

Job Description: Primary Department Lead with Teaching

All-Through Special School

Reports to: Assistant Headteachers and/or Headteacher

Policies: Engagement Model, Evidence for Learning, Teaching & Learning Policy, Behaviour Policy

1. Focus on Teaching and Learning (Teachers' Standards 1-4)

- Deliver and be involved in lesson observations to ensure consistent high-quality teaching in line with the school's **Teaching & Learning Policy**, ensuring learning is engaging, structured and personalised for pupils with complex SEND across EYFS-Post 16.
- Plan, monitor and deliver lessons that set **high expectations** and promote progress in communication, independence, cognition, emotional regulation, sensory processing, and personal development.
- Apply the **Engagement Model** effectively to assess and enhance pupil engagement (exploration, realisation, anticipation, persistence, initiation).
- Use **Evidence for Learning** to record, assess and monitor pupil progress accurately, ensuring evidence informs next steps.
- Adapt teaching strategies to reflect pupils' varied needs, including ASC, SLD, PMLD, SEMH and medical needs, ensuring curriculum access through structured teaching, visual supports, AAC, sensory strategies, and assistive technology.
- Create learning environments that support regulation, communication and independence, ensuring they are safe, accessible and aligned with whole-school expectations.
- Establish positive relationships with pupils and use the **Behaviour Policy** to support consistency, emotional well-being and positive behaviour.

2. Professional Skills (Teachers' Standards 5-8)

- Demonstrate excellent knowledge of SEN pedagogy and how pupils with complex profiles learn best, using evidence-based approaches and professional judgement.
- Use assessment (including Engagement Model and EFL evidence) to plan ambitious, personalised targets linked to EHCP outcomes and identified needs.
- Communicate effectively with families, therapists, external agencies and colleagues to ensure consistent, collaborative support for pupils.
- Show strong organisational, reflective and analytical skills, ensuring documentation is accurate, timely and meets statutory and school requirements.
- Actively engage in professional development, research-led practice, peer learning and reflective improvement in line with school and whole-school priorities.
- Uphold high standards of professionalism, safeguarding, inclusion and equal opportunities.

3. Leading, Managing and Developing a Curriculum Area (TLR Responsibility)

- Provide strategic leadership for the identified curriculum area across all-through phases, ensuring a clear vision aligned with the school development plan and Teaching & Learning Policy.
- Lead the design, implementation and quality assurance of curriculum plans, progression models, and resources, ensuring accessibility and ambition for pupils with complex SEND.
- Ensure curriculum content is coherently sequenced and adapted to reflect sensory, communication, cognitive and emotional needs.
- Lead assessment processes for the area, ensuring the Engagement Model, Evidence for Learning and other assessment tools are used rigorously and meaningfully.
- Monitor and evaluate curriculum implementation through learning walks, planning scrutiny, moderation, pupil voice and data analysis.
- Provide reports on curriculum quality, strengths and next steps to SLT and governors.
- Manage the curriculum budget, resources and environment, ensuring they promote independence, safety and high-quality provision.

4. Impact on the Educational Progress of Pupils

- Lead systems that set, track and evaluate ambitious and personalised outcomes for pupils, including academic, social, sensory, independence and EHCP-linked targets.
- Analyse assessment data from Evidence for Learning, Engagement Model observations, and other tools to identify strengths, gaps and priorities for improvement.
- Ensure intervention strategies are well planned, monitored and evaluated for impact, modifying or scaling approaches based on evidence.
- Work with colleagues to support consistent implementation of behaviour, sensory regulation and communication strategies, enabling improved engagement, attendance and well-being.
- Ensure statutory assessment processes (EHCP reviews, reports, plans) are completed to a high standard and contribute meaningfully to pupil progress.

5. Developing, Leading and Enhancing the Teaching Practice of Other Staff

- Coach, mentor and support colleagues (teachers, LSAs), modelling high-quality teaching practice and SEN pedagogy.
- Lead CPD sessions, planning workshops, modelling lessons, team-teaching and peer coaching in line with school priorities.
- Provide guidance on implementing evidence-informed strategies, including structured teaching, communication systems (AAC/Makaton/PECS), sensory regulation, and positive behaviour support.

- Lead assessment moderation and cross-phase consistency to ensure shared expectations and high standards.
- Develop teaching resources, planning templates, guidance documents and training materials for the curriculum area.
- Support new staff induction and contribute to the development of ECTs, trainee teachers and new LSAs.

6. Managing Other Staff in the Department/Area

- Line manage staff as assigned (teachers, LSAs), ensuring effective deployment that meets pupil needs and enhances learning.
- Conduct performance management, setting clear objectives linked to teaching quality, pupil progress and professional development.
- Provide day-to-day support, supervision and feedback to ensure high standards of teaching, behaviour support and safeguarding.
- Address concerns about staff practice promptly, professionally and in line with school policy, ensuring improvement is supported and monitored.
- Promote staff well-being, collaboration and high morale within the area team.
- Fulfil role of Designated Teacher