**Specialist SEND Teacher**

**Permanent Full-Time Contract**

**GRADE M4 – UPS3 with SEND3 Allowance**

**Salary £37804.00 - £48786.00 (+ £5315 allowance) FTE**

**Purpose of the Post:**

At Woodloes, we are passionate about making every day count for all pupils in our school. We are excited to announce the opening of a new Specialist Resource Provision (SRP) in September 2025, where children are nurtured and educated in a manner that meets their individual needs.

We invite enthusiastic and committed teachers to join our dedicated and highly skilled teaching team. We seek a professional who possesses the relevant qualifications, expertise, and ambition to empower our pupils, enabling them to achieve their learning and personal targets.

As a teacher specialising in Special Educational Needs and Disabilities (SEND), you will collaborate with our exceptional specialist support team within the SRP to assist pupils with an Education, Health and Care Plan (EHCP), with a primary focus on addressing social, emotional, and mental health needs. Initially, our SRP will accommodate four places, with plans to expand to eight places over the following two years.

Teachers will fulfil the professional duties stipulated in the most recent Teachers’ Pay and Conditions document, adhering to Trust policies and Teacher Standards, as outlined in the job description below. It is crucial that you embrace the ethos of both the Trust and the school, actively supporting the progress and inclusion of all pupils while demonstrating the school values of consideration, respect, and understanding.

If you are a dedicated educator who is eager to make a difference in the lives of children with diverse needs, we would be delighted to receive your application. Please join us in our commitment to ensuring that every child at Woodloes reaches their full potential.

**The role:**

We are seeking a passionate Specialist SEND Teacher dedicated to making a significant difference in the lives of our pupils with Special Educational Needs and Disabilities (SEND). This is an exceptional opportunity for an inspiring educator to join a collaborative team committed to fostering an inclusive and supportive learning environment.

The ideal candidate will possess a profound understanding of SEND provision and a strong commitment to creating an educational atmosphere where all children can thrive. Your enthusiasm for SEND education will energise both pupils and colleagues, ensuring that every child receives the tailored support they require for success.

A strong aptitude for working with both individuals and groups is essential. You will nurture a warm and safe environment where each child feels valued and encouraged to grow in confidence. Building rapport with pupils is paramount to enhancing their educational journey.

The successful candidate will demonstrate emotional intelligence, building trusted relationships with parents and external agencies. Effective communication and collaboration are critical, as you will partner with families and stakeholders to ensure their insights are recognised. Empathy and professionalism are essential as you support families in navigating the educational landscape.

We seek an individual with a highly motivated disposition and a vibrant 'can-do' attitude. Your capacity to inspire optimism within the classroom will actively engage pupils and colleagues. Creating an interactive learning environment where collaboration is encouraged will be a vital part of your role.

Your inspirational character will cultivate resilience in your pupils while empowering them to explore their potential. You will motivate and uplift students, leading them toward academic and personal growth.

This role is well-suited for someone with a strong sense of purpose and a positive outlook who genuinely seeks to help children excel. Our highly skilled team is adept at adapting learning and teaching methods to meet diverse needs. We are eager to welcome a new member who will collaborate with our current staff to continue developing practices in SEND education.

If you are a dedicated and dynamic educator looking to make a meaningful impact on the lives of children with SEND, we invite you to apply for this position. Join us in our commitment to fostering an inclusive, effective, and supportive environment where every child can succeed.

**Skills and experience:**

We are seeking a passionate and experienced Specialist SEND Teacher who possesses the following skills and experience:

• A proven ability to teach pupils with Social, Emotional and Mental Health Needs (SEMH) needs effectively, employing dynamic and engaging techniques.

• The ability to lead a provision and manage staff effectively, steering the team towards outstanding practice.

• A reflective practitioner who can assess and identify solutions within daily teaching, both in their own practice and that of the team.

• Initiative in problem-solving and adaptability to changing circumstances.

• A collaborative spirit to share ideas for the adjustment of learning, ensuring that all pupils can access their education effectively.

• A talent for building trusting relationships with staff, pupils, parents, and external agencies to foster a supportive educational environment.

• A compassionate professional approach and excellent communication skills, which enable them to engage with external agencies and parents in supportive and collaborative dialogue. This dialogue recognises the additional pressures that families may face, including increased vulnerability to safeguarding concerns.

**Benefits to staff:**

At Woodloes Primary School, we pride ourselves on being a warm and inclusive learning environment with high aspirations for both pupils and staff. Our dedicated team at all levels are committed to improving outcomes for our learners, with a strong emphasis on professional development and support.

A school that prides itself on fostering a collaborative environment where innovative colleagues thrive as ‘team players.’ We believe that a supportive and welcoming atmosphere is essential for both staff and pupils alike.

Our school is committed to the continuous professional development of all staff, offering a range of highly regarded opportunities for educators at all stages of their careers. We encourage personal growth and lifelong learning, ensuring that you have the resources you need to excel.

By joining our team, you will receive unwavering support on your journey to becoming an outstanding practitioner. If you are motivated to inspire and engage pupils in a nurturing environment, we invite you to apply and contribute to our school community.

Visits to the school are strongly encouraged and welcomed, please contact Mrs Anna Hutchinson, School Business Manager on 01926 497491 to arrange a visit.

Applications can be made via My New Term, https://mynewterm.com/jobs/141855/EDV-2025-WPS-55046

**Closing date: 9am Wednesday 30th April**

**Interviews to take place Thursday 8th May**

**Safeguarding Children**

Community Academies Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks and a willingness to demonstrate commitment to the standards which flows from Community Academies Trust vision and values.

**English Duty**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

**Our Values and Vision**

At Woodloes Primary School, we understand the vital role that our school values play in shaping the social and emotional development of our pupils. These values are intricately woven into every aspect of teaching and learning, fostering enhanced social skills and emotional well-being that can positively influence pupils’ behaviour and overall happiness. By embedding our core values across a rich and varied curriculum, we aim to equip our children with the essential characteristics that will support them throughout their lifelong learning journey. It is our ambition that pupils leave us well-prepared to actively embrace future challenges with resilience and success.

Our values serve as the foundation for all that we do as a primary school. They are actively promoted through a variety of channels, including pupil voice, assemblies, lessons, and the broader school life. The definition of our values emerged from a collaborative effort involving the entire school community—pupils, staff, governors, and parents. This inclusive approach ensures that the values we uphold not only reflect our school’s ethos but also resonate with the individuals who comprise our community.

The values that we have collectively developed complement the contemporary British Values, which we wholeheartedly promote within our school environment. Each of these values has been carefully selected based on their significance not only within our school community but also in the wider context of societal engagement. As such, our values are not merely words displayed on a wall; they are fundamental principles that guide our interactions, inform our teaching practices, and foster a climate of respect, inclusivity, and aspiration among all members of the Woodloes family.

Our chosen values are:

**P** - Perseverance

**R** - Respect

**I**- Integrity

**D** - Diversity

**E** - Excellence

Community Academies Trust supports Equal Opportunities Employment.

Community Academies Trust Company Registration No. 0747273-6

***“Education is for improving lives and for leaving your community and world better than you found it****”*

**Person Specification**

**Job Title: Specialist Resource Provision Teacher**

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| **Qualifications** | **Essential** | **Desirable** |
| Qualified Teacher Status | **Checkmark with solid fill** |  |
| Post Graduate qualification in an area of SEND  |  | **Checkmark with solid fill** |
| Evidence of CPD in other relevant areas of Special Educational Needs |  | **Checkmark with solid fill** |
| **Experience** |  |  |
| At least three years teaching experience in Key Stage One or Two  | **Checkmark with solid fill** |  |
| Experience of teaching in a specialist setting | **Checkmark with solid fill** | **Checkmark with solid fill** |
| Experience of teaching a range of abilities at primary level including those with complex SEND needs | **Checkmark with solid fill** |  |
| Ability to differentiate effectively to meet individual’s needs and plan personalised curriculums | **Checkmark with solid fill** |  |
| A secure understanding of the processes by which children learn | **Checkmark with solid fill** |  |
| Experience of planning for progression  | **Checkmark with solid fill** |  |
| Effective behaviour and classroom management strategies | **Checkmark with solid fill** |  |
| Use of a range of strategies for assessment for learning | **Checkmark with solid fill** |  |
| Experience of working with other settings |  | **Checkmark with solid fill** |
| Experience of working with external agencies  |  | **Checkmark with solid fill** |
| Coached or mentored a colleague |  | **Checkmark with solid fill** |
| **Professional Knowledge and Understanding** |  |  |
| Must have a sound understanding of the SEND Code of Practice | **Checkmark with solid fill** |  |
| Must have a sound understanding of the National Curriculum for both Key Stage One and Two | **Checkmark with solid fill** |  |
| Knowledge of a broad, balanced and relevant curriculum | **Checkmark with solid fill** |  |
| Knowledge and experience of delivering a creative curriculum | **Checkmark with solid fill** |  |
| Good knowledge of particular methods, approaches, strategies and interventions used for teaching children with SEMH needs | **Checkmark with solid fill** |  |
| An excellent understanding of curriculum and pedagogical issues related to learning and teaching | **Checkmark with solid fill** |  |
| Familiarity with assessment systems for children who are working below their Key Stage | **Checkmark with solid fill** |  |
| Knowledge of effective strategies to meet the needs of pupils with communication and interaction needs | **Checkmark with solid fill** |  |
| Familiarity with planning individual provision based on EHCP outcomes | **Checkmark with solid fill** |  |
| Effective communication and interpersonal skills | **Checkmark with solid fill** |  |
| Effective communication and approachable manner with parents and external agencies | **Checkmark with solid fill** |  |
| Understanding of the sensitivities involved in SEN classification | **Checkmark with solid fill** |  |
| Willingness to embark on specialist training in relevant areas | **Checkmark with solid fill** |  |
| **Professional Skills and Abilities** |  |  |
| Must be able to plan lessons for a group of pupils with different needs, with clear learning intentions and adaptation | **Checkmark with solid fill** |  |
| Must be able to keep records of pupil progress in line with school policy | **Checkmark with solid fill** |  |
| Must be able to use assessments of pupils to inform next steps | **Checkmark with solid fill** |  |
| Have the ability to lead a team to plan and work collaboratively  | **Checkmark with solid fill** |  |
| **Personal Qualities** |  |  |
| Understanding of and commitment to school ethos | **Checkmark with solid fill** |  |
| A pupil-centred approach to learning and education that puts students’ learning and development first | **Checkmark with solid fill** |  |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people | **Checkmark with solid fill** |  |
| Approachable and able to engage parent carers to encourage the close involvement in the education of their children | **Checkmark with solid fill** |  |
| Flexibility and approachable | **Checkmark with solid fill** |  |
| Good communication skills both orally and in writing | **Checkmark with solid fill** |  |
| Manage own workload effectively and be able to meet deadlines | **Checkmark with solid fill** |  |
| Must be able to enthuse and motivate others | **Checkmark with solid fill** |  |
| Willingness to share expertise with and from others | **Checkmark with solid fill** |  |
| To practice equal opportunities in all aspects of the role and around the work place in line with school policy | **Checkmark with solid fill** |  |
| To maintain a personal commitment to professional development | **Checkmark with solid fill** |  |
| Commitment to high standards in self and pupils | **Checkmark with solid fill** |  |
| Consistently good or outstanding classroom practice | **Checkmark with solid fill** |  |
| Adaptability to changing circumstances and new ideas  |  | **Checkmark with solid fill** |
| Creative thinking and problem solving  |  | **Checkmark with solid fill** |
| Interest in and ideas for creative curricular collaboration  |  | **Checkmark with solid fill** |
| Interest in and willingness to take part in the delivery of training to promote specialist area  |  | **Checkmark with solid fill** |
| Commitment to links and partnerships with schools and other organisations |  | **Checkmark with solid fill** |
| Equal Opportunities |  |  |
| To practice equal opportunities in all aspects of the role and around the work place in line with school policy | **Checkmark with solid fill** |  |