



Job Description: Secondary SEND Teacher

Job Title:	Secondary 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 Secondary Teacher will provide high-quality, personalised teaching and learning for pupils with SEND across KS3 and KS4, ensuring that each student is supported to make meaningful progress from their individual starting points. The role involves delivering a broad and balanced secondary curriculum with a strong focus on functional literacy, numeracy, accredited learning pathways and the development of key life and independence skills. Communication, emotional regulation and sensory support will be embedded throughout the school day to ensure students can access learning effectively and consistently.

Through structured, trauma- and nurture-informed practice, the teacher will create a calm, predictable and engaging learning environment that promotes safety, independence and sustained participation. The post holder will play a central role in preparing pupils for successful transition to post-16 destinations—whether further education, vocational routes, supported internships or employment—by developing strong routines, self-management skills and readiness for the next stage of life and learning.

They will assess, record and track progress using appropriate frameworks, contribute to EHCP reviews and associated statutory processes, and work in close collaboration with teaching assistants, therapists and multi-agency professionals to deliver integrated, pupil-centred support. The teacher will maintain high expectations for behaviour, learning and personal development, uphold safeguarding responsibilities at all times, and make a positive contribution to the wider life, culture and continuous 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 the developmental needs of secondary-aged pupils.
- Teach whole classes, small groups and individuals, adapting approaches, resources, environment and pace to meet a wide range of SEND profiles across KS3 and KS4.
- Create a calm, structured and engaging classroom environment using clear routines, visual supports and nurture-informed, trauma-aware practice.
- Develop, implement and monitor Individual Education Plans (IEPs), ensuring targets are purposeful, functional and regularly reviewed.
- Deliver a broad, balanced secondary curriculum including English, maths, science, humanities, PSHE, digital skills and relevant accredited or vocational pathways.
- Embed communication development throughout the school day, using strategies such as structured language, visual communication systems and AAC where appropriate.
- Teach, model and reinforce functional independence, life skills, social communication and organisation skills appropriate to adolescents preparing for adulthood.

2. Assessment, Recording and Reporting

- Assess and track progress across subject learning, communication, emotional/social development, behaviour and independence skills.
- Identify barriers to learning using observation, informal assessment and analysis of pupils' engagement and responses.
- Maintain accurate records of progress, behaviour, achievement and learning, using assessment information to plan next steps.
- Contribute to Annual Reviews and provide evidence to support EHCP processes.
- Work collaboratively with parents/carers, sharing progress, strategies and areas of need to ensure consistent support across home and school.

3. Behaviour Support and Safeguarding

- Establish and maintain a safe, predictable and emotionally supportive classroom culture that promotes regulation and wellbeing.
- Implement positive behaviour support approaches, including proactive regulation strategies, co-regulation and personalised sensory/behaviour interventions.
- Follow individual behaviour support plans and contribute to their ongoing review through observations and reflective 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 consistent implementation of communication, regulation and learning strategies.

- Collaborate with therapists and specialist professionals (e.g., Speech and Language Therapy, Occupational Therapy) to embed integrated support within the curriculum.
- Participate in meetings, professional development and performance management, contributing actively to improvements in teaching and learning.
- Share effective strategies and resources to support whole-school consistency and best practice in SEND provision.

5. Contributing to the Culture and Development of the School

- Promote and uphold the school's therapeutic, relational and nurturing ethos in all interactions.
- Model respectful, fair and emotionally attuned behaviour that supports a positive school culture.
- Maintain high standards of professional conduct, communication and teamwork.
- Contribute to the development of whole-school policies, therapeutic practice and improvement initiatives.

6. General Duties

- Support pupils' wellbeing, welfare and personal development through positive relationships and predictable routines.
- Maintain high expectations for engagement, behaviour, learning and presentation.
- Provide constructive feedback that supports academic and personal progress.
- Contribute to supervision duties, enrichment activities and wider responsibilities as required.
- Uphold the values, ethos 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 secondary practice.

Desirable

- Training in trauma-informed practice, nurture approaches or behaviour/regulation frameworks.
- Training related to SEND or communication approaches (e.g., AAC, social communication systems, visual supports).
- Additional specialist training related to ASD, SEMH or complex/medical needs.
- Training related to accredited pathways or functional skills at KS3/KS4.

Experience

Essential

- Experience teaching or supporting pupils in KS3 and/or KS4.
- Proven experience adapting teaching for a wide range of needs, including sensory, communication, SEMH and cognition and learning profiles.
- Experience contributing to EHCP processes, including evidence gathering, review meetings and multi-agency liaison.

- Experience writing and implementing IEPs or personalised learning plans with measurable targets and review cycles.
- Experience creating calm, structured learning environments with predictable routines, emotional safety and visual supports.
- Experience assessing, tracking and evidencing progress against personalised and statutory outcomes, including functional, social-emotional and independence targets.

Desirable

- Experience teaching in specialist or alternative provision, or working with pupils with ASD, SEMH or complex needs.
- Experience delivering functional English/maths or supporting accredited learning pathways (e.g., Entry Level, Functional Skills).
- Experience leading small group or individual interventions aligned to pupils' profiles (e.g., communication, social skills, regulation).

Knowledge and Understanding

Essential

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

Desirable

- Understanding of AAC, visual communication systems or structured communication approaches.
- Familiarity with multi-agency processes including Annual Reviews, reasonable adjustments and professional reporting.
- Awareness of sensory processing, attachment-informed practice, or adolescent development within SEND contexts.

Skills and Abilities

Essential

- Ability to adapt teaching, resources and environment responsively to student need (e.g., scaffolding, chunking, visual structure, modelling).
- Able to write high-quality IEPs/personal plans, set measurable targets and monitor/review their impact with pupils and families.
- Strong assessment and record-keeping skills, using information to plan next steps and evidence progress across academic, social-emotional, communication and independence domains.
- Effective behaviour support skills, including routine-setting, proactive and co-regulation strategies, restorative approaches and de-escalation.
- Strong organisational skills, able to manage competing demands while maintaining high standards.
- Clear, professional written communication (plans, reports, EHCP evidence) and confident oral communication with pupils, colleagues and parents/carers.

Desirable

- Confidence using digital tools for assessment, planning, communication and multi-agency collaboration.
- Ability to design and lead targeted interventions (e.g., social communication groups, regulation sessions, functional literacy/numeracy).

Communication, Partnerships and Multi-Agency Working

Essential

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

Desirable

- Experience leading or coordinating aspects of multi-agency support plans.
- Confidence facilitating parent/carer workshops or information sessions.

Personal Qualities

Essential

- A nurturing, pupil-centred mindset that promotes safety, inclusion and wellbeing.
- Emotional resilience, reflective practice and the ability to remain calm, solution-focused and professional in challenging situations.
- Commitment to raising achievement and promoting holistic development for every pupil.
- Professional integrity, reliability and willingness to contribute positively to wider school life and responsibilities.

Desirable

- A proactive, creative problem-solver who shares effective practice and supports whole-school improvement.
- Strong commitment to continuous professional learning, particularly in SEND pedagogy and adolescent development.

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.