



Job Description – SEND Class teacher – informal Alternative Provision Classroom

Salary: Main Pay Scale / Upper Pay Scale (dependent on experience) plus SEN 1 allowance

Contract: Full time, permanent

Reporting to: Headteacher / Deputy Headteacher / Phase Leader

Purpose of the Role

To provide high-quality, inclusive early education within our informal alternative SEND provision that enables all children to thrive, particularly those with SLCN needs. The postholder will ensure every child develops strong foundations in communication, language, personal development and early learning, while fostering a deep sense of belonging, safety and inclusion within a diverse urban school community.

Teaching and Learning

- Plan and deliver highly personalised learning experiences for pupils with Speech, Language and Communication Needs (SLCN), adapting provision to meet a wide range of developmental, communication and sensory profiles.
 - Create a calm, language-rich and communication-friendly environment where every interaction supports the development of understanding, vocabulary, social communication and confidence.
 - Use approaches such as visual supports, structured communication systems, modelling, repetition, attention-building and sensory regulation strategies to enable pupils to access learning successfully.
 - Deliver teaching that is flexible, relational and responsive to pupils' individual communication styles, interests and emotional needs.
 - Establish strong routines and predictable structures that help pupils feel safe, regulated and ready to learn.
 - Develop engaging, practical and play-based learning opportunities that motivate children who may have experienced barriers to education, trauma, disrupted schooling or unmet SEND needs.
 - Build positive relationships with pupils through nurturing, trauma-informed and attachment-aware practice.
 - Support pupils to develop communication, independence, emotional regulation and social interaction skills alongside academic learning.
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Assessment and Progress

- Carry out detailed baseline assessments to identify pupils' strengths, communication profiles and individual learning needs.
 - Use ongoing observation and assessment to monitor progress in speech, language, communication, social development and engagement.
 - Work closely with therapists, SEND professionals and families to develop targeted provision and personalised next steps.
 - Track progress carefully and celebrate small-step achievements that reflect pupils' developmental journeys.
 - Implement targeted interventions to support communication, emotional regulation, early literacy, social interaction and independence.
 - Respond quickly and creatively to emerging needs, adapting provision to ensure every pupil can succeed.
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Curriculum and Provision

- Deliver an engaging, inclusive and highly adapted curriculum that prioritises communication, emotional wellbeing, functional learning and preparation for future success.
 - Design purposeful provision that supports language development through play, interaction, exploration and real-life experiences.
 - Create indoor and outdoor learning spaces that are calm, communication-friendly, sensory-aware and promote independence and confidence.
 - Use high-quality texts, storytelling, visual communication and experiential learning to develop understanding and enjoyment of learning.
 - Ensure pupils have meaningful opportunities to build life skills, resilience, curiosity and positive relationships.
 - Develop culturally inclusive learning experiences that reflect and celebrate the diversity of the school and local community.
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Inclusion, Wellbeing and Relationships

- Build strong, trusting relationships with pupils and families, recognising the importance of emotional safety and connection in learning.
 - Apply trauma-informed, attachment-aware and relational approaches to support pupils who may present with anxiety, dysregulation or complex needs.
 - Work collaboratively with the SENDCo, therapists, pastoral staff and external agencies to provide holistic support for pupils.
 - Promote inclusion, equality and respect in all aspects of provision and practice.
 - Support pupils to develop self-esteem, confidence, communication skills and positive social interactions.
 - Champion a child-centred approach where every pupil is understood, valued and enabled to thrive.
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Partnership with Families and Community

- Develop positive, respectful and supportive relationships with families from a wide range of cultural, linguistic and socio-economic backgrounds.
 - Communicate effectively and sensitively with parents and carers, using accessible and flexible communication methods where needed.
 - Work in partnership with families to support pupils' communication, emotional wellbeing and learning both in school and at home.
 - Support successful transitions into and through the provision, ensuring children and families feel welcomed, understood and supported.
 - Encourage family engagement through informal events, workshops, shared learning opportunities and community-focused activities.
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Professional Responsibilities

- Work collaboratively as part of a skilled and committed SEND team within an informal alternative provision environment.
- Engage fully in professional development linked to SEND, SLCN, neurodiversity, trauma-informed practice and inclusive pedagogy.
- Contribute to the ongoing development of an innovative alternative provision that meets the needs of children in an inner-city, culturally diverse community.
- Maintain the highest standards of safeguarding, inclusion and pupil wellbeing.
- Model high expectations, positivity, creativity and resilience in all aspects of practice.
- Contribute positively to the wider life of the school and its role within the local community.

This job description may be amended by the Headteacher to meet changing school needs at any point in the future.



Person Specification: SEND Class Teacher

(Please write your application clearly referencing the information below)

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher status and qualified to work in the UK • Degree Level and above 	<ul style="list-style-type: none"> • Evidence of relevant professional development in SEND, SLCN, autism, SEMH or inclusive practice • Training in speech, language and communication development • Training in trauma-informed, attachment-aware or nurture approaches • Ongoing commitment to professional development in SEND and alternative provision
Experience	<ul style="list-style-type: none"> • Experience of teaching children with SEND, particularly pupils with Speech, Language and Communication Needs (SLCN) • Experience of adapting teaching to meet a wide range of communication, developmental and sensory needs • Experience of creating calm, nurturing and highly inclusive learning environments 	<ul style="list-style-type: none"> • Experience working within an alternative provision, specialist setting or resource base • Experience working in a culturally diverse, inner-city or high-deprivation context

	<ul style="list-style-type: none">• Experience of supporting children with emotional regulation and social communication difficulties• Experience of working collaboratively with parents, carers and multi-agency professionals• Experience of assessing progress and planning personalised next steps for pupils with additional needs	<ul style="list-style-type: none">• Experience supporting pupils with autism, SEMH or complex SEND profiles• Experience of working alongside Speech and Language Therapists and other external professionals• Experience of leading or developing SEND provision• Experience supporting pupils with emotionally based school avoidance• or disrupted educational experiences
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<p>Knowledge and understanding</p>	<ul style="list-style-type: none"> • Secure understanding of SEND legislation, inclusion and adaptive teaching • Strong understanding of Speech, Language and Communication Needs (SLCN) and their impact on learning and wellbeing • Knowledge of communication-friendly classroom practice and language-rich environments • Understanding of child development, emotional regulation and relational approaches • Knowledge of strategies to support communication, engagement and independence • Understanding of trauma-informed and attachment-aware practice • Secure understanding of safeguarding and child protection responsibilities • Awareness of the impact of disadvantage, adversity and interrupted education on learning • Understanding of equality, diversity and inclusion within a multicultural school community 	<ul style="list-style-type: none"> • Knowledge of sensory regulation approaches and neurodiversity-affirming practice • Understanding of Augmentative and Alternative Communication (AAC), visual supports or communication systems • Knowledge of evidence-informed interventions for language, literacy and social communication development • Understanding of effective transition support for vulnerable pupils
<p>Skills</p>	<p>The teacher will be able to:</p> <ul style="list-style-type: none"> • Create calm, communication-friendly and highly inclusive learning environments • Build strong, trusting and nurturing relationships with children and families • Adapt teaching creatively to meet highly individual needs • Use visual strategies, modelling and structured communication approaches effectively 	<ul style="list-style-type: none"> • Ability to evidence experience of leading an area of SEND or provision development • Ability to coach or support colleagues in inclusive practice • Contribution to wider school improvement or community engagement initiatives

	<ul style="list-style-type: none"> • Support pupils to develop communication, emotional regulation and social interaction skills • Use assessment and observation to inform personalised learning and intervention • Establish clear routines, boundaries and expectations through relational practice • Communicate effectively with families and professionals from diverse backgrounds • Work collaboratively as part of a committed multidisciplinary team • Demonstrate resilience, flexibility and a solution-focused approach • Maintain high expectations for all pupils regardless of need or starting point 	<ul style="list-style-type: none"> • Ability to support the development of communication-friendly environments across school
<p>Personal characteristics</p>	<ul style="list-style-type: none"> • Passionate about improving outcomes for children with SEND • Nurturing, empathetic and emotionally attuned • Calm, patient and relational in approach • Committed to inclusion, equity and culturally responsive practice • Flexible, reflective and adaptable • Resilient and able to work positively within a fast-paced environment • Strong moral purpose and commitment to teamwork • Enthusiastic about working within an informal alternative provision model • Committed to supporting children and families within an inner-city community 	<ul style="list-style-type: none"> • Willingness to contribute to wider school life and community engagement • Interest in developing innovative practice within SEND and alternative provision • Commitment to ongoing research-informed professional learning