



Title of post: SEND Specialist Teacher

Relationships: Reporting to the SENDCos, the SEND Specialist Teacher will work closely with teachers, TAs, pastoral staff, and potentially external professionals (e.g. Educational Psychologists, Speech and Language Therapists, Occupational Therapists).

Fundamental Task: The Whole-School SEND Specialist Teacher provides high-quality specialist teaching, assessment, intervention and guidance for pupils with Special Educational Needs and Disabilities (SEND) across Reception to Year 11.

Responsibilities: The postholder assists with the fulfilment of specific statutory provisions within Education, Health and Care Plans (as deployed by the SENDCos), lead interventions and must be able to work collaboratively with staff to support the needs of pupils.

Main Responsibilities: Will include, but will not be limited to:

Teaching and Learning

- Deliver specific provision as outlined in EHCPs (funded by LA/parents) and decided upon by SENDCos.
- Deliver group intervention, including the possibility of teaching alternative qualifications to small groups in KS4 such as Functional Skills.
- Contribute to the design of literacy and numeracy support pathways.
- Oversee and model effective interventions, planning alongside teachers and guiding TAs to deliver high-impact support.

Assessment and Identification

- Undertake and interpret standardised assessments; interpret results, plan and fulfil necessary targets/interventions and communicate these to relevant key stakeholders.

Planning and Provision

- Plan and deliver interventions, ensuring that intervention teaching supports effective learning and meets the needs of all pupils.
- Plan and deliver provision specified in EHCPs and contribute to Annual Reviews, where appropriate.
- Contribute to the writing and regular review of Individual Learning Plans (ILPs) and Pupil Passports.

Progress Tracking

- Maintain accurate records of assessment baselines, intervention entry/exit criteria, and ongoing progress.
- Use data to evaluate impact, refine provision and inform teachers' planning; contribute to pupil progress meetings and whole-school systems where appropriate.
- Provide feedback to parents/carers at relevant events and at other points in the year via reports/emails/phone calls

Inclusion, Collaboration and Staff Development

- Work in partnership with teachers to embed reasonable adjustments and high-quality adaptations across subjects and key stages.
- Contribute to staff CPD as relevant to the role and needs of the school.
- When required, liaise with external professionals and, where possible and reasonable, implement recommended strategies to secure joined-up support for pupils and families.

Safeguarding, Compliance and Ethos

- Follow all safeguarding and child protection policies and procedures; maintain confidentiality and accurate records in line with KCSIE expectations.
- Promote equality of opportunity and inclusive practice for all pupils, ensuring compliance with SEND related legislation and the school SEND policy.
- Uphold Holme Grange School's ethos, promoting kindness and respect to all.

General Duties

Duties will be reflective of the expectations of a Holme Grange teacher:

- Attend one-after school meeting each week as part of expected school commitments.
- Undertake an after-school duty/running of a club once a week.
- Provide supervision at agreed lunch, play, break times and gate duty as party of a rota to ensure adequate supervision and care of pupils at all times.
- Work as an individual and as a member of a team with high professional standards.
- Implement all agreed school policies and guidelines.
- Provide a stimulating learning environment, where resources and learning can be accessed appropriately.
- Participate in the performance management system for the appraisal of their own performance.
- Keep abreast of changes in education.
- Support initiatives decided by the Headteacher and staff.

Please note that this Job Description is not exhaustive; duties may be amended to reflect the evolving nature of the role and the needs of Holme Grange School.

PERSON SPECIFICATION

This specification outlines the qualifications, experience, knowledge, skills and personal qualities required to deliver SEND specialist teaching, assessment, and intervention for pupils with SEND at Holme Grange School. In the future, we will also be developing our provision to include EAL support provision; the Specialist Teacher will play a part in this.

Qualifications

Essential

- Degree-level qualification
- Level 5 or Level 7 SpLD specialist qualification (e.g. dyslexia/dyscalculia specialism), or other additional SEN teaching qualifications will also be considered.
- Evidence of recent CPD in SEND

Desirable

- Qualified Teacher Status (QTS)
- Postgraduate qualification in SEND/SpLD/EAL or related field
- Training in specific evidence-based interventions (e.g. precision teaching, literacy/numeracy intervention programmes)

Experience

Essential

- Proven success delivering specialist teaching and interventions for pupils with SEND (EYFS–KS4)
- Experience supporting pupils with SEMH needs linked to learning barriers
- Experience conducting diagnostic/standardised assessments
- Effective collaboration with teachers, TAs, parents/carers and external professionals

Desirable

- Leading/coordinating intervention pathways at whole-school or phase level
- Delivering/supporting the delivery of staff training/INSET or coaching colleague
- Experience planning and delivering EAL support and monitoring language progress
- Experience writing and reviewing ILPs/Pupil Passports and contributing to EHCP processes

Knowledge and Understanding

Essential

- Understanding of SpLD profiles and common co-occurring needs
- Use of assistive technology and accessible resources to remove barriers to learning

Desirable

- Awareness of current inspection evidence and best-practice research related to SEND/EAL
- Knowledge of GCSE access arrangements and reasonable adjustments
- EAL pedagogy and language acquisition stages; strategies for multilingual learners
- Assess–Plan–Do–Review and the SEND Code of Practice; equality legislation

Skills and Abilities

Essential

- Ability to deliver engaging, structured, multisensory specialist teaching
- Competence in administering and interpreting assessments; data-informed decision-making
- High-quality written and verbal communication with a range of audiences
- Classroom coaching and guidance for teachers and TAs; modelling effective strategies
- Strong organisation, time management and record-keeping

Desirable

- Project management of intervention pilots and impact evaluations
- Developing resources and guidance for whole-school use

Personal Qualities

Essential

- Warm, pupil-centered and empathetic; high expectations for all learners
- Reflective, resilient and solutions-focused
- Committed to teamwork, professional integrity and the ethos of Holme Grange School

Desirable

- Enthusiasm for contributing to the wider life of the school (clubs, events, trips)

Safeguarding and Professional Standards

- A firm commitment to safeguarding and promoting the welfare of children and young people; adherence to KCSIE and school policies.
- Willingness to undertake enhanced DBS checks and regular safeguarding training.
- Commitment to confidentiality, fairness and professional conduct at all times.

Holme Grange is committed to safeguarding and promoting the welfare of children. Applicants for all jobs will undergo appropriate child-protection screening including checks with past employers and the Disclosure and Barring Service (DBS) check to enhanced level. A Prohibition Check is also carried out. Holme Grange School is an equal opportunities employer.

