



**Charlton Park Academy**

**Classroom Teacher - Secondary SEN  
Job Description and Person Specification**

**2025-26**





# Classroom Teacher – Job Description

## JOB PURPOSE SUMMARY:

The Classroom Teacher is accountable to the Pathway Lead and is responsible for securing high-quality teaching, safe practice and strong progress for pupils with complex SEND. In our context, pupil achievement is inseparable from the daily conditions that enable pupils to engage with learning safely and consistently: emotional regulation, communication, consistency of adult support, and safeguarding-competent practice.

<b>Post:</b>	Classroom Teacher (SEN Secondary)
<b>Salary/Scale:</b>	Main Pay Scale/Upper Pay Scale (as applicable) + SEN allowance (as applicable)
<b>Contract:</b>	Full time (or part time by agreement); term time only (teacher contract)
<b>Location:</b>	Charlton Park Academy (London, SE7)
<b>Responsible to:</b>	Pathway Lead (with day-to-day line management by Pathway/Subject Lead as finalised by the Principal)
<b>Start date:</b>	To be confirmed

## Job Purpose

- Plan and deliver ambitious, well-sequenced learning that is adapted for pupils with ASD (including sensory autism), SLD, PMLD and complex communication needs.
- Secure progress against pupils' EHCP outcomes, with a clear focus on communication, independence and participation across lessons and routines.
- Create and maintain a calm, predictable, trauma-aware and autism-informed learning environment that supports regulation and reduces incidents.
- Ensure safeguarding-competent practice and clear professional boundaries in all adult-pupil interactions.
- Lead and guide the class team (including LSAs) so adult support promotes learning and independence rather than dependence.

## Key Responsibilities

### Teaching, Learning and Curriculum

- Deliver high-quality teaching that meets the Teachers' Standards and reflects specialist SEND practice.
- Use adaptive teaching to make learning accessible: clear modelling, small steps, structured scaffolds, and meaningful rehearsal.
- Integrate communication systems (AAC, visuals, objects of reference, structured routines) so pupils can understand, express needs and participate.
- Teach and rehearse routines explicitly so pupils experience predictability and psychological safety.
- Plan for generalisation - ensure skills learnt in class transfer to other settings, including break times and community learning.

### Assessment, Progress and Achievement



- Use assessment proportionately to know what pupils can do, what they are working towards, and what to teach next.
- Maintain clear, accurate records that show intent, action and impact (including evidence linked to EHCP outcomes).
- Use data and professional judgement to identify barriers (communication, regulation, sensory, cognitive) and adapt teaching accordingly.
- Contribute to review meetings with clear evaluation - what is working, what is not, and what will change next.

### **Regulation, Behaviour and Positive Culture**

- View behaviour as communication and respond with curiosity, calm consistency and the least intrusive support needed.
- Use agreed regulation approaches (including sensory strategies) to prevent escalation and reduce incidents.
- Maintain high expectations for safety, respect and learning, while adapting expectations to pupils' profiles and needs.
- Work closely with Inclusion/Behaviour leads and therapists to keep approaches consistent across adults.

### **Working with Learning Support Assistants**

- Brief LSAs clearly: the learning intention, the expected pupil response, and the adult support moves that should be used.
- Use 'scaffold then fade' so pupils build independence - LSAs support learning without over-prompting.
- Provide calm, specific feedback to LSAs on what is working and what to refine, aligned to agreed academy routines.
- Escalate any concerns about adult practice through the agreed line-management route; do not manage concerns informally.

### **Safeguarding, Wellbeing and Professional Conduct**

- Follow the academy safeguarding procedures and report concerns immediately in line with policy.
- Maintain professional boundaries and safe working practice at all times (including use of physical contact and personal care protocols, where relevant).
- Contribute to a culture where pupils feel safe, listened to and understood.
- Work collaboratively and respectfully with parents/carers and multi-agency partners.

### **Wider Contribution**

- Take part in academy CPD, coaching and reflective practice.
- Contribute to whole-school improvement work appropriate to role and experience (including sharing effective practice).
- Support educational visits and enrichment experiences, ensuring risk is managed appropriately.

### **Other**

This job description is not exhaustive. It may be reviewed and finalised in line with the needs of the academy, following appropriate consultation.

All postholders must uphold the values and ethos of Charlton Park Academy: Communicate, Persevere and Achieve.



# Classroom Teacher - Person Specification

## How we assess

A = Application form | I = Interview | O = Observation/Task | R = References | C = Certificates

Category	Essential	Desirable	Assessment
<b>Qualifications &amp; Training</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status (QTS) inc ECT</li> </ul>	<ul style="list-style-type: none"> <li>Additional SEND training (e.g., autism, AAC, sensory integration, PMLD/complex needs)</li> </ul>	A/C
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience teaching pupils with SEND</li> <li>Experience of working effectively with LSAs or other adults in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Experience in a specialist SEN secondary setting, including ASD and complex communication/regulation needs (or strong evidence of transferable practice).</li> <li>Experience of co-producing plans with therapists and using them in daily practice.</li> </ul>	A/I/O
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>Strong adaptive teaching and curriculum thinking: able to break learning into meaningful steps.</li> <li>Practical understanding that behaviour is communication; able to keep responses calm and consistent.</li> <li>Ability to use communication supports (visuals/AAC) to improve participation and reduce frustration.</li> <li>Secure understanding of safeguarding, professional boundaries and safer working practice.</li> <li>Ability to evaluate impact (not just describe activity) and adjust practice accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Experience using structured programmes (e.g., TEACCH-style structure, Attention Autism, sensory regulation tools) appropriately for age and need.</li> <li>Able to contribute to wider curriculum development within a SEND context.</li> </ul>	A/I/O
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>Warm, emotionally steady and reliable under pressure.</li> <li>Solution-focused and able to collaborate with colleagues and families.</li> <li>Reflective and open to coaching; committed to professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Able to coach or mentor others informally.</li> </ul>	I/R
<b>Equalities &amp; Safeguarding</b>	<ul style="list-style-type: none"> <li>Commitment to equality, inclusion and safeguarding; able to maintain appropriate professional boundaries.</li> </ul>		A/I

## Safeguarding Statement

Charlton Park Academy is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to relevant safer recruitment checks, including an enhanced DBS check and satisfactory references.