

St Bernadette's Catholic Primary School,
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Headteacher: Miss Finnegan

SEND Specialist Teacher – Specialist SEND Class Teacher

	Essential	Desirable
Qualifications & Training	Qualified Teacher Status (QTS) Evidence of continued professional development related to SEND Commitment to ongoing SEND-specific professional development	NPQ for SENCo or other specialist SEND qualification Additional qualifications in areas such as autism, sensory integration, communication approaches, SEMH, or trauma-informed practice Catholic Certificate in Religious Studies (CCRS) or willingness to undertake
Experience	Experience teaching children with SEND within a school setting Experience adapting curriculum and learning activities to meet a range of complex needs Experience working collaboratively with support staff to deliver personalised provision	Experience teaching in a specialist SEND class, resource base, or special school Experience contributing to or leading multi-agency meetings (e.g., EHCP reviews) Experience mentoring, coaching, or leading support staff

	Experience supporting pupils with autism, communication needs, sensory processing difficulties, or SEMH Experience engaging families in supporting pupil progress and wellbeing	Experience supporting transition planning
Professional Knowledge & Understanding	Strong understanding of inclusive pedagogy and child development Knowledge of effective strategies to support pupils with communication, sensory, social and emotional needs Understanding of principles of assessment for pupils with SEND, including personalised target setting and monitoring progress Knowledge of safeguarding responsibilities and statutory guidance relating to working with children Ability to work collaboratively with multidisciplinary teams to implement targeted provision Understanding of the importance of creating structured, nurturing and communication-friendly learning environments	Understanding of sensory integration approaches and/or therapeutic interventions Knowledge of local SEND pathways, including accessing external services and support Understanding of the graduated approach and EHCP processes Knowledge of augmentative and alternative communication (AAC) systems and specialist technologies Understanding of trauma-informed approaches, restorative practice, and/or positive behaviour support frameworks
Professional Skills & Abilities	Ability to plan and deliver highly personalised, differentiated learning for pupils with a range of complex needs	Ability to deliver modelling or training to support staff or colleagues

	Ability to create a calm, structured, nurturing and communication-friendly learning environment Ability to use evidence-informed strategies to support emotional regulation, communication, engagement and sensory needs Strong behaviour support skills rooted in positive relationships and proactive approaches Ability to build strong, respectful relationships with pupils, staff and families Ability to lead, guide and deploy support staff effectively within the classroom Effective written and verbal communication skills for liaising with families, professionals and colleagues Strong organisational skills, including record-keeping, assessment, planning and review	Ability to analyse and present pupil progress data to inform planning Ability to lead meetings such as annual reviews, multi-agency planning meetings or parent conferences Ability to liaise effectively with external professionals and specialist services Skilled in the use of assistive technology or communication systems (e.g., AAC devices, visual communication tools)
Personal Qualities	Child-centred, nurturing and emotionally resilient Positive, reflective and committed to ongoing professional development High expectations for all learners, including those with complex needs Able to work collaboratively as part of a wider staff team	Aspirational to develop leadership within SEND or inclusion Practising Catholic or supportive of Catholic ethos Ability to contribute to wider school life beyond the classroom

	Flexible, adaptive and solution-focused in a dynamic environment Committed to safeguarding, inclusion and equality Able to uphold and embody the values and ethos of the school	
Other requirements	Willingness to work across different age ranges and curriculum areas as needed Commitment to upholding school policies including safeguarding, behaviour, confidentiality, equality and data protection Ability to maintain professional boundaries and handle sensitive information appropriately Commitment to attendance at relevant meetings, reviews and training outside of normal teaching hours where required	