



## Job Description & Person Specification

### SEN Art Teacher

**Line Manager: Deputy Head**

#### **SEN Art Teacher – Specialist Autistic Setting**

Are you a passionate, creative educator with a heart for inclusive teaching? Do you believe in the power of art to unlock potential, build confidence, and nurture communication? If so, we'd love to hear from you!

We are a **specialist setting for autistic young people**, committed to providing a calm, supportive, and highly personalised learning environment. Our pupils are aged 10 to 18 and present with a range of needs, abilities, and sensory profiles. As an **SEN Art Teacher**, you'll play a vital role in enriching their educational experience through creativity and expression.

#### **What You'll Do:**

- Plan and deliver tailored art lessons that meet the sensory and learning needs of autistic students
- Use a wide range of media (e.g. paint, clay, collage, digital art) to promote expression and creativity
- Create a calm, structured environment that supports emotional regulation and communication
- Work closely with SEN staff, therapists, and families to support individual learning goals
- Adapt materials and teaching approaches based on students' interests, abilities, and EHCP targets
- Foster students' confidence, independence, and pride in their artistic achievements
- Contribute to exhibitions, displays, or creative projects within the school or wider community
- Support pupils with transitions and encourage positive peer interaction through collaborative art activities
- Create a nurturing, structured classroom where students feel safe, valued, and able to thrive

#### **What We're Looking For:**

- Qualified Teacher Status (QTS/QTLS) or relevant teaching qualification
- Experience teaching pupils with **autism and/or SEN** is highly desirable
- Strong knowledge of the **Art curriculum**
- A flexible, reflective approach with excellent communication skills
- Passion for creativity, inclusion, and student-centred learning

#### **What We Offer:**

- Small class sizes with high levels of support
- Ongoing professional development and autism-specific training
- A supportive leadership team and collaborative working culture
- Opportunities to contribute to a growing, innovative provision

- A truly rewarding role where your impact is seen and celebrated every day

## **Areas of Responsibilities & Key Tasks**

### **Teaching & Learning**

- Be responsible for the learning and the achievement of all pupils in the class(es) ensuring equality of opportunity for all
- Planning and preparing schemes of work and lesson plans
- Create a purposeful learning environment
- Teaching, according to individual educational needs, the pupils assigned to you, including the setting, and marking of work to be carried out by the pupils in school and elsewhere
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment
- Know how to make effective personalised provision/effectively provide differentiated tasks for those you teach
- Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them
- Know how to use skills in literacy, numeracy, and ICT to support your teaching and wider professional activities
- Use assessment as part of your teaching to diagnose learners' needs, set realistic and challenging targets for improvement, and plan future teaching

### **Assessment, Recording & Reporting**

- Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils except in instances where to do so might be regarded as compromising a teacher's own position.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take responsible and conscientious attitude to their own work and study;
- Set a vision and targets for pupil success.
- Assessing, recording and reporting on the development, progress and attainment of pupils.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment;
- Track progress, regularly monitor reports on progress, identify and deliver interventions where appropriate.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to examinations and qualifications.

- Know a range of approaches to assessment, including the importance of formative assessment;
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

### **Strategic Direction and Development of the School**

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity
- Support the Senior Leadership Team to set vision and direction for the school
- Contribute to the life and community of the school in all of its aspects
- Establish and maintain a positive learning environment in which the pupils' behaviour is well managed and within which social, emotional and learning needs can be met within a supportive framework
- To promote the social and emotional development of children through positive approaches that will encourage appropriate relationships and the development of self-esteem.

### **Behaviour Management**

- Have the ability to identify and de-escalate potential problems before they escalate and be able to develop strategies to promote the positive behaviour of pupils;
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy
- Maintain the school's system of rewards and sanctions, which is understood and appreciated by pupils and parents
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills

### **Pupil Care & Welfare**

- Be familiar with and supporting all staff in following the school's safeguarding policy
- Be aware of, and comply with, current policies and procedures relating to child protection; health & safety; confidentiality and data protection, reporting all concerns to the appropriate person
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support

### **Other**

- Have a commitment to collaboration and co-operative working where appropriate
- Provide cover by supervising and teaching any pupils, whose teacher is unavailable
- Know and understand the relevant statutory and non-statutory curricula/frameworks, including those provided through the National Strategies, for their subjects'/curriculum areas
- Engage actively with the annual performance management review process, in accordance with the school's policy
- Monitor and evaluate the curriculum offered and review appropriate planning, assessment, record keeping and reporting procedures, subject improvement plan, subject policy as and when requested
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies
- Perform any reasonable duties as requested by the Head Teacher or member of the Senior Leadership Team

### **Working Time**

- Teachers are required to work 195 days in any one academic year, of which 190 days shall be with pupils
- Working hours are 8.30am – 4.30pm Monday to Friday

### **Essential**

- A deeply held conviction that every child can achieve and reach their potential
- Qualified to degree level with QTS/QTLS or working towards.
- ECT's are welcome to apply
- Ability to teach entry level Science
- The belief that all children deserve a life of choice and opportunity
- Ability to be adaptable in a fast-paced extremely environment
- Commitment to the safeguarding and welfare of all children
- Excellent classroom practitioner
- Excellent team player
- Ability to work successfully with autistic pupils
- High expectations of others
- Resilience
- Ability to work on own initiative
- Willing to undertake training.

### **Desirable**

- Secondary or Primary teacher with over two years teaching experience
- Experience of working with autistic young people
- Evidence of continually improving the outcomes of pupils
- The courage and conviction to make a difference

- The ability to listen and communicate effectively
- Constant deep reflection which leads to personal growth and better pupil outcomes
- Sustain energy, optimism, and motivation in the face of pressure and setbacks
- Stay calm in difficult situations and maintain clarity of vision
- Support the team and be aware of others' levels of resilience in different situations.
- Driving Licence
- Commitment to on-going improvement and learning
- Evidence of ability to plan strategically