

# **OUNDON PRIMARY SCHOOL**

## **Job Description**

### **Teacher of SEND – Adaptive Provision (KS2) (TMS/UPS)**

#### **Responsible to:**

Headteacher / Inclusion Lead

#### **Purpose of the Role:**

To lead teaching and learning within the school's Adaptive Provision, providing high-quality, bespoke education for a small group of Key Stage 2 pupils with additional needs. The successful candidate will create a nurturing, engaging and highly adaptive environment which enables all pupils to thrive academically, socially and emotionally.

The post holder will work closely with the Inclusion Team, families and external professionals to ensure pupils receive provision tailored to their individual needs and are able to make strong progress from their starting points.

#### **Key Responsibilities**

#### **Teaching and Learning**

- Plan and deliver a bespoke curriculum matched to pupils' individual needs, interests and EHCP outcomes where applicable
- Create a calm, nurturing and highly structured learning environment
- Adapt teaching approaches creatively to ensure all pupils can access learning successfully
- Deliver engaging and purposeful learning experiences which develop academic, social and emotional skills
- Use assessment effectively to monitor progress and identify next steps in learning
- Support pupils to develop independence, confidence and resilience

## **Inclusion and SEND**

- Demonstrate a strong understanding of SEND, including SEMH, autism, communication and interaction needs, and cognition and learning difficulties
- Implement appropriate strategies and interventions to support pupils with a range of additional needs
- Work collaboratively with the Inclusion Team and external agencies to ensure provision is effective and responsive
- Contribute to annual reviews, provision maps, pupil support plans and EHCP documentation as required
- Champion inclusion and advocate for pupils with SEND across the school community

## **Behaviour and Relationships**

- Build positive and trusting relationships with pupils, families and staff
- Use restorative and relational approaches in line with the school's Positive Relationships Policy
- Support pupils with emotional regulation using calm and consistent strategies
- Maintain high expectations whilst understanding and responding to pupils' individual needs

## **Leadership and Development**

- Contribute to the continued development of the school's Adaptive Provision
- Work alongside leaders to help strengthen SEND practice across the school
- Engage fully in professional development and training opportunities
- Support the school's long-term vision for outreach and inclusive practice linked to national SEND developments

# **COUNDON PRIMARY SCHOOL**

## **Person Specification**

### **Teacher of SEND – Adaptive Provision (KS2) (TMS/UPS)**

#### **Essential**

- Qualified Teacher Status (QTS)
- Experience of teaching pupils with SEND
- Strong understanding of adaptive teaching and inclusive practice
- Ability to build strong relationships with vulnerable pupils
- Excellent communication and teamwork skills
- Patience, resilience and a nurturing approach
- Commitment to safeguarding and promoting the welfare of children
- Ability to think creatively and “outside the box” to engage learners

#### **Desirable**

- Experience working within a specialist or adaptive provision
- Knowledge of trauma-informed approaches
- Experience supporting pupils with SEMH needs
- Experience working alongside external agencies and professionals
- Interest in developing outreach or wider SEND support provision

#### **What We Offer:**

- A welcoming, supportive and highly experienced Inclusion Team
- A forward-thinking and inclusive school environment
- Strong leadership and commitment to staff wellbeing
- Excellent professional development opportunities
- The opportunity to make a genuine difference to the lives of vulnerable pupils

At Coundon Primary School, SEND is a significant strength of our school. We are looking for a passionate and dynamic teacher who shares our vision that every child deserves to feel successful, valued and understood.

