Job Description
Specialist Primary Teacher
Children Education

Job Title	*SEN Primary Teacher*
School	*Tilewood School*
Responsible to	*Assistant Headteacher for Teaching and Learning*
Student Group	*Primary age students with education health and care plans and complex autism needs*
Responsible for	*The learning and progress of an allocated class and the effective deployment of the class team*
Key Internal Contacts	*Senior leaders and the SENCO* *Teachers and Progress Leads* *The clinical team* *School business staff*
Key External Contacts	*Parents and carers* *Local authorities* *External professionals* *Regulators and community partners*

JOB PURPOSE

The SEN Primary Teacher will provide consistently strong teaching for students whose autism affects communication, sensory processing, emotional regulation, social understanding and access to learning. The postholder will combine secure primary practice with specialist autism knowledge, adapting the curriculum without lowering ambition.

The teacher will lead a calm, predictable and communication rich classroom. They will use assessment, each student's education health and care plan and close observation to identify the next meaningful steps in academic learning, independence, communication and preparation for later life.

Working with families, the SENCO, the clinical team and the wider school team, the postholder will help students feel that they belong, develop the confidence to thrive and build the foundations to aspire.

OUR ETHOS AND VALUES

Tilewood School is founded on three values. Belong means every student is known, understood and valued, and experiences school as a place of safety before it is a place of demand. Thrive means that regulation, communication, health and happiness are treated as the conditions for learning rather than rewards for it. Aspire means that no student's future is decided by their diagnosis, and that every student is prepared for the most independent adult life open to them.

These values shape how the school works. Relationships are therapeutic and relational, behaviour is understood as communication, and teachers, therapists and support staff plan together around the child. Every adult at Tilewood is expected to live these values in the detail of daily practice, from how a morning greeting is offered to how personal care is given.

PROFESSIONAL OPPORTUNITY

This role offers an experienced teacher the opportunity to join a founding team and help shape an ambitious SEN primary provision from its first day. The successful candidate will have professional influence over

curriculum design, classroom practice and the development of colleagues, while working alongside specialists in speech and language therapy, occupational therapy and clinical support.

Tilewood School occupies Tile House, a Grade II listed country house set within substantial grounds in rural Buckinghamshire, and in school use since 1954. The estate is itself a learning resource. Its woodland is used for structured, curriculum led outdoor learning rather than occasional enrichment, and students also learn through an enclosed courtyard, a sports dome, an all-weather pitch and dedicated life skills spaces where independence is taught in real settings. A sensory, horticulture and independence garden is planned as the school develops, and the founding team will help shape it. For autistic students, space, quiet, nature and room to move are not luxuries but conditions for regulation and learning, and few specialist settings can offer them on this scale.

The school invests in its teachers. Every teacher completes a structured induction that includes, CPI Safety Intervention training, and training in safeguarding. Teachers who wish to develop further in outdoor learning will be supported to do so.

KEY TASK AREAS & RESPONSIBILITIES Teaching and curriculum

- To plan and teach an ambitious, coherent and carefully sequenced primary curriculum that reflects students' starting points, developmental profiles and education health and care plan outcomes
- To draw appropriately on the Early Years Foundation Stage and National Curriculum, adapting content, pace, teaching methods and resources so that students can participate and make progress
- To teach core knowledge and skills alongside communication, independence, play, physical development, emotional understanding and life skills
- To use explicit instruction, modelling, repetition, structured practice and opportunities to generalise learning across people, places and contexts
- To maintain high expectations while recognising that progress may be uneven and may include small but significant steps

Forest School and outdoor learning

- To plan and teach regular learning outdoors, using the school's woodland and grounds as an extension of the classroom in all seasons
- To work with the Forest School instructor so that outdoor sessions are planned, sequenced and assessed as part of the curriculum, with clear links to communication, regulation, independence and physical development
- To use outdoor learning and the school's life skills spaces deliberately to help students generalise skills, manage sensory needs and experience success in a less demanding environment
- To follow outdoor and off-site risk assessments, ensuring that the class team understands each student's needs and safety arrangements outdoors

Assessment and progress

- To establish clear baselines and use formative and summative assessment to identify gaps, adjust teaching and set purposeful next steps
- To monitor academic, communication, social, sensory and independence outcomes, keeping accurate records and reporting clearly to leaders, families and relevant professionals
- To contribute high-quality evidence to annual reviews, personal learning plans and other statutory or school review processes
- To evaluate the impact of teaching approaches and interventions, changing them when evidence shows that students are not making secure progress

Autism informed practice

- To understand each student's communication profile, including the needs of students who are nonspeaking, use limited spoken language or communicate through augmentative and alternative communication
- To complete the school's autism approaches, use visual structure, clear routines, accessible language and agreed communication systems consistently, in partnership with speech and language therapy colleagues
- To recognise the effect of sensory processing differences, anxiety, uncertainty, interoception and executive functioning on learning and participation
- To create a low arousal learning environment and plan proactive sensory and regulation support with occupational therapy and clinical colleagues
- To understand behaviour as communication, using relational, trauma informed and positive approaches that reduce distress, strengthen co regulation and build students' ability to regulate with increasing independence
- To develop and review individual plans, risk assessments and support strategies, ensuring that practice protects dignity, safety and access to learning

Positive behaviour support and physical intervention

- To complete CPI Safety Intervention training and keep certification current through refresher training
- To prioritise prevention and de-escalation, using physical intervention only as a last resort, when reasonable, proportionate and necessary to prevent harm, and always in line with the school's policy and the student's individual plan
- To record and report any use of physical intervention promptly and accurately, and to take part in debriefs with students, staff and families so that plans are reviewed and future need is reduced

Personal and intimate care

- To support students' personal and intimate care needs, including toileting and changing, in line with the school's intimate care policy and each student's personal care plan
- To carry out personal care in ways that protect privacy and dignity, promote independence at every opportunity and follow agreed safeguarding and safer working arrangements
- To ensure that personal care plans are shared with the class team, reviewed with families and professionals, and treated as teaching opportunities for independence

Class leadership and professional collaboration

- To lead the day-to-day work of the class team, ensuring that Higher Level Teaching Assistants, Progress Leads and other adults understand lesson intentions, individual communication approaches, regulation plans and their role in promoting independence
- To model excellent autism informed teaching and provide constructive guidance, coaching and feedback to colleagues working in the classroom
- To work closely with the SENCO and clinical team so that specialist recommendations are translated into everyday classroom practice and reviewed for impact
- To build respectful, reliable relationships with parents and carers, sharing progress, listening to their expertise and maintaining a consistent approach between school and home
- To contribute to curriculum development, subject leadership and the School Development Plan as agreed with the Assistant Headteacher for Teaching and Learning
- To participate fully in meetings, supervision, professional development and wider school activities

General

- Safeguard students and promote their welfare, following statutory guidance and all school and Company policies for child protection, safer working practice, whistleblowing, attendance, behaviour and health and safety
- Identify and report concerns promptly, recognising that communication differences and disability can make signs of abuse, neglect or exploitation harder to identify
- Plan carefully for learning on and off site, following risk assessments and taking reasonable action to reduce foreseeable risks
- Maintain accurate, timely and confidential records in line with school systems, data protection requirements and regulatory expectations
- Use resources responsibly and contribute to the effective operation of the school within agreed budgets
- Meet the Teachers' Standards in full and maintain current knowledge of primary education, autism practice and relevant statutory requirements
- Model the values of Belong, Thrive and Aspire in all interactions with students, families and colleagues
- To carry out any other reasonable duties that are consistent with the level and purpose of the role

PERSON SPECIFICATION

The selection process will consider the following qualifications, experience, knowledge and personal qualities. The essential criteria describe the minimum requirements for appointment. Candidates who meet the essential criteria but have limited experience of augmentative and alternative communication are encouraged to apply, as full training will be provided.

Qualifications & Training	**Essential**	**Desirable**
Qualified Teacher Status and a relevant degree	✓	
Willingness to complete the school's induction programme, including augmentative and alternative communication training, CPI Safety Intervention training, safeguarding and intimate care training	✓	
Further accredited study in autism, special educational needs or a related field		✓
Current CPI Safety Intervention certification		✓
Forest School Leader qualification or accredited outdoor learning training		✓
Experience		
A strong record of successful primary teaching, including direct teaching of autistic students with complex communication, sensory and regulation needs	✓	
Experience of leading a class team and improving the practice of support staff	✓	
Experience in a special school, specialist resource base or similarly specialist setting	✓	
Experience of contributing to curriculum or subject development		✓

Experience of planning and teaching learning outdoors		✓
Knowledge		
Secure knowledge of primary curriculum, pedagogy and assessment	✓	
Strong understanding of autism, including communication differences, sensory processing, anxiety, executive functioning and emotional regulation	✓	
Knowledge of visual teaching approaches and structured learning environments	✓	
Knowledge of statutory duties relating to safeguarding, special educational needs, equality and education health and care plans	✓	
Knowledge and practical use of augmentative and alternative communication systems		✓
Skills		
Ability to adapt teaching precisely from assessment while maintaining ambitious expectations	✓	
Ability to establish calm, predictable classrooms and interpret behaviour as communication, responding with consistency and professional judgement	✓	
Ability to communicate clearly and respectfully with students, families, colleagues and external professionals	✓	
Ability to use assessment and written evidence to show progress, evaluate impact, plan next steps and maintain accurate records	✓	
Personal Qualities		
Warmth, patience and emotional steadiness, combined with clear boundaries and high expectations	✓	
Reflective practice and willingness to seek advice, test assumptions and adapt when an approach is not working	✓	
Commitment to students' dignity, autonomy, inclusion and preparation for adulthood, including when supporting personal and intimate care	✓	
Enthusiasm for teaching outdoors, in all seasons, as part of the everyday curriculum	✓	
Other		
Commitment to the values of Tilewood School, Belong, Thrive and Aspire, and to the values of Outcomes First Group	✓	
Commitment to ongoing specialist professional development	✓	

SAFEGUARDING AND SAFER RECRUITMENT

Tilewood School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Recruitment follows the safer recruitment requirements of the current Keeping Children Safe in Education statutory guidance and the Independent School Standards.

This post involves regulated activity with children and is exempt from the Rehabilitation of Offenders Act 1974. Shortlisted candidates will be asked to complete a self-declaration of any criminal record, including cautions and convictions that would not be filtered, and to disclose any information that may be relevant to their suitability to work with children. Having a criminal record will not necessarily bar a candidate from appointment; each disclosure will be considered on its merits.

Checks will include an enhanced Disclosure and Barring Service certificate with a check of the children's barred list, verification of identity, the right to work in the United Kingdom and qualifications, including Qualified Teacher Status, and a check that the candidate is not subject to a prohibition from teaching. Candidates who have lived or worked outside the United Kingdom will be subject to additional checks. Written references will be sought before interview wherever possible, including from the current or most recent employer, and any gaps in employment history will be explored. In line with statutory guidance, online searches will be carried out on shortlisted candidates, and the interview will include questions on safeguarding. Appointment is subject to satisfactory completion of all checks and confirmation of fitness to carry out the role.

EQUALITY AND INCLUSION

We welcome applications from suitably qualified candidates and are committed to equality of opportunity. Reasonable adjustments will be considered throughout the recruitment process and employment.

This job description describes the main responsibilities of the post. It may be reviewed in consultation with the postholder to reflect the needs of the school, provided that any changes remain consistent with the level and purpose of the role.