FIRST STEPS TOGETHER
FOR EVERY JOURNEY

Job Description and Person Specification

SEND PRIMARY 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 Primary SEND Teacher to provide high-quality, personalised teaching and learning for pupils with SEND. The successful candidate will deliver a broad and balanced curriculum, including age-appropriate primary learning pathways, while developing key life and independence skills and embedding communication, emotional regulation and sensory support throughout the school day. Teaching will reflect the primary curriculum, including systematic phonics, early literacy, mathematics, play-based and practical learning where appropriate.

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 Primary SEND Teacher is responsible for planning, delivering and evaluating personalised learning for pupils with SEND, ensuring teaching is purposeful, accessible and closely aligned to individual needs, EHCP outcomes and developmental priorities.

The postholder will create a calm, structured and engaging learning environment using clear routines, visual supports and nurture-informed, trauma-aware practice. Teaching approaches, resources, the environment and pace will be adapted to meet a wide range of SEND profiles.

Working collaboratively with support staff and specialist professionals, the teacher will embed communication, regulation and independence throughout the school day, while maintaining high expectations for behaviour, learning, safeguarding and personal development.

Core Purpose of the Role

To provide high-quality, personalised teaching and learning for pupils with SEND, enabling each pupil to make meaningful progress from their individual starting point. The role will deliver a broad and balanced curriculum, support age-appropriate primary learning pathways and develop communication, regulation, life and independence skills through structured, responsive and pupil-centred practice.

Key Responsibilities

Planning, Teaching and Learning

- Plan, deliver and review personalised learning programmes aligned to EHCP outcomes, individual starting points and developmental needs.
- Teach whole classes, small groups and individuals, adapting approaches, resources, environment and pace to meet a wide range of SEND profiles. Deliver age-appropriate primary learning across the curriculum, including

early reading, phonics, writing and mathematics, adapted to pupils' developmental stages.
- Create a calm, structured and engaging classroom environment using clear routines, visual supports and nurture-informed, trauma-aware practice.
- Develop, implement and monitor Individual Education Plans (IEPs), ensuring targets are purposeful, functional and regularly reviewed.
- Embed communication development throughout the school day, using structured language, visual communication systems and AAC where appropriate.

Assessment, Progress and Personalised Learning
- Assess and track progress across primary curriculum learning, communication, emotional and social development, behaviour and independence skills. Use appropriate primary assessment approaches to identify gaps and strengthen foundational knowledge and skills.
- Identify barriers to learning using observation, informal assessment and analysis of pupils' engagement and responses.
- Maintain accurate records of progress, behaviour, achievement and learning, using assessment information to plan next steps.
- Contribute to Annual Reviews and provide high-quality evidence to support EHCP processes.
- Work collaboratively with parents and carers, sharing progress, strategies and areas of need to ensure consistent support across home and school.

Behaviour Support, Regulation and Safeguarding
- Establish and maintain a safe, predictable and emotionally supportive classroom culture that promotes regulation and wellbeing.
- Implement positive behaviour support approaches, including proactive regulation strategies, co-regulation and personalised sensory and behaviour interventions.
- Follow individual behaviour support plans and contribute to their ongoing review through observation and reflective feedback.
- Actively promote and uphold safeguarding procedures and report concerns promptly to the Designated Safeguarding Lead or Deputy DSL.

Teamwork, Families and Multi-Agency Working
- Lead and deploy classroom support staff effectively to ensure consistent implementation of communication, regulation and learning strategies.
- Collaborate with therapists and specialist professionals, including Speech and Language Therapy and Occupational Therapy, to embed integrated support within the curriculum.
- Contribute to meetings, professional reports, Annual Reviews and multi-disciplinary planning.
- Share effective strategies and resources to support whole-school consistency and best practice in SEND provision.

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.

General Responsibilities
- Uphold First Steps Together's values and expected standards of professional conduct at all times.
- Promote and uphold safeguarding responsibilities, remaining alert to concerns and reporting or escalating them promptly in accordance with Group procedures.
- Comply with all relevant policies, procedures, statutory and regulatory requirements, including health and safety, confidentiality and data protection.
- Promote equality, diversity, inclusion and respectful professional relationships.
- Complete required training and maintain the knowledge and competence necessary for the role.
- Maintain accurate records and information as required.
- Undertake other duties reasonably required and commensurate with the nature and level of the role.

Success Criteria

- High-quality, personalised teaching is consistently planned and delivered with clear links to pupils' needs, EHCP outcomes and individual starting points.
- Pupils demonstrate meaningful progress across academic learning, communication, emotional and social

development 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' communication, sensory and regulation needs.
- Support staff and specialist strategies are deployed consistently and effectively.
- 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).	✓	
A recognised degree in any subject.	✓	
Evidence of ongoing professional development relevant to teaching and SEND practice.	✓	
Experience teaching or supporting pupils.	✓	
Proven experience adapting teaching for a wide range of needs, including sensory, communication, SEMH and cognition and learning profiles.	✓	
Experience contributing to EHCP processes, including evidence gathering, review meetings and multi-agency liaison.	✓	
Experience writing and implementing IEPs or personalised learning plans with measurable targets and review cycles.	✓	
Experience creating calm, structured learning environments with predictable routines, emotional safety and visual supports.	✓	
Experience assessing, tracking and evidencing progress against personalised and statutory outcomes.	✓	
Strong understanding of SEND and personalised, highly differentiated teaching and curriculum adaptations.	✓	
Knowledge of positive behaviour support, proactive regulation and relationship-based, trauma-informed approaches.	✓	
Clear understanding of safeguarding responsibilities and child-centred decision making.	✓	
Ability to adapt teaching, resources and environment responsively to pupil need.	✓	
Strong assessment, record-keeping, written communication and organisational skills.	✓	
Ability to work effectively with teaching assistants, families and multi-agency professionals.	✓	
Training in trauma-informed practice, nurture approaches or behaviour/regulation frameworks.		✓
Training related to SEND or communication approaches, including AAC, social communication systems or visual supports.		✓
Additional specialist training related to ASD, SEMH or complex/medical needs.		✓
Experience teaching in specialist or alternative provision.		✓
Experience delivering functional English/maths or supporting age-appropriate primary learning pathways.		✓

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 primary SEND 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.