

SEN Teacher

Teachers at Leigh Academies Trust are dedicated to fostering a lifelong love of learning in young people. They create stimulating and nurturing learning environments where every student feels valued, safe, and inspired to reach their full potential. These teachers deliver engaging, well-planned lessons, adapt their teaching to meet individual needs, and use assessment to inform instruction, ensuring that all pupils make excellent progress. Beyond their teaching, they build strong relationships with families, contribute to the wider life of the academy, and uphold the highest standards of professional conduct, serving as role models for their pupils.

Specifically, SEN teachers within Leigh Academies Trust work with pupils with Special Educational Needs and Disabilities (SEND), providing tailored support and inclusive teaching to enable each pupil to achieve their individual goals. They collaborate closely with the SENCo, support staff, parents and external agencies to create and implement effective strategies that address a variety of learning needs.

Core Purpose

The core purpose of a SEN teacher is to ensure the learning, happiness, and success of each student with SEND are central to everything they do. SEN teachers are responsible for providing high-quality, personalised teaching that helps all students make good progress and behave well in the classroom and around the school. This involves creating a welcoming and safe space where students feel supported and encouraged to learn and challenge themselves. SEN teachers plan their lessons carefully, using what they know about how each student is doing to help them learn best. They make sure their teaching fits the different ways students learn and help everyone to make great progress. SEN teachers also show students how to be good learners by being good role models, having high expectations for how they act, and encouraging them to always try their best with their work. They help students manage their behaviour in positive ways, work with other teachers and support staff to plan what is taught, talk to families and external agencies about how students are doing, and get involved in the wider life of the school. Importantly, SEN teachers are always learning and finding ways to improve so they can continue to help every student succeed in a school that values ambition, honesty, and everyone belonging.

Key Responsibilities

1. Setting High Expectations

- Establish a safe, respectful, and stimulating learning environment where all students, including those with SEND, feel valued, confident and willing to take learning risks.
- Set challenging academic and personal goals for students with SEND, differentiated to allow them to strive toward their full potential.
- Model positive behaviours, attitudes, and values, serving as a consistent example to students.

2. Promoting Pupil Progress

- Take responsibility for student progress, attainment, and outcomes of students with SEND through impactful teaching and timely intervention.
- Build on students' prior knowledge and abilities to personalise learning and maximise engagement, with a focus on their specific learning needs.
- Support students with SEND in reflecting on their learning, fostering metacognitive skills and ownership of progress, tailored to their individual communication and cognitive abilities.
- Apply evidence-based teaching strategies that recognise how students with SEND learn best.
- Equip students with strong work habits and study skills that support both academic and lifelong success, adapted to their individual needs.

3. Subject and Curriculum Knowledge

- Demonstrate secure and current knowledge of all subjects and the relevant curriculum framework, with the ability to adapt and differentiate the curriculum to meet the diverse needs of students with SEND.
- Deliver engaging and accurate lessons that promote deeper understanding and address misconceptions, using a range of multi-sensory and accessible teaching approaches.
- Keep up to date with subject developments and curriculum innovations, as well as developments in SEND pedagogy and best practice.
- Promote high standards of literacy, numeracy, and digital literacy across your subject, using accessible resources and strategies to support students with SEND.

4. Planning and Teaching Well-Structured Lessons

- Plan and deliver lessons that are engaging, purposeful and well-sequenced, enabling students with SEND to retain key concepts.
- Inspire curiosity and a love of learning through rich learning experiences and varied teaching approaches, adapted to individual learning styles and needs.
- Design meaningful homework and learning opportunities beyond the classroom that are accessible and promote independent learning.
- Reflect on the effectiveness of your practice to ensure continual improvement, with a focus on the impact of interventions and support strategies for students with SEND.
- Integrate technology to enhance learning, in alignment with the Trust's digital strategy, using assistive technologies where appropriate.
- Contribute actively to curriculum design, sharing expertise in SEND to support the development of a high-quality and inclusive learning offer.

5. Adapting Teaching to Respond to Pupils' Needs

- Use differentiation and personalisation to ensure access to learning for all, including those with SEND, higher prior attainment or English as an Additional Language (EAL).
- Understand and address barriers to learning, applying appropriate strategies to overcome them, with a specific focus on the diverse needs of students with SEND.
- Tailor teaching to students' developmental stages and learning styles, taking into account their individual SEND.
- Be sensitive to social, emotional, and academic needs, ensuring inclusive practice, with a strong emphasis on meeting the specific needs outlined in Education, Health and Care Plans (EHCPs).

6. Assessment and Feedback

- Use a range of assessment strategies to accurately understand students' current knowledge and plan next steps, including those appropriate for students with SEND who may require alternative methods of assessment.
- Employ both formative and summative assessment to monitor learning and inform teaching, using tools and techniques that are accessible and provide meaningful data on the progress of students with SEND.
- Analyse student data to plan interventions, adjust teaching and support targeted progress, with a focus on the progress of students with SEND against their individual targets and EHCP outcomes.
- Provide timely, constructive feedback that enables students to improve and take ownership of their learning journey, using methods that are accessible and appropriate for students with SEND.

7. Behaviour for Learning

- Create and maintain clear rules and routines that support a calm and focused learning environment, adapted to meet the behavioural, social and emotional needs of students with SEND.
- Uphold consistently high expectations for conduct and mutual respect, using positive behaviour management strategies tailored to individual needs.
- Manage learning environments effectively to maximise learning time and student engagement, using strategies that minimise distractions and support concentration for students with SEND.
- Build positive, respectful relationships with students, underpinned by appropriate authority and pastoral care, with a focus on understanding and responding to the specific needs of students with SEND.

8. Wider Professional Responsibilities

- Contribute to the broader life, ethos and success of the academy through enrichment, co-curricular activities and community events, ensuring inclusion and accessibility for students with SEND.
- Work effectively with colleagues, parents, carers and external agencies (e.g., therapists, educational psychologists) to support student learning and wellbeing, with a focus on collaborative working to meet the needs of students with SEND. .

- Deploy support staff strategically to have the greatest impact on outcomes for students with SEND.
- Take ownership of your professional development and seek opportunities for continual improvement in SEND pedagogy and practice.
- Communicate clearly and professionally with all stakeholders to foster trust and shared commitment to the success of students with SEND.

9. Professional and Personal Conduct

- Uphold the highest standards of integrity, honesty, and professional conduct in line with Trust and national expectations.
- Treat students with dignity and fairness, and maintain appropriate professional boundaries.
- Promote tolerance, equality, and British values, contributing to a respectful and inclusive school culture, with a focus on celebrating diversity and meeting the needs of all learners.
- Safeguard student wellbeing as a core responsibility, ensuring all actions align with statutory frameworks and academy policies, with a specific focus on the safeguarding needs of vulnerable students.
- Be a positive ambassador for the academy, aligning with its ethos, vision, and community values, promoting its inclusive practices.



Person Specification – SEN Teacher

This section outlines the essential and desirable attributes expected for the role of a Teacher in a Primary setting.

Qualifications and Training

Essential:

- O' Level/GCSE A-C pass grade/new grade Level 4 – 9 in English, Mathematics and Science.
- Bachelor's degree in any subject (ideally, 2:2 or better)
- DfE recognised Qualified Teacher Status.

Desirable:

- Experience working in a school setting prior to training.

Experience

Essential:

- Successful teaching experience, with experience of teaching students with SEND.
- Proven ability to plan effective, differentiated lessons, develop appropriate resources, and assess student work to inform teaching and learning for students with a wide range of SEND.

Desirable:

- Experience in a specific phase of education (primary/secondary).
- Experience with a particular curriculum specialism (e.g., phonics, mathematics).
- Experience in contributing to school-wide initiatives.

Knowledge and Understanding

Essential:

- Understanding of effective teaching and learning theory and practice, with a strong emphasis on SEND pedagogy.
- Knowledge of National Curriculum requirements and the ability to adapt these to meet individual needs.
- Understanding of IB programmes principles and practices (if applicable) and how these can be made accessible to students with SEND.

- Understanding of the importance of high expectations for student behaviour and achievement for all students, including those with SEND.
- Knowledge of inclusive provision and practices to ensure all students can access the curriculum, including those with SEN, EAL, disabilities, and Pupil Premium.
- Understanding of the SEND Code of Practice and relevant legislation.
- Understanding of the role of a Tutor and the importance of pastoral care, especially for students with SEND.

Desirable:

- Knowledge of current developments in education and SEND.
- Understanding of a range of effective behaviour management strategies, including those tailored to specific SEND.
- Knowledge of how to use data to track student progress and inform planning, including specific tools and methods for assessing students with SEND.

Skills and Abilities

Essential:

- Ability to collaborate effectively with colleagues, parents/carers, and external agencies (e.g., therapists, educational psychologists).
- Strong ICT skills, including the use of assistive technologies.
- Ability to create a motivating and safe learning environment that is inclusive and supportive of students with SEND.
- Effective communication skills with students, parents/carers, and external agencies, with the ability to communicate complex information clearly and sensitively.
- Strong written and verbal communication skills, including the ability to write detailed reports and maintain accurate records.
- Ability to manage workload, prioritise tasks, and meet deadlines, including managing the demands of EHCPs and other SEND-related paperwork.
- Ability to motivate students and raise aspirations, fostering a belief in their potential.
- Commitment to the academy's ethos, including success for all, safeguarding, equality, and professional development, with a specific commitment to inclusion and meeting the needs of all learners.

Desirable:

- Ability to adapt teaching to meet the complex and diverse needs of learners with SEND.
- Ability to use assessment for learning to improve student outcomes, with expertise in using a range of assessment tools and techniques suitable for students with SEND.
- Ability to contribute to curriculum development and innovation, with a focus on creating an inclusive and accessible curriculum.

Personal Qualities

The successful candidate will be an **enthusiastic, patient, and dedicated** individual with a genuine passion for working with children and young people with special educational needs and disabilities. They will be **reflective, adaptable, and committed** to their own professional growth, continuously seeking to enhance their understanding of SEND and improve their practice. A **collaborative team player** is essential, as is the ability to **build strong, empathetic relationships** with students, colleagues, parents, and external professionals. The SEN teacher will demonstrate **resilience, a positive attitude, and a good sense of humour**, even in challenging situations. They will be **passionate** about **creating a nurturing and inclusive learning environment** where every student feels valued, safe, and excited about learning, and above all, dedicated to ensuring the happiness, wellbeing, and success of each and every student, modelling the values of **curiosity, kindness, and perseverance**.

Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education](#) document (Department of Education).

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

