



Class Teacher for Specialist Provision

Job Description & Person Specification

June 2026

**Responsible to:
Review Date:**

**Headteacher /SENDCO
June 2028**

Role Overview

To lead and manage provision for children within one of our specialist provision classes supporting and teaching children with a range of special educational needs and disabilities, all with Education, Health, and Care Plans. To lead on planning and curriculum delivery and be responsible for managing a team of learning support assistants. To work closely with the specialist provision lead, SENDCO and other teaching colleagues within the school to develop practice.

Teaching Responsibilities

- Have a detailed knowledge of the appropriate National Curriculum and current assessment across all Key Stages.
- Understand progression through Key Stage Programmes of Study.
- Know and can teach the development of key skills in the appropriate subject(s).
- Understand how pupils' learning is affected by their physical, intellectual, emotional and social development and individual SEND.
- Select, and make good use of, ICT skills for subject and management support.
- Know and understand how national, local and school comparative data can be used to set clear targets for pupils' achievement and to raise standards.
- To plan and deliver high quality teaching and learning and assess pupil's next steps in learning to improve outcome for pupils.
- To support children to learn as effectively as possible within group situations and when working 1:1 with children.
- Establish productive working relationships with children, acting as a role model and setting high expectations in all aspects of learning and behaviour.
- Assisting in areas such as: speech and language, reading, spelling, numeracy, handwriting/presentation, developing pupil social skills both inside and outside the classroom. Liaise with external professionals as appropriate.
- Provide additional nurture, social, emotional and mental health support to individuals consistently applying the school's behaviour management strategies including positive encouragement and praise to develop self-esteem.
- Carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills to make judgements about their stage of development.

Teaching and Classroom Management

- Identify clear teaching objectives and content to deliver the National Curriculum, and appropriate courses with regard to the school's aims and policies.
- Set tasks for the class, group, and individuals, including homework, which are both appropriate and challenging in order to ensure high levels of pupil interest.
- Set appropriate and demanding expectations for pupils' learning, motivation and presentation of work.
- Provide clear structures for lessons, and for sequences of lessons, in the short, medium and long term, which maintain pace, motivation and challenge for pupils.
- Use a variety of teaching and learning styles to keep all pupils engaged and on-task.
- Be familiar with the Code of Practice for SEN., implement and keep records on Individual Education Plans, Individual Learning Plans and, where appropriate, Behaviour Plans and other relevant documents.
- Critically evaluate own teaching and use this to improve professional effectiveness.
- To line manage and effectively deploy a team of Learning Support assistants within the specialist provision.
- To attend all relevant staff meetings to ensure you are up to date with all information and then to disseminate this information to LSAs at weekly briefings.
- Provide feedback to children and parents in relation to attainment and progress including marking children's work.

Other Professional Responsibilities

- Complete playtime duties.
- Understand professional responsibilities, having a working knowledge and understanding of current legislation.
- Undertake rota duties and lead assemblies as required.
- Set appropriate cover work in the event of a known absence.
- Set a good example through own presentation, personal and professional conduct.
- To ensure that pupil reports are completed at the appropriate time, according to School policy.
- To ensure that the classroom environment is stimulating and aesthetically appealing.
- Contribute to the wider life and ethos of the school through meetings, assemblies, shared projects and school events.

- Be aware of the need to take responsibility for own professional development, and to keep up-to-date with relevant research and developments in pedagogy, especially SEN.
- To undertake any duties and responsibilities commensurate with the post, as designated by the Head Teacher, SENDCO or specialist provision lead.

Person Specification

Education & Qualifications	Essential	Desirable
GCSE grades A-C in English and Numeracy or equivalent	✓	
Qualified Teacher Status		✓
HLTA qualification or equivalent	✓	
Qualification or training in SEND completed.		✓
First Aid Certificate		✓
Experience & knowledge		
Recent and relevant experience working with children within a school environment.	✓	
Experience of working with or teaching pupils with a range of SEN including Autistic Spectrum Disorder and implementing approaches such as: TEACCH, PECS, Intensive Interaction, Sensory Regulation.		✓
Experience of working with children in either EYFS, KS1 or KS2	✓	
Knowledge of child development	✓	
Knowledge of the National Primary Curriculum	✓	
Knowledge of other curriculums e.g. engagement model, autism progression, informal, semi-formal		✓
Has understanding of reward strategies and reporting systems for behaviour and engagement.	✓	
Skills		
Confidence and sound ability in the use of ICT	✓	
Ability to adapt to changing circumstances	✓	

Ability to prioritise and manage own workload.	✓	
Ability to lead sessions and interventions for classes of children	✓	
To communicate information coherently and clearly with a range of people, as well as listen effectively	✓	
To effectively support and assist children in developing their self-esteem and confidence.	✓	
Able to self-evaluate learning needs and seek appropriate learning opportunities.	✓	
Be able to communicate information coherently and clearly with a range of people, as well as listen effectively	✓	
Experience with supporting children with communication difficulties and using communication aids and interventions e.g. intensive interaction, PECS, communication boards, Makaton.		✓
Attributes		
Committed to the Mowbray Education Trust values and aims	✓	
Aware of and committed towards equal opportunities	✓	
Committed to own continual professional development	✓	
Other		
Is fluent in the use of the English language	✓	

All roles are subject to full pre-employment safeguarding checks, including an Enhanced DBS with Barred List check.