

<b>Job Title</b>	SEND Teacher
<b>Date</b>	April 2026, Start September 2026
<b>Department</b>	Autism Resource
<b>Line management</b>	Year 7 Pastoral and Academic Lead, Head of AR (Curriculum)
<b>Reports to</b>	Heads of Autism Resource
<b>Responsible for</b>	Teaching across the curriculum in Autism Resource
<b>Location</b>	Ackworth School
<b>Contract/Grade</b>	Teachers Pay Scale

### **Purpose of the Role**

Teachers within the Autism Resource deliver high-quality, autism-informed teaching to pupils with Autism Spectrum Condition, ensuring learning is meaningful, accessible and personalised. The postholder supports pupils to make progress not only academically, but also in communication, emotional regulation, independence and preparing for adulthood, as outlined in their EHCP outcomes.

Working as part of a multi-disciplinary specialist team, the teacher provides small-group and highly individualised learning in a predictable, low-arousal environment. The role requires a reflective practitioner who is attuned to neurodivergent needs, committed to trauma-informed practices, and skilled at building trust with pupils who may have experienced previous difficulties in education.

### **Departmental Information**

Autism Resource offers small-group enhanced provision for pupils in KS3 and above with Autism Spectrum Condition. We are looking to recruit a teacher to work with students following a semi-formal curriculum. In addition to learning, Autism Resource delivers targeted interventions to support:

- progress towards EHCP outcomes

- emotional regulation and resilience
- communication and social understanding
- preparation for adulthood, including independence and life skills

**Main tasks and responsibilities**

## Teaching and Learning (Autism-informed practice)

- Plan and deliver engaging lessons that adapt the National Curriculum into:
  - semi-formal learning pathways
  - functional, experiential and life-skills-based learning
- Teach pupils through small-group and individualised provision, with flexible pacing and high levels of scaffolding.
- Use effective strategies such as:
  - repetitive overlearning
  - multisensory approaches
  - task chunking and scaffolded instruction
- Recognise that progress may be evidenced through engagement, independence, communication and regulation, not solely academic attainment.

## Autism-specific knowledge and classroom practice

- Create a calm, predictable and low-arousal learning environment using:
  - visual timetables and now/next boards
  - clear routines and consistent expectations
- Recognise and respond appropriately to:
  - shutdowns versus meltdowns
  - masking and delayed distress
- Adapt practice for pupils with a range of autism profiles, including PDA tendencies and complex sensory needs.

## Communication and interaction

- Demonstrate strong understanding of Speech, Language and Communication Needs (SLCN).
- Use a total communication approach, embedding:
  - visual supports (symbols, Widgit, PECS-informed systems)
  - AAC tools, communication aids or apps (where appropriate)
- Support pupils by:
  - simplifying language without being patronising
  - offering extended processing time
  - modelling and teaching functional and social communication
- Work closely with Speech and Language Therapists, implementing strategies consistently in lessons.

## Regulation-focused and trauma-informed practice

- Support pupils using:
  - co-regulation strategies
  - emotional check-ins
  - a calm, consistent adult presence
- Understand the impact of:
  - anxiety
  - low self-esteem
  - school refusal or adverse educational experiences
- Apply trauma-informed and attachment-aware approaches, maintaining boundaries with warmth and empathy.
- Ensure behaviour support is never punitive or compliance-driven.

## Behaviour support & de-escalation

- Implement Positive Behaviour Support Plans and risk assessments with fidelity.
- Use trained de-escalation techniques to support pupils experiencing distress.
- Manage behaviour that may include:
  - aggression rooted in anxiety or dysregulation
  - self-injury
  - refusal or avoidance
- Maintain calm, reflective practice under pressure, prioritising safety and dignity.

## Assessment, planning & documentation

- Plan learning that clearly links to EHCP outcomes and personalised targets.
- Contribute to Annual Reviews, progress reports and review meetings.
- Use SEND-appropriate assessment frameworks to evidence progress in:
  - communication
  - regulation
  - independence
  - social understanding
- Ensure evidence gathering is holistic and purposeful

## Collaboration and teamwork

- Work effectively within a multi-disciplinary team, including:
  - Specialist Learning Mentors
  - SENDCo
  - Educational Psychologists
  - SaLTs, OTs, CAMHS and other agencies
- Direct and support Specialist Learning Mentors in lessons, modelling best practice.
- Build positive, trusting relationships with families, particularly where relationships with education may previously have broken down.

### **Person Specification**

#### **Qualifications (Essential)**

- Qualified Teacher Status (**QTS**).

#### **Desirable**

- Postgraduate qualification or accredited training in SEND, autism or inclusive education.

### **Experience, Knowledge and Skills**

### Experience (Essential)

- Experience teaching pupils with ASC and additional needs.
- Strong differentiation and inclusive practice.
- Experience of writing, implementing and reviewing EHCP targets.
- Experience supporting emotional regulation using trauma-informed or therapeutic approaches.
- Working collaboratively with LSAs, therapists and external agencies.

### Desirable

- Experience with PDA profiles or complex sensory needs.
- Familiarity with AAC and embedding communication strategies across lessons.

### Knowledge and skills

- Strong understanding of a range of SEND, including ASC, SLCN, SEMH, cognition and learning needs.
- Confidence using assessment to identify next steps for pupils with complex needs.
- Skilled in structured teaching approaches (visual supports, routines, task breakdown).
- Excellent communication, reflection and resilience.

### Personal attributes

- Patient, calm and emotionally attuned.
- Reflective, solution-focused and resilient.
- Committed to inclusive values and Ackworth's Quaker ethos.
- Motivated to build trust and foster long-term success for pupils.

## Safeguarding, Health & Safety and Equalities

Ackworth School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. The postholder must follow Keeping Children Safe in Education (KCSIE), the school's Safeguarding, Health & Safety, Data Protection and Equalities policies, and complete all required training and checks.

This job description outlines the main duties and responsibilities and is not exhaustive. Duties may be amended to reflect evolving needs of the school and Teaching & Learning strategy. Job descriptions may be subject to review from time to time and can be altered or amended to meet the changing requirements of the School. They are not designed to limit the extent of the role but instead to outline the main tasks and responsibilities.