



Job Description and Person Specification

SEND SENSORY TEACHER

Location:	School-Based
Hours of Work:	Monday to Friday, 08:15 to 16:00 Term Time plus Staff Directive Days
Salary:	Teacher Pay Scale – M1 to M6
Line Manager:	Headteacher/School Leadership Team

First Steps Together Group is a growing and ambitious group of independent schools committed to transforming outcomes for children and young people through exceptional education, relational practice and high expectations.

Our schools provide highly supportive, inclusive and aspirational learning environments for pupils with a range of additional needs, including SEND, SEMH and complex presentations. We are committed to creating safe, consistent and nurturing environments where pupils are supported to overcome barriers to learning, develop confidence and independence, and achieve their full potential.

We are seeking an experienced and committed SEND Sensory Teacher to provide high-quality, personalised teaching for pupils whose learning is best supported through a sensory-led curriculum. The successful candidate will have knowledge and practical experience of delivering a Sensory Curriculum and will create meaningful learning opportunities that develop communication, engagement, regulation, cognition, independence and wider personal development.

This is an opportunity to play a central role in a specialist education setting, working closely with teaching assistants, therapists, families and external professionals to ensure each pupil is supported to make meaningful progress from their individual starting point.

Role Overview

The SEND Sensory Teacher is responsible for planning, delivering and evaluating a personalised sensory curriculum for pupils with complex SEND, ensuring learning is purposeful, accessible and closely aligned to individual needs, EHCP outcomes and developmental priorities.

The postholder will use sensory-informed teaching approaches to create structured, engaging and responsive learning experiences, adapting the environment, resources, communication approaches and pace of learning to enable pupils to participate and progress.

Working collaboratively with support staff and specialist professionals, the SEND Sensory Teacher will embed communication, regulation, physical development, cognition and independence throughout the school day while maintaining high expectations for safeguarding, wellbeing and pupil outcomes.

Core Purpose of the Role

To provide high-quality, personalised teaching and learning through the effective delivery of a sensory curriculum for pupils with SEND and complex needs. The role will ensure that sensory learning is purposeful, progressive and informed by assessment, EHCP outcomes and each pupil's individual profile, enabling pupils to develop engagement, communication, regulation, independence and readiness to learn.

Key Responsibilities

Sensory Curriculum, Planning and Delivery

- Plan, deliver and review a personalised Sensory Curriculum aligned to pupils' EHCP outcomes, individual starting points and developmental needs.
- Design meaningful sensory learning experiences that develop engagement, communication, cognition, physical development, emotional regulation and independence.
- Adapt teaching approaches, resources, environment and pace responsively to pupils' sensory profiles and levels of engagement.

- Use structured routines, repetition, anticipation, sensory cues and responsive interaction to support access to learning.
- Ensure sensory activities have clear learning intentions and are appropriately sequenced to demonstrate progression over time.

Assessment, Progress and Personalised Learning

- Assess, record and track pupil progress from individual starting points using appropriate assessment frameworks and evidence.
- Use observation and assessment to identify changes in engagement, communication, regulation, cognition and independence.
- Develop, implement and review IEPs or personalised learning plans with purposeful and measurable targets.
- Contribute high-quality evidence to Annual Reviews and wider EHCP processes.
- Use assessment information to refine teaching strategies, sensory experiences and next steps for learning.

Communication, Regulation and Sensory Support

- Embed communication development throughout the curriculum using appropriate approaches, including visual communication and AAC where required.
- Work with pupils' individual sensory profiles and regulation needs to support readiness for learning and sustained participation.
- Use proactive regulation, co-regulation and positive behaviour support approaches consistently.
- Create a calm, predictable and sensory-aware classroom environment that promotes emotional and physical safety.
- Work closely with Occupational Therapy, Speech and Language Therapy and other specialist professionals to embed agreed strategies within everyday teaching.

Teamwork, Families and Multi-Agency Working

- Lead and deploy classroom support staff effectively, ensuring consistent implementation of sensory, communication and learning strategies.
- Model effective sensory teaching practice and support colleagues to develop confidence and consistency in delivery.
- Work in partnership with parents and carers, sharing progress and strategies and celebrating pupil achievement.
- Contribute to multi-disciplinary meetings, professional reports and integrated support planning.
- Share effective practice and resources that contribute to the development of sensory provision across the school.

Safeguarding and Professional Responsibilities

- Actively promote and uphold the school's safeguarding policies and statutory responsibilities.
- Report safeguarding concerns promptly to the Designated Safeguarding Lead or Deputy DSL.
- Maintain accurate records, professional boundaries and confidentiality at all times.
- Participate in professional development, performance management and school improvement activity.
- Carry out other reasonable duties commensurate with the role as directed by the Headteacher/Head of School.

Success Criteria

- A high-quality Sensory Curriculum is consistently planned and delivered, with clear links to individual pupil needs and EHCP outcomes.
- Pupils demonstrate meaningful progress from their starting points across engagement, communication, regulation, cognition and independence.
- Assessment and evidence are used effectively to identify progress and inform next steps.
- The classroom environment is calm, structured, safe and responsive to pupils' sensory and communication needs.
- Sensory, communication and regulation strategies are implemented consistently by the wider classroom team.
- Strong collaborative relationships are maintained with families, therapists and external professionals.
- Safeguarding practice is robust and embedded in everyday classroom practice.

Person Specification

Criteria	Essential	Desirable
Qualified Teacher Status (QTS) or equivalent recognised teaching qualification	✓	
A recognised degree and evidence of ongoing professional development relevant to SEND teaching	✓	
Knowledge and practical experience of delivering a Sensory Curriculum	✓	

Criteria	Essential	Desirable
Experience teaching pupils with SEND and complex or profound learning needs	✓	
Strong understanding of personalised teaching, curriculum adaptation and sensory-informed practice	✓	
Experience assessing, tracking and evidencing progress from individual starting points	✓	
Experience contributing to EHCP processes, Annual Reviews and personalised learning plans	✓	
Understanding of communication approaches, including visual communication and AAC where appropriate	✓	
Knowledge of positive behaviour support, regulation and relationship-based practice	✓	
Ability to create a calm, structured and sensory-aware learning environment	✓	
Ability to work effectively with teaching assistants, families and multi-agency professionals	✓	
Strong understanding of safeguarding responsibilities and child protection practice	✓	
Sensory Classroom training or equivalent specialist sensory curriculum training (or willingness to undertake the relevant training to deliver the programme)	✓	
Training or experience in specialist communication approaches, including AAC		✓
Experience working collaboratively with Occupational Therapy and/or Speech and Language Therapy		✓
Additional specialist training related to complex SEND, PMLD, ASD or sensory processing		✓

Personal Attributes

The successful candidate will demonstrate:

- A nurturing, pupil-centred and highly responsive approach
- Creativity and curiosity in developing meaningful sensory learning opportunities
- Patience, resilience and the ability to remain calm and reflective
- High levels of professionalism, reliability and accountability
- A collaborative approach to working with colleagues, families and professionals
- Commitment to safeguarding, inclusion and positive outcomes for every pupil
- Commitment to continuous professional learning and development in SEND pedagogy

What We Offer

- A specialist teaching role within a growing education organisation
- The opportunity to shape and develop high-quality sensory curriculum practice
- A supportive and collaborative school team
- Ongoing professional development and specialist training opportunities
- Opportunities for progression as First Steps Together continues to grow
- Term-time working
- Competitive salary and benefits package
- The opportunity to make a meaningful difference to the lives of children and young people

Safeguarding Commitment

First Steps Together Group is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to pre-employment checks including an Enhanced DBS, satisfactory references, online checks and overseas police checks (where required).

The successful candidate will be expected to demonstrate a strong commitment to safeguarding, inclusion and the wellbeing of children and young people at all times.