



Job Description: Primary SEND Teacher

Job Title:	Primary SEND Teacher
Salary:	£32,000-£42,000
Location:	Greater Manchester
Hours of Work:	Monday - Friday 8:15-16:00
Line Manager:	Head of Quality Education
How to apply:	www.firststepseducation.uk/apply
Contact Details:	0330 118 0974

Job Purpose

The Primary Teacher will provide high-quality, personalised teaching and learning for pupils with SEND across KS1 and KS2, ensuring that each child is supported to make meaningful progress from their individual starting points. The role involves delivering a broad and balanced curriculum with a strong focus on early learning, phonics, reading, writing and maths, while embedding communication, emotional regulation and sensory support throughout the school day. Through structured, nurture-informed practice, the teacher will create a consistent learning environment that promotes safety, independence and engagement for all pupils.

The post-holder will play a key role in preparing pupils for successful transition to KS3 by developing strong routines, independence skills and readiness for the next stage of learning. They will assess and track progress, contribute to EHCP processes, and work collaboratively with support staff, therapists and multi-agency professionals to deliver integrated, child-centred support. The teacher will maintain high expectations for behaviour, learning and personal development, uphold safeguarding responsibilities, and contribute positively to the wider life and improvement of the school.

Safeguarding

Here at First Steps Together, we're committed to safeguarding the welfare of children and young people and promoting that commitment. We expect all our staff and volunteers to share in it, too, which is why, as part of the selection process, we will carry out all the necessary checks to ensure you don't pose any risk of harm in your role here.

Join us and you'll be expected to actively contribute to our safeguarding commitment and promote child welfare in line with the school's Child Protection Policy. If ever there's a concern or issue, you'll be ready to report it to your Designated Safeguarding Lead or, in their absence, any Deputy Safeguarding Lead.

Key Responsibilities

1. Planning, Teaching and Learning
 - Plan, deliver and review personalised learning programmes aligned to EHCP outcomes, individual starting points and pupils' developmental needs.
 - Teach individuals and small groups, adapting approaches, resources, environment and pace to meet a wide range of SEND profiles.
 - Create a calm, structured and engaging classroom environment using consistent routines, visual supports and nurture-informed practice.
 - Develop, implement and monitor Individual Education Plans (IEPs), ensuring targets are meaningful and regularly reviewed.
 - Deliver a broad, balanced primary curriculum including English (phonics, reading, writing), maths, science, humanities, computing and PSHE.
 - Embed communication development throughout the day, using strategies such as visual supports, structured language and AAC where appropriate.

- Teach, model and reinforce independence, life skills, play skills and social communication appropriate to primary-aged pupils.
2. Assessment, Recording and Reporting
- Assess and track progress across academic, communication, social-emotional and independence skills.
 - Identify barriers to learning through observation, informal assessment and analysis of pupil responses.
 - Maintain accurate records of progress, behaviour and learning, using assessment information to inform next steps.
 - Contribute to Annual Reviews and provide evidence to support EHCP processes.
 - Work in partnership with parents/carers, sharing progress, strategies and areas of need to ensure consistent support.
3. Behaviour Support and Safeguarding
- Establish and maintain a calm, safe and trauma-informed classroom culture that promotes regulation and wellbeing.
 - Implement consistent positive behaviour support strategies, including proactive regulation approaches such as sensory breaks and co-regulation.
 - Follow behaviour support plans and contribute to their review with observations and feedback.
 - Uphold safeguarding procedures at all times and report concerns immediately to the DSL or Deputy DSL.
4. Collaboration and Professional Development
- Work closely with support staff to ensure teaching, regulation and communication strategies are implemented consistently.
 - Collaborate with therapists and specialist professionals (e.g., Speech and Language Therapy, Occupational Therapy) to deliver integrated support programmes.
 - Participate in meetings, CPD and performance development, actively contributing to the improvement of practice across the setting.
 - Share effective approaches with colleagues to support whole-school consistency and best practice
5. Contributing to the Culture and Development of the School
- Promote and uphold the provision's therapeutic, nurturing and relational ethos in all interactions.
 - Model behaviour that reinforces a culture of respect, dignity, fairness and emotional safety for pupils, staff and families.
 - Work in a consistently professional manner, maintaining high expectations for conduct, communication and collaboration.
 - Contribute to behaviour policy development, therapeutic practice and whole-school improvement initiatives.
6. General Duties
- Promote pupils' welfare, wellbeing and personal development through nurturing relationships and predictable routines.
 - Maintain high expectations for engagement, behaviour, learning and presentation.
 - Provide constructive feedback that supports progress and celebrates achievement.
 - Contribute to supervision duties, enrichment activities and wider responsibilities as required.
 - Uphold the ethos, values and policies of the school, acting as a positive role model at all times.
 - Carry out any other reasonable duties commensurate with the role as directed by the Head of School.

Person Specification

Qualifications and Training

Essential

- Qualified Teacher Status (QTS).
- A recognised degree in any subject.
- Evidence of ongoing professional development relevant to teaching, SEND or primary practice.

Desirable

- Training in trauma-informed practice, nurture approaches or behaviour/regulation frameworks.
- Training related to SEND, phonics or communication approaches (e.g., AAC, visual communication systems).
- Additional specialist training related to ASD, SEMH or complex needs.

Experience

Essential

- Experience teaching or supporting pupils in KS1/KS2.
- Proven experience adapting teaching for a wide range of needs and starting points, including pupils with SEND (e.g., sensory, communication, SEMH, cognition and learning).
- Experience contributing to EHCP processes (evidence gathering, review meetings, multi-agency liaison).
- Experience writing and implementing IEPs (or equivalent personalised plans), with measurable targets and reviews.
- Experience creating structured, calm learning environments with consistent routines and visual supports.
- Experience assessing, tracking and evidencing progress against personalised targets (including EHCP outcomes).

Desirable

- Experience teaching in a specialist or alternative provision, or working with pupils with ASD, SEMH or complex needs.
- Experience delivering or supporting phonics and early reading interventions.
- Experience leading small-group or individual interventions aligned to pupils' profiles.

Knowledge and Understanding

Essential

- Strong understanding of SEND and the principles of personalised, highly differentiated teaching and curriculum adaptation.
- Knowledge of positive behaviour support, proactive regulation and relationship-based, trauma-informed practice.
- Understanding of how to establish a nurturing, structured classroom environment that supports communication and sensory needs.
- Clear understanding of safeguarding responsibilities and child-centred decision-making.
- Working knowledge of EHCP frameworks, outcomes writing and how classroom practice evidences progress towards those outcomes.

Desirable

- Understanding of AAC approaches, visual communication systems and structured communication programmes.
- Familiarity with multi-agency processes, including Annual Reviews, reasonable adjustments, and reports for external professionals.
- Awareness of sensory processing, nurture principles or attachment-informed approaches.

Skills and Abilities

Essential

- Ability to adapt teaching, resources and environment responsively to pupil need (e.g., scaffolding, chunking, precision teaching, visual structure).
- Able to write high-quality IEPs, set measurable targets and monitor/review impact with pupils and families.
- Strong assessment and record-keeping skills, using information to plan precise next steps and evidence progress (academic, communication, social-emotional, independence).

- Effective behaviour support: consistent routines, proactive regulation strategies, co-regulation and restorative approaches.
- Strong organisational skills; able to manage competing demands calmly and maintain high standards.
- Clear, professional written communication (plans, reports, EHCP evidence) and confident oral communication with different audiences.

Desirable

- Confidence using digital tools to support assessment, planning, home-school communication and multi-agency collaboration.
- Ability to design and lead targeted interventions (e.g., phonics, language, social communication, regulation).

Communication, Partnerships and Multi-Agency Working

Essential

- Ability to work in partnership with families/carers, sharing strategies, agreeing targets and celebrating progress.
- Experience collaborating with external agencies (e.g., SaLT, OT, EP, social care) to co-produce and deliver integrated programmes.
- Skilled at preparing for and contributing to Annual Reviews, multi-disciplinary meetings and professional reports.

Desirable

- Experience leading or coordinating elements of multi-agency support plans.
- Confidence facilitating workshops or information sessions for parents/carers.

Personal Qualities

Essential

- A nurturing, child-centred mindset that promotes safety, inclusion and wellbeing.
- Emotional resilience, reflective practice and the ability to respond calmly and solution-focused in challenging situations.
- Commitment to raising achievement and supporting holistic development for every pupil.
- Professional integrity, reliability and willingness to contribute positively to wider school life, duties and any other reasonable responsibilities as directed by the Head of School.

Desirable

- Proactive, creative problem-solver who shares effective practice and supports whole-school improvement.
- Strong commitment to continuous professional learning, especially in SEND pedagogy.

Safeguarding

Essential

- A strong commitment to safeguarding and promoting the welfare of children and young people.
- Understanding of safeguarding principles, including recognising concerns, responding appropriately, and following reporting procedures.
- Ability to maintain professional boundaries, confidentiality, and safe working practices.
- Ability to record concerns accurately and promptly using agreed systems.
- Willingness to work closely with the Designated Safeguarding Lead and follow all statutory and organisational policies.

What We Offer

- Competitive salary and holiday pay
- Term-time working pattern with potential for additional hours supporting school trips
- Comprehensive induction and ongoing training in SEN awareness, first aid, and safeguarding
- A supportive team culture driven by shared purpose and continuous improvement
- Opportunities for career progression within our expanding SEN transport and care network

Review

The nature of this role means that this job description will be subject to an annual review with the potential for amendment or modification at any time after consultation directly with you. It by no means acts as a

comprehensive statement of procedures and is just a way of setting out all the main expectations we'll have of you, here in the role as you deliver an impassioned and truly caring experience to our young people.