



## Teacher Job Description

**Job Title:** Teacher (To work in our SEND unit)

**Location:** Ashton West End Primary Academy

**Job Purpose:** To deliver highly specialised teaching within a primary SEN base for pupils with communication and interaction needs, including autism and speech, language and communication difficulties. The role focuses on developing pupils' communication, social understanding, and independence alongside academic progress, enabling them to access learning and integrate successfully within the wider school environment where appropriate.

**Background:** Ashton West End Primary Academy is a two-form entry primary school with 443 pupils on roll. Our last Ofsted report in July 2023 stated that our school provides a good education and it is a happy school where pupils develop as confident, polite and well-behaved children. We are opening a new SEND unit in September 2026 for children with communication and interaction needs.

**Reporting to:** Principal

**Salary:** M1-UPS3

## **Main Responsibilities**

### **Teaching and Learning**

- Plan and deliver structured, differentiated lessons tailored to pupils with communication and interaction needs.
- Use evidence-based approaches such as visual supports, structured teaching and communication systems (e.g. Makaton, AAC).
- Adapt the curriculum to meet individual needs, including sensory profiles and communication levels.
- Develop and implement EHCP outcomes, with a strong focus on communication, social skills, and independence.
- Assess and monitor pupil progress using both academic and developmental frameworks.

### **Pastoral and Behaviour Support**

- Use a consistent, proactive approach to support emotional regulation and reduce anxiety.
- Implement individual behaviour support plans rooted in understanding communication needs.
- Provide structured routines and clear expectations to support engagement and wellbeing.
- Promote social understanding, peer interaction, and inclusion opportunities

### **Communication and Interaction Support**

- Create a communication-rich environment that supports language development and social interaction.
- Model and scaffold communication strategies for pupils and staff.
- Support the development of functional communication, including non-verbal and alternative communication methods.
- Plan and deliver targeted interventions for speech, language, and social communication.

### **Collaboration**

- Work closely with teaching assistants to deliver consistent, high-quality provision.
- Liaise with the SENCO, speech and language therapists, occupational therapists, and educational psychologists.
- Support and guide staff across the school in effective strategies for pupils with communication and interaction needs.
- Build strong partnerships with parents/carers, offering practical strategies to support communication at home.
- To ensure that school policies are reflected in daily practice.
- To be part of a whole school team, actively involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements.

## **Inclusion and Integration**

- Facilitate opportunities for pupils to access mainstream classes and activities where appropriate.
- Support smooth transitions between the SEN base and mainstream classrooms.
- Promote an inclusive ethos and raise awareness of communication needs across the school.

## **Safeguarding and Professional Responsibilities**

- Uphold safeguarding and child protection policies at all times.
- Maintain accurate records, including EHCP reviews and progress reports.
- Engage in ongoing professional development, particularly in autism and communication needs.
- Contribute to whole-school SEN development and inclusive practice.
- To carry out intimate care as required.
- To promote equality as an integral part of the role and to treat everyone with fairness and dignity.
- To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role.

**An annual review of this job description and allocation of particular responsibilities will take place as part of the Appraisal Review**

## **Safeguarding**

As a school we are committed to the safeguarding of children and adults. All jobs offers will be subject to an enhanced DBS check and two satisfactory written references. Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Our pupils' welfare is our paramount concern. The governing body will ensure that our academy will safeguard and promote the welfare of pupils and work together with other agencies to ensure that we have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

Here at Ashton West End Primary Academy we are a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure.

## **Teacher Person Specification**

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### **Qualifications and Professional Development**

#### **Essential**

- Qualified Teacher Status (QTS).
- Experience teaching in a primary setting.
- Strong understanding of communication and interaction needs, including autism.
- Experience using strategies such as visual timetables, now/next boards, and structured routines.
- Ability to adapt teaching for pupils with a range of communication profiles.
- Excellent teamwork and communication skills.

#### **Desirable**

- Experience working in a specialist SEN base or resource provision.
- Training in approaches such as AACs, Makaton, or Attention Autism.
- Experience working with speech and language therapists.
- Knowledge of sensory processing needs and strategies to support regulation.

### **Knowledge, Skills and Competencies**

- High levels of patience, empathy, and emotional intelligence.
- Strong observational and reflective practice.
- Creativity and flexibility in adapting learning.
- Commitment to pupil-centred, inclusive education.
- Ability to remain calm and consistent in a structured environment.
- High expectations and a commitment to raising standards of attainment.
- Commitment to equal opportunities and equal value for students and colleagues.
- Resilient, cheerful and positive.
- Able to embrace change and help others to manage the change process.
- Good organisational and personal management skills.
- Able to work effectively as part of a team at all levels.
- Commitment to safeguarding procedures.
- A working knowledge of strategies and techniques for raising pupil attainment generally including different groups of pupils such as SEND, FSM and EAL.
- Knowledge and experience of school development planning.
- Ability to analyse, interpret and act on test /teacher assessment data.
- Experience of target setting.
- Active involvement in the development of school policies.

## **Safeguarding**

- Commitment to the safeguarding and protection of children and to the personal development of our pupils
- Understanding of the issues surrounding the safeguarding of children and commitment to child welfare and safety
- Knowledge of child protection procedures and the current changes to the Keeping Children Safe in Education 2025 document.