

Salary:	Teachers' Pay Scale (Main to Upper)
Responsible to:	Head of Department/Phase Lead/SLT
Date of Job Description:	April 2026

Purpose of the Role:

- To provide high quality teaching to SEN students/pupils to enable their learning, ensuring their safeguarding at all times and working in accordance with Teachers Standards.
- This role will initially be within a specialist base for children with complex SEND.

Main Tasks and Responsibilities

- Teach students/pupils in accordance with national curriculum guidelines.
- Plan, prepare and deliver lessons to achieve consolidation and progression in student/pupil learning.
- Identify clear teaching objectives and specify how students/pupils will be taught and assessed.
- Make effective use of assessment, adapting planning and teaching in response to this and ensure coverage of programmes of study.
- Set appropriate tasks which challenge pupils and ensure high levels of interest.
- Set clear targets for students/pupils, building on prior attainment.
- Provide appropriate and helpful feedback to students/pupils.
- Identify SEND or very able pupils; and plan work to meet their needs.
- Provide clear structures for lessons maintaining pace, motivation and challenge.
- Encourage student/pupil participation in lessons and other school activities.
- Self-evaluate your teaching and respond to feedback to continually develop as a professional.
- Attend and participate in staff meetings to enable collaborative working across the trust; sharing good practice, continuous improvement and helping to resolve challenges.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
- Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- Assess and record behaviour.
- Provide direction and support through supervision of other colleagues working in the classroom.
- Build good relationships and work collaboratively with parents/carers/guardians and other professionals to best support students/pupils.
- Prepare and present information about pupils/students.

- Provide support and guidance to students/pupils in their wellbeing working with pastoral support staff/teams in schools.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.
- Through your practice, support the implementation of school improvement plans.

If you are an experienced Upper Pay Scale teacher or if you decide to apply to become an Upper Pay Scale Teacher:

- Be highly competent and a role model of Teachers' Standards.
- Deliver a sustained and substantial contribution to school.
- Through experience and depth of knowledge; be able to give advice and support to colleagues on the development and well-being of children and young people.
- With experience, help other teachers by giving advice, support and guidance to them and demonstrating effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.
- Design and deliver continuous professional development.
- Making a positive contribution to the wider life and ethos of the school.
- Encourage and promote collaborative working amongst colleagues; to support effectiveness and efficiency in work across the trust.
- Support the development and embedding of new systems and policies within teams/departments.
- Support the Head of Department/Phase in delivering projects that drive quality in teaching, learning and progress for students/pupils.

As a member of the FCAT Team:

- To work with an outward mindset approach; in a way that is helpful to supporting others objectives, as well as your own.
- To adhere to FCAT's Safeguarding policy and procedures to ensure that the duty of care for all staff, including yourself to protect children and young people is maintained.
- To act in accordance with FCAT's policies and procedures.
- To act as a role model and work in accordance with the Trust values: resilience, integrity and excellence.
- To encourage and promote non-discriminatory behaviour and ensure equality and diversity is sustained within our trust and schools.
- To ensure compliance with the General Data Protection Regulations and maintain confidentiality in your working practices each day.
- To ensure compliance with FCAT's Health and Safety Policy at all times.
- To complete mandatory training and participate in continuous professional development (CPD).
- To work in support of the Team FCAT Work and Wellbeing Charter.
- Any other tasks and responsibilities reasonably appropriate to this post and grade.

Person Specification (Essential Criteria):

Qualifications

1. Qualified Teacher Status (QTS)

Knowledge, Skills and Experience

2. Experience of leading or working within a specialist provision for children with SEND.
3. An excellent record of teaching within a SEN setting.
4. The ability to adapt pedagogical approaches and implement complex EHCP's to meet diverse learner profiles.
5. A high regard for all young people and the learning process.
6. Have the ability to articulate, deliver and maintain a vision for high quality education.
7. Be efficient, highly organised and hold yourself accountable for your work.
8. Work with an outward mindset approach to be an effective team player.
9. Build and maintain positive working relationships with students/pupils, colleagues, parents/carers and other parties.
10. Understand and consistently implement effective behaviour management approaches.
11. Understand and consistently implement effective safeguarding practices and pastoral support.
12. Have a solid understanding of effective assessment and how to use this to support continuous development in teaching and learning. Including knowledge of tracking small, no linear step progress.

13. Effectively able to utilise technology in teaching, learning and assessment.

14. Show on-going commitment to your own professional development and training, and ambition to develop in the role.