

## Job Description

**POST: Specialist SEND Teacher**

**GRADE M4 - UPS3 with SEND3 Allowance**

### Purpose of the Post:

At Birchwood, we are passionate about making every day count for all pupils in our school. We are excited to announce the opening of a new Specialist Resource Provision (SRP) in September 2025, where children are nurtured and educated in a way that meets their individual needs.

We are inviting enthusiastic and committed teachers to join our dedicated and highly skilled teaching team. We seek a professional who possesses the relevant qualifications, expertise, and ambition to empower our pupils, enabling them to achieve their learning and personal targets.

As a teacher specialising in SEND, you will work alongside our exceptional specialist support team in our SRP to support pupils with an EHCP, primarily focusing on communication and interaction needs, including autism. Initially, our SRP will accommodate four places, increasing to eight places over the next two years.

Teachers will carry out the professional duties set out in the most recent Teachers' Pay and Conditions document in line with Trust policies and Teacher Standards, within the context of the job description outlined below. Importantly, you will embrace the ethos of the Trust and the school, supporting the progress and inclusion of all pupils, demonstrating the school values, including consideration and respect.

### The role:

We are seeking a passionate Specialist SEND Teacher dedicated to making a difference in the lives of our pupils with Special Educational Needs and Disabilities.

The ideal candidate will possess a strong understanding of SEND provision and a commitment to fostering an inclusive learning environment that enables all children to thrive. Your enthusiasm and dedication to SEND education will inspire both pupils and colleagues alike, ensuring every child receives the support they need to succeed.

A strong aptitude for working with both individuals and groups of children is essential, as you will be nurturing a warm and safe environment where each child feels valued and grows in confidence.

The successful candidate will be an individual who can build trusting, open, and respectful relationships with parents and external agencies while fostering effective communication and collaboration. They must demonstrate empathy, professionalism, and a commitment to supporting families, ensuring that their voices are heard and valued in decision-making processes.

You should have a highly motivated disposition with a vibrant 'can-do' attitude that not only inspires optimism but actively motivates those around you to engage fully with the learning process and with one another.

Your inspirational character will enable you to foster resilience in your pupils. You will possess the unique ability to motivate others, creating an atmosphere of encouragement where all can flourish and reach their utmost potential.

This role is well-suited for someone with a strong sense of purpose, a positive outlook, and a genuine passion for helping children reach their full potential. Our team is highly skilled in adapting learning and delivery methods to ensure that every child can succeed, and we are eager to welcome a new member to collaborate with our current staff in continuing to develop outstanding practices.

### Skills and experience:

We are seeking a passionate and experienced Specialist SEND Teacher who possesses the following skills and experience:

- A proven ability to teach pupils with Communication and Interaction (C&I) needs effectively, employing dynamic and engaging techniques.

- The ability to lead a provision and manage staff effectively, steering the team towards outstanding practice.
- A reflective practitioner who can assess and identify solutions within daily teaching, both in their own practice and that of the team.
- Initiative in problem-solving and adaptability to changing circumstances.
- A collaborative spirit to share ideas for the adjustment of learning, ensuring that all pupils can access their education effectively.
- A talent for building trusting relationships with staff, pupils, parents, and external agencies to foster a supportive educational environment.
- A compassionate professional approach and excellent communication skills, which enable them to engage with external agencies and parents in supportive and collaborative dialogue. This dialogue recognises the additional pressures that families may face, including increased vulnerability to safeguarding concerns.

### **Benefits to staff:**

At Birchwood Primary School, we value our staff and are committed to providing a supportive and enriching working environment. We offer:

- Fantastic pupils who are excellently behaved, eager to learn and thrive in an engaging educational atmosphere.
- A dedicated, well-resourced learning space that fosters creativity and innovation in teaching.
- A friendly and inclusive team that is supportive of one another, focusing on well-being, workload, and collaborative practices.
- Opportunities and support for career development, allowing you to grow in your profession and explore new avenues in your educational journey.

### **Safeguarding Children**

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

### **English Duty -**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

### **Our Values and Vision**

These are our values. They can be thought of as our 'non-negotiables' - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

### **Our Young People**

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

**Achievement - Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control ('knowing what to do when they don't know what to do') in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

**Achievement - 'letting your light shine':** All young people achieve things they can be proud of every day in addition to academic success and outside our school's planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

**Achievement - relationships (Starfish Principle):** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

### **Our Staff**

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

## Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• QTS</li> <li>• Post graduate qualification in Special Educational Needs, ideally specific to Communication &amp; Interaction needs including Autism</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of CPD in other relevant areas of Special Educational Needs</li> <li>• Experience of teaching in a specialist setting</li> </ul>
Experience and Skills	<ul style="list-style-type: none"> <li>• At least three years teaching experience in Primary settings</li> <li>• Experience of teaching pupils at key stage 1 and/or key stage 2</li> <li>• Experience of teaching a range of abilities at primary level including those with complex SEND needs</li> <li>• Ability to differentiate effectively to meet individual's needs and plan personalised curriculums</li> <li>• A secure understanding of the processes by which children learn</li> <li>• Experience of planning for progression</li> <li>• Effective behaviour and classroom management strategies</li> <li>• Use of a range of strategies for assessment for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Planned and delivered training to other professionals</li> <li>• Experience of working with other settings</li> <li>• Experience of working with external agencies</li> <li>• Coached or mentored a colleague</li> </ul>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Understanding of National Curriculum requirements</li> <li>• Knowledge of a broad, balanced and relevant curriculum</li> <li>• Knowledge and experience of delivering a creative curriculum</li> <li>• Must have a sound understanding of the SEND Code of Practice</li> <li>• Good knowledge of particular methods, approaches, strategies and interventions used for teaching children with C&amp;I needs</li> <li>• Familiarity with planning individual provision based on EHCP outcomes</li> <li>• Familiarity with assessment systems for children who are working below their Key Stage</li> <li>• Effective communication and interpersonal skills</li> <li>• Effective communication and approachable manner with parents and external agencies</li> <li>• Understanding of the sensitivities involved in SEN classification</li> <li>• Willingness to embark on specialist training in relevant areas</li> </ul>	
Professional skills and attributes	<ul style="list-style-type: none"> <li>• Must be able to plan lessons for a group of pupils with different needs, with clear learning intentions and differentiation</li> <li>• Have the ability to lead a team to plan and work collaboratively</li> <li>• Must be able to keep records of pupil progress in line with school policy</li> <li>• Must be able to use assessments of pupils to inform next steps</li> </ul>	
Personal Characteristics	<ul style="list-style-type: none"> <li>• Understanding of and commitment to school ethos</li> <li>• Motivation to work with children and professionals for their benefit</li> <li>• A pupil-centred approach to learning and education that puts students' learning and development first</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• Approachable and able to engage parent carers to encourage the close involvement in the education of their children</li> <li>• Ability to meet deadlines</li> <li>• Good communication skills both orally and in writing</li> <li>• Ability to motivate staff, children and young people</li> <li>• Enthusiasm and passion for teaching and learning</li> <li>• Commitment to high standards in self and pupils</li> <li>• Consistently good or outstanding classroom practice</li> <li>• Manage own workload effectively and be able to meet deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptability to changing circumstances and new ideas</li> <li>• Creative thinking and problem solving</li> <li>• Interest in and ideas for creative curricular collaboration</li> <li>• Interest in and willingness to take part in the delivery of training to promote specialist area</li> <li>• Commitment to links and partnerships with schools and other organisations</li> </ul>
Equal Opportunities	<ul style="list-style-type: none"> <li>• To practice equal opportunities in all aspects of the role and around the work place in line with school policy</li> </ul>	