

SEN teacher (with potential for subject responsibility)

1 • Role details

Field	Details
Job title	SEN teacher (with potential for subject responsibility)
Reports to	Headteacher
Responsible for	Teaching and learning for individual pupils and small groups; where appointed, leadership of an agreed subject or curriculum area
Location	Copper Fields School
Contract	As stated in the individual contract of employment

2 • Job purpose

To provide high-quality, inclusive education for pupils with special educational needs and disabilities (SEND), in accordance with the school's curriculum framework, policies and procedures, statutory requirements and the standards set by relevant regulatory bodies.

The postholder will plan and deliver personalised learning that enables pupils to make meaningful academic, social, emotional and personal progress. The role may include responsibility for leading, coordinating and developing an agreed subject or curriculum area across the school.

3 • Key responsibilities

Teaching, learning and assessment

- Plan, deliver and evaluate high-quality teaching for individual pupils and small groups, taking account of each pupil's education, health and care plan (EHCP), assessed needs, prior attainment, communication profile and individual targets.

- Adapt teaching, resources, the learning environment and methods of communication so that pupils can access learning and participate as independently as possible.
- Use a range of specialist SEND approaches, assistive technology and communication systems appropriate to pupils' needs and consistent with agreed professional guidance.
- Set ambitious but achievable learning intentions and success criteria, ensuring appropriate pace, challenge, consolidation and progression.
- Assess, monitor, record and report pupils' progress and attainment, using agreed school systems and a broad range of evidence.
- Use assessment information to identify barriers to learning, review teaching strategies and inform future planning.
- Contribute to annual reviews, statutory assessments, progress meetings and reports for families, professionals and other agencies.
- Maintain current subject knowledge and an informed understanding of effective SEND pedagogy and educational practice.

Personalised provision and pupil development

- Contribute to the preparation, implementation and review of individual education plans, positive behaviour support plans, risk assessments, communication plans, personal care plans and other relevant pupil plans.
- Promote pupils' physical, intellectual, communication, social, emotional, moral and cultural development, including preparation for adulthood and increased independence where appropriate.
- Create a safe, structured, stimulating and inclusive learning environment, organising resources, displays, pupil groupings and routines to meet diverse needs.
- Support pupils to regulate their emotions and behaviour through consistent, relational and evidence-informed approaches, helping them move from external support towards greater self-regulation.
- Recognise and celebrate progress in all its forms, including small-step and non-academic achievements.

Safeguarding, welfare and safety

- Safeguard all pupils and promote their welfare, acting immediately on concerns and following the school's safeguarding and child protection procedures.
- Plan teaching and activities to minimise risk and maintain pupil safety both on and off site, in line with individual and activity risk assessments.
- Follow agreed arrangements for health needs, personal care, moving and handling, medication and emergency procedures, where these form part of the role and appropriate training has been completed.
- Exercise vigilance in relation to health and safety, promptly reporting hazards, incidents, accidents and near misses to the appropriate person.
- Maintain professional boundaries, confidentiality and respectful practice at all times.

Behaviour and relationships

- Establish positive, respectful and predictable relationships with pupils, using approaches that reflect their developmental level, communication needs and individual plans.
- Implement the school's behaviour policy and agreed positive behaviour support strategies consistently and proportionately.
- Record and report significant incidents accurately and promptly, contributing to reflective review and the adjustment of support plans.
- Promote equality, dignity, inclusion and mutual respect, challenging discrimination and supporting pupils' understanding of safe and appropriate relationships.

Teamwork and multi-professional working

- Work as an active member of the school's multi-professional team, maintaining effective relationships with education, therapy, health, social care and residential or care colleagues as relevant.
- Brief, deploy and support learning support assistants, tutors, instructors and care staff so that roles, learning intentions, strategies and resources are clear and effective.
- Communicate regularly with families and carers, in line with school arrangements, to support a consistent approach between school and home.

- Attend and contribute to staff meetings, pupil reviews, case discussions, supervision, appraisal and other professional meetings.
- Share relevant information promptly and appropriately so that pupils receive safe, coordinated and consistent support.

Curriculum and school development

- Contribute to curriculum development, quality assurance and improvement priorities identified in the School Development Plan.
- Support the evaluation and implementation of school policies, procedures and agreed approaches to teaching and learning.
- Use, store and maintain equipment and resources efficiently, identifying needs and contributing to responsible use of the school's budget.
- Contribute to the wider life of the school, including enrichment activities, educational visits, assemblies, events and community links where appropriate.
- Promote the school as a valued, professional and inclusive part of its community.

4 · Additional responsibilities for a subject or curriculum area

This section applies only where subject or curriculum responsibility is formally assigned. The specific area, scope, time allocation and any associated allowance should be confirmed separately in writing.

- Provide strategic and operational leadership for the agreed subject or curriculum area across relevant key stages and pathways.
- Develop, implement and review a coherent curriculum that is ambitious, accessible, appropriately sequenced and responsive to the needs and destinations of pupils with SEND.
- Coordinate planning, teaching, assessment, recording and reporting within the area, ensuring clear progression and consistency across classes.
- Monitor the quality and impact of provision through appropriate activities such as planning reviews, learning visits, work scrutiny, pupil voice and analysis of progress information.
- Identify priorities, prepare and evaluate an area development plan, and contribute evidence to whole-school self-evaluation and improvement planning.

- Provide guidance, coaching and professional development to colleagues, modelling effective subject-specific and SEND-informed practice.
- Audit, organise and manage resources and any delegated budget for the area, ensuring value for money, safe use and equitable access.
- Maintain awareness of relevant curriculum, qualification, accreditation and regulatory developments, advising senior leaders on implications for the school.
- Where appropriate, build links with other schools, employers, community organisations and professional networks to enrich the curriculum and support progression.

5 • Professional responsibilities

- Meet the Teachers' Standards, or other professional standards applicable to the post, and uphold the school's values, policies and code of conduct.
- Maintain accurate, timely and secure records in accordance with school requirements, data protection legislation and regulatory standards.
- Participate fully in induction, training, continuing professional development, supervision and appraisal, taking responsibility for ongoing professional learning.
- Operate within agreed budgets and financial procedures, using school resources responsibly.
- Follow all relevant policies and procedures, with particular regard to safeguarding, child protection, whistleblowing, complaints, equality, behaviour, health and safety and information governance.
- Report concerns, incidents and issues involving pupils or staff promptly to the appropriate manager or designated person.
- Undertake other reasonable duties that are consistent with the purpose and level of responsibility of the role.

6 • Person specification

Criteria	Essential requirements
Qualifications	Qualified Teacher Status (QTS) or other recognised teaching status appropriate to the setting; evidence of relevant continuing professional development.
Experience	Successful teaching experience, including planning, assessment and differentiation or adaptation. Experience of teaching pupils with SEND, or clear evidence of relevant knowledge and commitment.
SEND knowledge	Understanding of the SEND Code of Practice, EHCP outcomes, safeguarding, inclusive practice and the impact of communication, sensory, physical, cognitive, social and emotional needs on learning.
Teaching practice	Ability to deliver engaging, personalised and well-structured learning; assess small-step progress; and use evidence to improve provision.
Behaviour support	Ability to understand behaviour as communication and use consistent, positive and proportionate approaches to support regulation and safety.
Communication	Clear written and verbal communication, including the ability to communicate effectively with pupils using appropriate methods and with families and multi-professional colleagues.
Teamwork and leadership	Ability to work collaboratively, direct and support additional adults, contribute to school improvement and, where applicable, lead a subject or curriculum area.
Organisation	Ability to plan, prioritise, maintain accurate records, manage resources and meet deadlines in a complex school environment.
Values and conduct	Commitment to safeguarding, equality, dignity, high expectations, confidentiality, professional boundaries and the best interests of pupils.
Role requirements	Ability to undertake the duties of the post, with reasonable adjustments where required, and to meet the school's safer recruitment and suitability requirements.

7 • Desirable criteria

- Relevant postgraduate study or specialist SEND qualification.
- Training or experience in specialist communication approaches, positive behaviour support, sensory regulation, autism, complex learning needs or another area relevant to the school's pupil population.
- Experience of leading a subject, curriculum area, key stage, pathway or school improvement project.



- Experience of working effectively with therapists, health professionals, social care teams and families.
- Knowledge of appropriate accreditation, qualifications and preparation-for-adulthood pathways.

8 • Additional information

This job description outlines the main duties and responsibilities of the role. It is not exhaustive and may be reviewed in consultation with the postholder to reflect the changing needs of pupils and the school.

Any subject or curriculum specialism must be authorised through the school's agreed staffing and HR arrangements and documented separately.

The appointment is subject to the school's safer recruitment procedures, including appropriate identity, qualification, reference, right-to-work and safeguarding checks.