



Werneth Primary School Job Description

SEND Class Teacher

Purpose of the Role

As a SEND Teacher within a DfE-registered SEND Unit, you will be responsible for a designated class of primary-aged pupils with EHCPs, the majority of whom have Autism Spectrum Condition (ASC) and complex, high-level needs.

You will plan, deliver, and manage high-quality, adaptive teaching to support pupils' progress towards their EHCP outcomes, ensuring a safe, structured, and highly supportive learning environment across on-site and off-site provision.

You will promote the school's ethos and maintain consistently high expectations for communication, engagement, behaviour, and independence, while ensuring the safeguarding and welfare of all pupils.

You will also be expected to engage in ongoing professional development, including completion of the NPQ for SENCOs.

Summary of Main Duties and Responsibilities:

Teaching

- Maintain an up-to-date knowledge and understanding of the professional duties and responsibilities of teachers and relevant statutory frameworks.
- Plan and deliver high-quality, inclusive teaching that promotes progression in pupils' learning, rooted in a secure understanding of each pupil's individual needs and EHCP outcomes.
- Ensure teaching reflects the principles of the SEND Code of Practice, including a person-centred approach, high expectations for all pupils, and high-quality teaching as the first response to SEND.
- Identify clear, personalised learning objectives within a bespoke sensory curriculum, using pupils' sensory profiles and EHCP outcomes to adapt teaching across the four areas of need and ensure access through appropriate multi-sensory experiences.
- Teach pupils according to their individual educational needs as identified in their EHCP, including setting, adapting, and recording work carried out in school and, where appropriate, off-site provision.
- Use a range of evidence-informed and specialist teaching approaches, including structured interventions, multi-sensory strategies, and assistive technologies, to engage and support pupils effectively.
- Apply the graduated approach (assess, plan, do, review), adapting teaching in response to pupils' progress, prior attainment, and identified barriers to learning.

- Deliver a designated programme of teaching, including targeted interventions and personalised learning pathways, to support progress towards EHCP outcomes.
- Use a variety of teaching methods to motivate and engage learners, evaluating their effectiveness in meeting individual needs and improving outcomes.
- Create a structured, supportive, and inclusive learning environment that enables pupils to feel safe, regulate their behaviour, and engage positively in learning.

General

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures to support the school's values and vision
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Participate fully in CPD activities and appraisal arrangements
- Support the climate for learning, improve the school's ethos and develop further the culture of achievement and high expectation
- Play a key role in assemblies, open evenings and other major School events
- Develop effective working relationships with schools, partners, and other agencies
- Act as a positive role model to other staff, maintaining high professional standards and high levels of care for pupils
- Undertake any other duties as directed by the Head of Academy.

Behaviour and Safety

- Create a safe, structured, and engaging learning environment that meets pupils' communication, sensory, and regulation needs, fostering positive relationships and a sense of security.
- Manage classes effectively using consistent, individualised approaches that reflect pupils' needs, including the appropriate use of praise, clear expectations, and supportive behaviour strategies to engage and motivate learners.
- Model calm, respectful interactions, demonstrating attitudes and behaviours that are accessible and meaningful for pupils with significant learning needs.
- Maintain high expectations of behaviour, supporting the development of self-regulation and independence in all learners.
- Promote and safeguard the welfare of children and young people, following school policies and procedures and raising concerns appropriately.

Team Working and Collaboration

- Work collaboratively with teaching assistants and support staff to plan, deliver, and evaluate learning, ensuring a consistent approach to meeting pupils' individual needs.

- Provide clear guidance and modelling to staff, supporting the effective use of personalised strategies, including communication, sensory, and behaviour support approaches.
- Work in partnership with colleagues, families, and external professionals to ensure a holistic understanding of pupils and consistency across settings.
- Contribute to multi-agency working and EHCP review processes, sharing relevant information on progress, engagement, and well-being.
- Communicate effectively with parents and carers to support positive relationships and continuity between home and school.
- Promote safeguarding and work collaboratively to ensure the welfare of all pupils, following school policies and procedures.

PERSON SPECIFICATION: SEND CLASS TEACHER

This person specification will be used in shortlisting and interview to select the best candidate. Each applicant should therefore address the person specification in their written application and where appropriate should give examples of how you meet the criteria.

	Essential	Desirable	Method of Assessment
Education and Qualifications			
Qualified Teacher Status	✓		Application/Interview
Degree	✓		Application/Interview
Evidence of recent professional development	✓		Application/Interview
Teaching and Learning			
Experience of teaching in the primary phase and/or special school provision with a willingness and ability to teach children from across the primary age range	✓		Application/Interview
The ability to use and apply effective assessment for learning strategies for children with SEND	✓		Application/Interview
Knowledge of, and the ability to use, comparative data together with information about pupils' prior attainment to establish benchmarks and set targets for improvement	✓		Application/Interview
Experience of delivering the outcomes and provision set out in individuals' EHCP	✓		Application/Interview
Ability to develop highly effective and trusting partnerships with parents	✓		Application/Interview
Experience of deploying a range of strategies for raising pupils' achievement through effective learning and teaching	✓		Application/Interview
Experience of teaching children with autism spectrum condition and/or developmental delay	✓		Application/Interview
Ability and willingness to assist in school improvement planning and self-evaluation		✓	Application/Interview

Ability and willingness to implement a relational approach to behaviour management	✓		
Ability and willingness to implement ordinarily available inclusive practice, in line with the Oldham OAIP guidance and SEND Code of Practice	✓		
Ability and confidence to use ICT effectively for management and to positively impact on teaching and learning	✓		Application/Interview
Leadership and Management			
Ability to construct an annual action plan which is effective in developing a subject/aspect and identifies strategies for raising the achievement of pupils	✓		Application/Interview
Ability to undertake subject/themed audit and review.	✓		Application/Interview
Ability and willingness to support colleagues and develop the quality of teaching and learning in area(s) of subject responsibility	✓		Application/Interview
Ability to lead and disseminate training to colleagues, being a role model of inclusive practice	✓		Application/Interview
Skills and Abilities			
Ensure appropriate rates of progress for children, as set out across all four broad areas of need	✓		Application/Interview
Set high expectations and standards as a role model of behaviour and conduct for pupils- recognising behaviour as a communication	✓		Application/Interview
Develop productive working relationships at all levels	✓		Application/Interview
Inspire and motivate pupils and staff	✓		Application/Interview
Work as part of a team	✓		Application/Interview
When appropriate, plan and deliver relevant training	✓		Application/Interview
Seek advice and support where necessary	✓		Application/Interview
Communicate and work effectively with all stakeholders, partners (including the local authority) and the wider community	✓		Application/Interview
Prioritise, plan and organise specific tasks	✓		Application/Interview
Sustain their successful teaching;	✓		Application/Interview
Think creatively	✓		Application/Interview
To anticipate and solve problems	✓		Application/Interview
Listen to, and understand the views of others	✓		Application/Interview
Communicate effectively, orally and in writing (including the ability to use ICT), to a range of audiences	✓		Application/Interview
Consult and negotiate to achieve specific objectives	✓		Application/Interview
Contribute to meetings where appropriate	✓		Application/Interview
Maintain good communication systems with the Principal, Senior Leadership Team, other staff, governors and parents	✓		Application/Interview
Work Circumstances and Personal Qualities			
Ability to prioritise and manage own time effectively	✓		Application/Interview
Ability to work consistently to deadlines, setting and achieving challenging but realistic goals	✓		Application/Interview
Ability to accept guidance and support; take responsibility for own professional development; and engage with professional development	✓		Application/Interview

opportunities provided by professionals, the academy and/or Trust and the local authority			
Show a commitment to meet all the demands of the job, in line with current terms and conditions of employment	✓		Application/Interview
Show a strong commitment to educational inclusion	✓		Application/Interview
Show a commitment to and an understanding of the diverse and multi-cultural nature of the school and community	✓		Application/Interview
Demonstrate personal resilience and support colleagues	✓		Application/Interview