



## JOB DESCRIPTION: SEND / Resource Provision Teacher

**Job title:** Teacher (SEND / Specialist Resourced Provision)

**Responsible to:** Headteacher

**Pay scale:** See Teachers' Pay and Conditions Document

### Purpose of the Job

- To deliver high-quality teaching within the **specialist resourced provision**, ensuring pupils with SEND make strong progress from their starting points.
- To provide a **structured, inclusive and nurturing learning environment** that supports pupils' academic, social and emotional development.
- To work collaboratively with the AHT for Inclusion, external professionals, and families to implement **individualised provision and support plans (including EHCPs)**.
- To champion **inclusive practice** and contribute to the development of the school's SEND provision.

### Set High Expectations Which Inspire, Motivate and Challenge Pupils

- Establish a **safe, predictable and supportive environment**, rooted in mutual respect and understanding of individual needs.
- Set **ambitious, personalised goals** for pupils with a range of additional needs.
- Model consistently high standards of behaviour, communication and emotional regulation.
- Foster pupils' **confidence, independence and self-esteem**.

### Promote Good Progress and Outcomes by Pupils

- Be accountable for pupils' **individual progress and outcomes**, recognising small steps of achievement.
- Use detailed knowledge of pupils' needs, including EHCP targets, to plan **bespoke learning pathways**.
- Support pupils to develop **self-regulation, communication and learning behaviours**.
- Work closely with families and professionals to ensure consistency and progress across contexts.

## **Demonstrate Good Subject and Curriculum Knowledge**

- Deliver a **broad, balanced and adapted curriculum** appropriate to pupils' needs.
- Apply specialist knowledge of **SEND, including cognition and learning, communication and interaction, and Autism**.
- Promote the development of **literacy, communication and life skills** across the curriculum.
- Use appropriate strategies such as **scaffolding, visual supports, and structured teaching approaches**.

## **Plan and Teach Well-Structured Lessons**

- Plan engaging, **highly differentiated and personalised learning experiences**.
- Use a range of strategies to promote **engagement, independence and curiosity**.
- Adapt teaching in response to pupils' **emotional, sensory and learning needs**.
- Work effectively with support staff to deliver targeted interventions and provision.

## **Adapt Teaching to Respond to the Strengths and Needs of All Pupils**

- Demonstrate a strong understanding of **barriers to learning** and how to overcome them.
- Use **adaptive teaching strategies**, including pre-teaching, overlearning and multi-sensory approaches.
- Implement and review **EHCPs, provision maps and individual support plans**.
- Create an **inclusive environment** that supports communication, regulation and access to learning.

## **Make Accurate and Productive Use of Assessment**

- Use a range of **formative and diagnostic assessment approaches** appropriate for SEND pupils.
- Monitor and track progress against **individual targets and EHCP outcomes**.
- Use assessment to inform planning, intervention and next steps.
- Provide meaningful feedback that supports **progress and independence**.

## **Manage Behaviour Effectively to Ensure a Good and Safe Learning Environment**

- Establish **clear, consistent routines and expectations**, tailored to individual needs.
- Use **positive behaviour support strategies** and trauma-informed approaches where appropriate.
- Support pupils to develop **self-regulation and social skills**.
- Maintain a calm, safe and purposeful learning environment.

### **Fulfil Wider Professional Responsibilities**

- Contribute to the **development of the specialist resourced provision**.
- Work collaboratively with colleagues, AHT for Inclusion and external agencies (e.g. speech and language therapists, educational psychologists).
- Deploy and guide support staff effectively within the provision.
- Engage in **ongoing professional development**, particularly in SEND and inclusive practice.
- Build strong partnerships with parents/carers to support pupils' learning and wellbeing.

### **Personal and Professional Conduct**

- Demonstrate a strong commitment to **safeguarding and pupil wellbeing**.
- Treat pupils with dignity and respect, recognising their individual needs and differences.
- Uphold the school's inclusive ethos and values at all times.
- Maintain high standards of professionalism, attendance and conduct.
- Act within statutory frameworks and uphold all professional responsibilities.

**Signature of Post Holder:** \_\_\_\_\_ **Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Signature of Headteacher:** \_\_\_\_\_ **Date:** \_\_\_\_ / \_\_\_\_ / \_\_\_\_