

Job Description

Post:	Specialist Teacher of SEN
Responsible to:	SENCO
Salary scale:	Main Pay Scale/Upper Pay Spine
Location:	Cumberland Community School

Job Purpose

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.

Main responsibilities of the post

Working under the direction of the SENCO and the Headteacher, the post holder will:

- Raise standards through effective teaching of students working significantly below age-related expectations
- Deliver high-quality intervention lessons including Functional Skills English and Maths, Entry Level English, and targeted PSHE sessions
- Implement recommendations and strategies provided by external professionals, including Speech and Language Therapists (SALT), Educational Psychologists (EP), and other specialists
- Support and deliver an appropriate scheme of work for the delivery of a differentiated SEN curriculum to identified students
- Be a committed and effective part of a creative department team
- Support and contribute, where appropriate, to the school's extracurricular and curriculum enhancement (including study support) programmes

Specific responsibilities

Strategic Leadership

- Under the direction of the SENCO, to develop effective, personalised teaching strategies that positively impact the learning experience and outcomes of students on the SEN intervention pathway
- To work in partnership with the SENCO to set tasks which challenge and support students with significant learning needs, maintaining high levels of interest and engagement

Operational role

- Take an active part in department meetings and attend other relevant multidisciplinary meetings
- Maintain and update comprehensive records for all SEN intervention students, including contributions to SEN support plans and annual reviews

- Report and assess student progress on the SEN intervention pathway using appropriate measures (e.g. Functional Skills levels, Entry Level outcomes, and bespoke assessment tools)
- Manage specialist resources effectively, ensuring suitability for learners working below national curriculum expectations
- Collect, collate and deploy data about attendance, engagement, participation, and progress of SEN intervention students to improve outcomes and inform future planning
- Ensure the teaching environment is inclusive, accessible, and reflective of students' needs, with responsibility for the classroom's appearance, display and use of resources
- Share in the development of bespoke curriculum materials and interventions tailored to students' profiles and needs
- Undertake additional administrative duties as directed by the Head of Department
- Undertake the role of form tutor for students in a given form group (if required)

Quality and Standards

- Prepare reports for staff, parents/carers, and external agencies where necessary
- Contribute to the school's monitoring and evaluation processes in relation to SEN and intervention provision
- Adhere to all agreed departmental/faculty and whole school policies, including those on Feedback, DPR assignments (homework), SEND and Equal Opportunities
- Participate in assessment and accreditation processes, including internal and external arrangements for Functional Skills and Entry Level qualifications
- Demonstrate a secure understanding of teachers' professional duties and responsibilities, including statutory obligations for SEND
- Take responsibility for own professional development, including training relevant to SEND and inclusive practice

Teaching and Learning

- Deliver high-quality intervention sessions matched to students' individual needs, including Functional Skills English and Maths, Entry Level English, and targeted PSHE sessions
- Embed strategies recommended by SALT, EP, Occupational Therapy, and other specialists into daily classroom practice
- Carry out regular assessment, tracking and evaluation of students on the SEN intervention pathway and report progress to stakeholders
- Act as a role model in the provision of inclusive and adaptive teaching, learning and assessment
- Endeavour to give every student the opportunity to reach their potential and meet high expectations, regardless of starting point

Staff, Resources and Accommodation

- Collaborate with colleagues to ensure consistent support for students with SEN
- Take an active part in the SEN team and contribute to provision planning and review
- Promote and model high expectations of care and respect within the learning environment for all students

Community

- Ensure effective communication with parents/carers and maintain regular updates on student progress and wellbeing
- Liaise with external professionals and services supporting individual students (e.g. SALT, EP, OT)
- Represent the school professionally and develop strong links with community services and support networks as appropriate

General

- Maintain a visible and supportive presence within the SEN team and across the school
- Support school functions, events and initiatives as appropriate
- Contribute to the development and implementation of SEN development plans and action plans
- Participate in the school's arrangements for assemblies, events and enrichment where appropriate
- Undertake self-review and engage in regular Performance Management as required
- Establish effective working relationships and set a good example through personal presentation and professional conduct

These responsibilities and duties may be subject to variation as the school's needs change at the reasonable discretion of the Headteacher.

This job description describes the way the postholder is expected and required to perform and complete particular duties. It does not form part of the contract of employment.

Person Specification: Teacher of Special Educational Needs

1. Qualifications

- A relevant degree
- Qualified Teacher Status (QTS) or other appropriate teaching qualification
- Additional qualifications in SEND, literacy/numeracy intervention, or related areas (desirable)
- Evidence of ongoing professional development related to SEN

2. Knowledge and experience

- Relevant and successful experience of teaching or teaching practice in a secondary or upper primary setting
- Experience teaching students working below age-related expectations
- Knowledge of early literacy and numeracy development and strategies to support struggling learners
- Evidence of a willingness to develop new skills and adapt to meet individual student needs
- Knowledge of or a willingness to learn about curriculum development and innovation, particularly in the context of SEND and intervention
- A professional knowledge of Functional Skills, Entry Level qualifications, and alternative accreditation pathways (desirable)
- Proven experience delivering SEND interventions in an inclusive and diverse school community (desirable)
- Experience assessing and tracking the progress of SEND students using bespoke or adapted systems
- Experience planning and delivering differentiated schemes of work or lessons to meet a range of learning needs
- Familiarity with EHCP processes including attendance at Annual Reviews and contribution to applications (desirable)
- Understanding of child protection procedures and a commitment to safeguarding and promoting a safe learning environment
- Evidence of strong classroom practice that promotes positive behaviour and engagement in learning
- Understanding of the communication, sensory and cognitive needs of young people with neurodivergent profiles

4. Skills and behaviours

- Ability to develop and implement personalised strategies to maximise achievement for students with SEND
- Strong communication skills – oral, written, and digital – with the ability to communicate effectively with a range of stakeholders
- Capacity to work collaboratively as part of a multi-disciplinary team and contribute to the wider development of the department and school
- Confidence in reviewing, monitoring, and evaluating both curriculum and teaching impact
- Adaptability and problem-solving skills in a variety of classroom and pastoral contexts
- Sensitivity to the needs of students with a wide range of attainment and communication abilities
- Willingness to learn and apply effective assessment and reporting strategies for non-traditional or alternative pathways
- Commitment to inclusive practice and promoting equality of opportunity
- Reliable and well-organised, with a strong record of attendance and punctuality

5. Personal qualities

- Enthusiastic, creative, and solution-focused
- Committed to putting the needs and best interests of pupils first
- Resilient and dedicated, with a strong desire to make a difference for students with additional needs
- Reflective and self-aware, open to feedback and professional growth
- Collegial team member who shares and models school values
- Willingness to contribute to whole-school initiatives, including enrichment and intervention work beyond the classroom
- Demonstrates empathy, patience and a calm, consistent approach to behaviour