



We expect our SEND Class Teacher at Manor MAT to uphold our core values of **Integrity; Ambition, Collaboration and Inclusion**; act with honesty; keep their knowledge and skills as a SEND Class Teacher up-to-date and are self-critical; forge positive professional relationships; and work with everyone concerned in the best interests of the pupils.

### Core Purpose

The core purpose of a SEND Class Teacher at a Manor MAT School is to oversee, plan and deliver highly effective provision for pupils with complex needs, ensuring that each child is safe, understood, supported and able to make meaningful academic, social and emotional progress. This role places a strong emphasis on inclusion, adaptive practice, SEND expertise, multi-agency collaboration and high-quality provision, enabling pupils to thrive both within the resource provision and, where appropriate, in wider mainstream settings

### Core Objectives

- To set ambitious, realistic and personalised expectations for pupils with complex needs.
- To establish a safe, predictable and nurturing environment rooted in trust, consistency and respect.
- To design and implement provision that meets pupils' EHCP outcomes, developmental needs and individual strengths.
- To model consistently the attitudes, values and behaviours expected of pupils and adults within an inclusive school community.

### Promote progress and outcomes for pupils by

- Being accountable for the academic, social, emotional and behavioural progress of pupils within the Internal Resource Provision.
- Using EHCPs, individual support plans and specialist advice to inform teaching and provision.
- Planning learning that builds on pupils' prior knowledge, developmental stage and communication needs.
- Supporting pupils to recognise progress, develop independence and regulate their emotions and behaviour.
- Demonstrating a secure understanding of neurodiversity, complex learning profiles and barriers to learning.

### Demonstrate strong SEND and curriculum knowledge by

- Holding secure knowledge of the National Curriculum and appropriate alternative or adapted pathways for pupils with complex needs.
- Demonstrating strong understanding of SEND legislation, inclusive practice and graduated response.
- Applying specialist strategies to support pupils with communication difficulties, sensory needs, emotional regulation challenges or cognitive delay.
- Promoting high standards of communication, literacy, numeracy and life skills, adapted appropriately for individual pupils.
- Demonstrating strong understanding of systematic synthetic phonics and early maths strategies, where appropriate, adapted for complex needs.

#### **Plan and deliver highly adapted provision that**

- Makes effective use of time, structure and routines to maximise engagement and learning.
- Is flexible, responsive and personalised to pupils' changing needs.
- Promotes curiosity, confidence, resilience and enjoyment of learning.
- Includes carefully planned interventions, therapeutic approaches and opportunities for generalisation of skills.
- Is regularly reviewed and refined through assessment, observation and reflection.

#### **Adapt teaching to meet complex and individual needs by**

- Differentiating effectively through task design, scaffolding, environment, communication and adult support.
- Demonstrating deep understanding of how trauma, anxiety, sensory processing and attachment can impact learning and behaviour.
- Adapting provision across different developmental stages and readiness levels.
- Using specialist approaches and resources to engage pupils with SEND, including those with autism, learning difficulties, SEMH needs or physical disabilities.

#### **Make accurate and purposeful use of assessment by**

- Using formative, summative and observational assessment to track progress towards EHCП outcomes.
- Monitoring small-step progress and celebrating meaningful achievements.
- Using data, professional judgement and external advice to inform planning and review.
- Providing clear, supportive feedback to pupils in ways that are accessible and motivating.

#### **Manage behaviour to ensure safety and emotional regulation by**

- Creating calm, structured and predictable environments that support regulation.
- Using positive behaviour support strategies aligned to individual needs and risk assessments.
- Responding consistently and calmly to behaviour, prioritising safety, dignity and learning.

- Building trusting relationships and exercising appropriate authority with confidence and care.

### **Wider professional responsibilities**

We expect Teachers within the Internal Resource Provision to:

- Make a positive contribution to the wider life, ethos and inclusive culture of the school.
- Work closely with the SENCo, leadership team, support staff and external agencies.
- Lead and deploy support staff effectively within the provision.
- Communicate professionally and sensitively with parents and carers.
- Engage in ongoing professional development relating to SEND and inclusion.

### **Performance management**

- To take part in the school's performance management cycle, aligned to SEND priorities and pupil outcomes.

### **Curriculum / provision responsibility**

- To take part in the school's performance management cycle, aligned to SEND priorities and pupil outcomes.

### **General Conditions**

This job description is subject to annual review. It may be amended only after full consultation with the SEND Class Teacher concerned. It will be signed if agreement is reached.

If following review and amendment, agreement is not reached the appropriate procedures should be used for settling disputes.

Signatures

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SEND Class Teacher

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Headteacher