



Pikes Lane Primary School

SEN Teacher

Job Description/Person Spec

September 2026

SEN Teacher – Based in our SEN Provision within school

Fixed Term initially for 1 year with potential to be extended

Start Date: September 2026



Job Purpose

To work as an effective and highly inclusive classroom practitioner within a specialist SEND provision in a mainstream school, supporting pupils with complex additional needs, including children with autism spectrum disorder (ASD), speech, language and communication needs, sensory processing differences and learning difficulties.

The postholder will provide high-quality teaching and personalised support for pupils, including some who are non-verbal or have limited verbal communication, ensuring all children can access a meaningful, ambitious and appropriately adapted curriculum.

The successful candidate will create communication-rich, nurturing and highly structured learning environments which promote engagement, independence, regulation and progress. They will work collaboratively with the SENDCo, therapists, teachers and SEND Teaching Assistants to deliver specialist interventions, develop a sensory-informed curriculum and ensure pupils are fully supported to thrive socially, emotionally and academically. The postholder will have overall responsibility for our high needs pupils who access the provision.

Main Duties and Responsibilities

Teaching and Learning

Deliver high-quality teaching for pupils with SEND needs, including pupils with ASD, communication difficulties and sensory needs

Plan and deliver highly personalised learning experiences which support engagement, regulation, communication and independence

Adapt teaching effectively using visual supports, structured routines, total communication approaches and sensory strategies

Create communication-rich learning environments that support pupils who are non-verbal or have limited spoken language

Plan and deliver specialist interventions such as social communication interventions and bucket time.

Develop and implement a sensory curriculum which supports pupils' regulation, readiness to learn and sensory processing needs

Support pupils to develop functional communication, emotional regulation, social interaction and independence skills

Use consistent routines, clear expectations and positive behaviour support approaches to promote engagement and safety

Ensure learning is appropriately sequenced and responsive to pupils' developmental and communication needs

Promote high expectations for participation, communication and progress for all pupils



Responsibilities Linked to SEND

Work collaboratively with the SENDCo, therapists, teachers and external professionals to implement effective provision for pupils with SEND needs

Work closely with SEND Teaching Assistants to ensure support is purposeful, consistent and promotes pupil independence

Provide guidance and direction to SEND TAs in the delivery of interventions, communication approaches and classroom strategies

Contribute to EHCP targets, reviews and provision planning

Identify barriers to learning and implement strategies to support pupils' communication, engagement and emotional regulation

Monitor and record pupil progress using appropriate assessment approaches for pupils working significantly below age-related expectations

Support pupils to access learning successfully within mainstream environments where appropriate

Build strong, positive relationships with parents and carers to support consistency between home and school

Maintain accurate records relating to pupil progress, interventions, behaviour and communication development

Assessment and Curriculum

Use formative assessment effectively to monitor engagement, communication and progress

Plan meaningful next steps based on pupils' individual developmental, sensory and communication profiles

Support pupils to develop functional communication, early interaction skills and independence across the curriculum

Develop and contribute to a curriculum which is sensory-informed, engaging and appropriately ambitious for pupils with complex needs

Use communication and sensory assessments to inform planning and provision

Maintain consistent classroom structures and approaches which support regulation, learning and wellbeing



Safeguarding and Inclusion

Promote the safeguarding, wellbeing and inclusion of all pupils

Maintain safe, nurturing and supportive learning environments for vulnerable pupils

Work in line with all school safeguarding procedures and statutory guidance

Promote equality of opportunity and uphold the school's values of:

Safety. Respect. Learning.

Person Specification

Please demonstrate in your application how you meet the below criteria

The successful candidate will:

- be an excellent inclusive classroom practitioner with high expectations for all pupils
- have experience working with pupils with SEND needs, including Autism Spectrum Disorder (ASD)
- understand the needs of pupils who are non-verbal or have limited communication skills
- demonstrate knowledge of total communication approaches and visual communication strategies
- have experience delivering interventions such as Attention Autism, Bucket Time or Intensive Interaction
- understand sensory processing needs and the principles of a sensory-informed curriculum
- demonstrate strong adaptive teaching and behaviour support strategies
- work effectively as part of a multidisciplinary team
- be skilled in working collaboratively with SEND Teaching Assistants and supporting their professional practice
- understand how to support emotional regulation, engagement and communication development
- demonstrate resilience, flexibility and a nurturing approach
- be committed to inclusive education and continual professional development

Safeguarding Statement

Pikes Lane Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment to this post is subject to satisfactory references, online checks and an enhanced DBS clearance.