whole-school expectations and individual EHCP outcomes.

In practice, this means:

- leading high-quality teaching that promotes learning, communication, independence and participation,
- ensuring adaptations and scaffolding enable access without capping aspiration,
- overseeing targeted interventions and therapeutic or communication approaches that are evidence-informed and outcome-focused,
- and ensuring pupils experience success, challenge and progression across academic, social and emotional domains.

Your work will reflect the SEND Code's emphasis on high-quality teaching as the foundation of SEND provision, with additional support building on — not replacing — strong classroom practice.

Teaching commitment within the main school

A core and intentional part of this role is a part-time teaching commitment within one of the two schools, alongside leadership of the ERB.

This teaching responsibility is central to the Trust's and school's inclusive ethos and is designed to:

- strengthen continuity between ERB and mainstream provision,
- model inclusive, adaptive teaching in everyday classroom practice,
- support effective transitions and shared ownership of inclusion,
- and ensure SEND leadership is grounded in lived classroom experience.

Through this teaching role, you will:

- maintain a strong professional presence within the wider school,
- build relationships with pupils and staff across year groups,
- influence whole-school inclusive practice through modelling and collaboration,
- and reinforce the message that inclusion is everyone's responsibility.

This aligns fully with the SEND Code of Practice's emphasis on high-quality teaching as the foundation for SEND provision, with additional support building on — not replacing — strong classroom practice.

Assessment, impact and outcomes

You will ensure that assessment systems are robust, purposeful and meaningful, enabling progress to be tracked over time and informing thoughtful adaptation of provision.

You will:

- lead the assess–plan–do–review cycle with rigour and care,
- analyse information to evaluate impact and refine practice,
- coordinate and quality-assure Annual Reviews and EHCP documentation,

- and ensure evidence clearly demonstrates outcomes — academic, social, emotional and developmental — rather than simply describing provision.

This work ensures that decisions are transparent, accountable and rooted in children’s lived experience, fully aligned with statutory expectations.

SENDCo and whole-school leadership

As part of this role, you will act as SENDCo for the main school and federated school providing both strategic and operational leadership for SEND identification, statutory processes and evaluation of impact.

You will:

- hold an agreed teaching responsibility within the main school,
- support inclusive practice across classrooms,
- enable smooth and thoughtful transitions between ERB and mainstream provision,
- and contribute actively to whole-school improvement through a SEND-informed lens.

Your leadership will help ensure that SEND is integral to school improvement, not an add-on.

Partnership with families and professionals

The SEND Code of Practice places families at the centre of effective provision. At Burrough Green, we go further: we see parents and carers as true partners.

You will:

- work in close partnership with families, building trust through openness, compassion and clear communication,
- recognise parents as experts in their children,
- lead effective multi-agency collaboration,
- and act as a key point of contact with the Local Authority and specialist services.

Through this work, families will feel heard, respected and confident in the support their children receive.

Developing people and resources

Strong inclusion depends on skilled, confident adults.

You will:

- lead and develop the ERB staff team through coaching, professional dialogue and targeted development,
- build a shared understanding of Autism, inclusive practice and high expectations,

- and advise senior leaders on the effective deployment of resources and delegated budgets.

All decisions will be guided by a single question: **does this improve outcomes and quality of experience for pupils?**

Why Burrough Green?

Burrough Green CE Primary Academy is a warm, nurturing and ambitious school where children are encouraged to be curious, kind and confident.

We are proud of:

- our strong Christian values of compassion, respect and service,
- our inclusive ethos, where difference is welcomed and celebrated,
- our commitment to knowing every child well,
- and our belief that high expectations and deep care go hand in hand.

As part of ACT Multi Academy Trust, we are supported by a Trust that places inclusion, safeguarding and equity at the centre of its moral purpose, and that invests in people, professional learning and sustainable leadership.

Who this role is for

This role is for a SEND practitioner who believes that inclusion is about belonging, relationships and access to learning — not labels or separation.

You may already be leading SEND provision, an Enhanced Resource Base, or whole-school inclusion, or you may be an experienced SEND teacher ready to take the next step into a broader leadership role. What matters most is not your current title, but your values, your professional judgement, and your belief in what children with SEND can achieve.

This role will suit someone who:

- Is a skilled and committed teacher, and values being in the classroom as a vital part of SEND leadership.
- Believes deeply in high aspirations for pupils with SEND, and is committed to removing barriers rather than lowering expectations.
- Understands the SEND Code of Practice and champions early identification, co-production with families, outcome-focused provision and preparation for adulthood.
- Sees inclusion as a whole-school responsibility, and is confident modelling, coaching and supporting inclusive practice across the school.
- Leads with calm authority, compassion and clarity, creating environments where children and adults feel safe, valued and ambitious.
- Values strong partnerships with families and professionals, recognising parents and carers as experts in their children.

- Is reflective, organised and confident managing statutory processes while always keeping the child's lived experience at the centre.
- Wants to make a lasting difference — not just to individual pupils, but to the culture, confidence and inclusive practice of a whole school.

This role is ideal for someone who does not want to choose between teaching and leadership, or between inclusion and ambition — but believes those things belong together.

If you are passionate about inclusion, believe every child deserves to belong and flourish, and want to work in a school and Trust where values are lived every day, we would love to hear from you.