

# Alt Bridge School

## Job Description

### **General SEND Teacher**

**with the ability to teach the Semi- formal Curriculum**

#### **Overall Job Objective**

A permanent position for a specialist SEND teacher to deliver a semi-formal, primary-style curriculum to a consistent class group of learners aged 11–19 with moderate learning difficulties and Autism, including associated needs.

All teachers are subject to the conditions of employment set out annually in the School Teachers' Pay and Conditions Document. These detail the professional and particular duties required of teachers, together with requirements for directed time and guaranteed planning and preparation time. The school complies with these requirements to ensure reasonable expectations of teachers.

#### **Main Purpose**

To provide high-quality, specialist teaching for a consistent class group of learners, delivering a structured, developmental semi-formal curriculum aligned to primary models. The role supports progress towards EHCP outcomes and prepares students for adulthood.

#### **Teaching and Learning**

The post holder will be responsible for:

- Planning and delivering a broad, structured curriculum across all subject areas to a consistent class group.
- Setting consistently high expectations, promoting independence, resilience and a belief that all learners can make progress.

- Applying specialist SEND pedagogy to ensure access and progress for learners with MLD and Autism.
- Demonstrating secure knowledge of curriculum content and how it is adapted for learners with SEND.
- Sequencing learning to develop knowledge, academic skills, communication and independence over time.
- Using a range of adaptive teaching approaches (e.g. scaffolding, modelling, visual supports).
- Embedding EHCP outcomes and personalised targets within lessons.
- Using appropriate assessment frameworks to monitor progress and inform next steps.
- Creating a calm, structured and safe learning environment with consistent routines.
- Implementing effective communication strategies to support understanding and engagement.
- Reflecting on practice and responding positively to feedback and coaching.
- Supporting preparation for adulthood through independence and community-based learning.
- Providing enrichment opportunities that enhance learning and engagement.

## **Curriculum**

The post holder will be responsible for:

- Delivering a broad, balanced semi-formal curriculum aligned to a primary learning model.
- Ensuring secure understanding of curriculum intent and sequencing to support long-term learning and independence.
- Adapting curriculum content to meet diverse learning and communication needs.
- Embedding literacy, numeracy and PSHE across all areas of learning.
- Developing accessible, engaging and age-appropriate resources.
- Using technology to enhance engagement and access.
- Contributing to curriculum development and refinement.

- Ensuring all activities are safe and meet individual pupil needs and risk assessments.

## **Pastoral System**

The post holder will be responsible for:

- Acting as form teacher and leading on the pastoral care of their class group.
- Promoting self-esteem, engagement and positive behaviour.
- Teaching self-regulation using school approaches.
- Monitoring attendance and wellbeing, taking appropriate action.
- Maintaining accurate records (CPOMS, provision mapping, learning plans).
- Leading personalised learning plans and EHCP review processes.
- Building strong relationships with parents/carers.
- Implementing recommendations from external professionals.
- Promoting the safeguarding and welfare of all students as a core responsibility, maintaining vigilance at all times.

## **Leading and Managing Staff**

The post holder will be responsible for:

- Planning for and deploying Teaching Assistants effectively.
- Providing clear direction to ensure consistent classroom practice.
- Working collaboratively with colleagues and support staff.
- Supporting cover arrangements and resource preparation where required.
- Contributing to staff development needs where appropriate.

## **Quality Assurance & Accountability**

The post holder will be responsible for:

- Adhering to school policies and quality assurance processes.
- Contributing to monitoring and evaluation of teaching and curriculum.

- Maintaining accurate pupil progress data, including for EHCP reviews.
- Engaging fully in appraisal, coaching and professional development.
- Contributing to whole-school self-evaluation.

## **Other Duties**

### Professional Conduct

- Upholding the Teachers' Standards and maintaining high levels of professionalism, integrity and conduct.
- Demonstrating respect for all members of the school community and maintaining appropriate boundaries.
- Acting to maintain public trust in the teaching profession.
- Ensuring safeguarding and student wellbeing underpin all aspects of practice.

### General Duties

- Contributing to the wider life and ethos of the school.
- Maintaining high standards of attendance and punctuality.
- Supporting off-site visits and enrichment activities.
- Adhering to statutory requirements (Equality Act, Health & Safety, Data Protection).
- Maintaining up-to-date professional knowledge, particularly in SEND and safeguarding.
- Undertaking duties as directed in line with STPCD.

**This role is aligned to and underpinned by the Teachers' Standards (DfE).**

Date issued:

Line Managers Signature:

Employees Signature:

## Person Specification

### Semi-Formal Teacher

Category	Essential Criteria	Desirable Criteria
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS)</li> </ul>	<ul style="list-style-type: none"> <li>• Additional training in SEND or curriculum development</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience teaching pupils with SEND, particularly those working below age-related expectations</li> <li>• Experience in special or alternative provision</li> <li>• Experience delivering structured, differentiated learning</li> </ul>	<ul style="list-style-type: none"> <li>• Experience teaching semi-formal or thematic curriculum</li> </ul>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Understanding of semi-formal curriculum approaches</li> <li>• Knowledge of differentiation and scaffolding for diverse learners</li> <li>• Understanding of behaviour as communication</li> <li>• Understanding of the engagement model for assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of primary curriculum models</li> <li>• Understanding of developmental learning pathways</li> </ul>
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to plan and deliver structured, engaging lessons</li> <li>• Ability to adapt curriculum content to meet pupil needs</li> <li>• Strong classroom organisation and behaviour support skills</li> <li>• Ability to assess and track progress</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to design thematic units of learning</li> <li>• Ability to integrate functional life skills into teaching</li> </ul>
<b>Communication &amp; Interaction</b>	<ul style="list-style-type: none"> <li>• Ability to support pupils' communication and language development</li> <li>• Use of visual supports and adapted teaching strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Experience using AAC systems (e.g. visuals, symbols, communication devices)</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>• Ability to work effectively with teaching assistants and other professionals</li> <li>• Ability to contribute to support planning (IEPs, BSPs, PLPs)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience working with external agencies</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Patient, adaptable, and reflective practitioner</li> <li>• Commitment to inclusive</li> </ul>	<ul style="list-style-type: none"> <li>• Creative and flexible approach to teaching</li> </ul>

	education • Ability to build positive relationships with pupils	
<b>Other Requirements</b>	• Commitment to safeguarding and pupil wellbeing	