

# SEN Teacher

## Reception/KS1 Complex Needs Class



**Ofsted**  
Outstanding  
Provider

# Welcome

Dear Applicant,

With the completion of our new purpose-built school and the expansion in pupil numbers, we are seeking to grow our team of dedicated professionals to ensure we maintain and further enhance our outstanding offer of education and therapeutic care.

We are absolutely thrilled to share that Side by Side School has been rated Outstanding (Inspection July 2025) across all areas. This wonderful achievement is a genuine recognition of the exceptional education, care, and support provided every day by our incredible staff team, and it marks the beginning of an exciting new chapter for our school. We would be delighted if you would consider joining us and becoming part of our story as we continue to grow and achieve together.

Visitors to Side by Side are consistently impressed with the warm and calm atmosphere. They often comment on the happiness of our pupils in their learning environment, where personal care needs are met with the utmost dedication. Our staff team is passionate about providing pupils with an educational and therapeutic input that enables them to make significant progress. We are sure you will be inspired and we warmly encourage you to visit us and view our school first-hand.

We are looking to appoint a dedicated and skilled **SEN Teacher for our Reception/KS1 complex needs class** at our school, who, as part of a broad staff team and supported by teaching assistants, will play a key role in creating a nurturing, structured and highly supportive learning environment for pupils with complex needs. You will support the development of communication, interaction, early literacy and numeracy through a personalised approach, using structured routines and specialist strategies to promote engagement and emotional regulation. Working closely with colleagues across education and therapy teams, you will ensure high-quality provision and that every child is supported to make meaningful progress in line with their individual needs and their Pupil Support Plan.

We place a strong emphasis on continued professional development and offer opportunities to grow your skills within a supportive and collaborative environment.

We are excited about the prospect of welcoming a dedicated professional who shares our commitment to delivering excellence for all our pupils. Thank you for your interest, and I look forward to receiving your application.

Yours faithfully,



Gerald Lebrecht  
**Headteacher**  
**Side by Side School**

## **Job Description**

<b>Job Title:</b>	SEN Teacher - Reception/KS1 Complex Needs Class
<b>Responsible to:</b>	Headteacher
<b>Hours:</b>	Full Time – Job Share will be considered
<b>Salary:</b>	Competitive – commensurate with qualifications and experience
<b>Location:</b>	The Ronson, Wohl, Esfandi Campus, Avigdor Mews, Lordship Road, N16 0QJ

**Side by Side Children Ltd. is committed to safeguarding and promoting the welfare of children and young persons. Staff must ensure that they follow guidance and regulation to safeguard children and young people.**

**The successful candidate will be required to undergo an Enhanced Disclosure form the Disclosure and Barring Service (DBS).**

**It is essential to maintain complete confidentiality on all school matters.**

### **Core purpose of the role:**

To work as part of a committed, enthusiastic and supportive team focused on teaching and supporting pupils within Reception/Key Stage 1, with a particular focus on those with complex needs.

You will be responsible for delivering a nurturing, structured and engaging learning environment that supports pupils' communication, interaction, social, emotional, physical and cognitive development through a personalised approach, using structured routines and specialist strategies to promote engagement and emotional regulation.

You will work closely with teaching assistants, therapists and families to ensure each pupil is supported to make meaningful progress in line with their individual needs and their Pupil Support Plan.

### **Duties and Responsibilities**

1. To plan, prepare and deliver engaging learning opportunities in line with pupils' individual developmental stage and appropriate curriculum pathways, ensuring appropriate differentiation to meet the needs of children with special and additional needs, including those with complex needs.
2. To create a stimulating, structured and well-organised learning environment, including effective continuous provision and predictable routines that support exploration, engagement and emotional regulation.
3. To use observation, interaction and assessment to monitor each child's development, inform next steps and maintain accurate individual records, including contributing to and implementing their Pupil Support Plan (PSP) and supporting EHCP processes where appropriate.

4. To support the development of communication, interaction, early social skills and emotional regulation, using appropriate strategies such as Attention Autism, Sensory Stories, Intensive Interaction and other multi-sensory approaches.
5. To monitor and support pupils' behaviour and emotional wellbeing, contributing to and implementing individual emotional wellbeing plans, and working collaboratively with the SENCO to review, update and contribute to EHCP targets and provision.
6. To implement and review individual targets and strategies outlined in each child's Pupil Support Plan, including communication, interaction, sensory and regulation needs, ensuring these are embedded consistently within daily teaching and provision.
7. To support the development of early communication, engagement and shared attention, recognising and responding to individual communication styles, including pre-verbal learners.
8. To direct and work collaboratively with teaching assistants, ensuring a consistent, structured and supportive approach across the classroom team, particularly in meeting the needs of pupils with complex needs.
9. To liaise closely with the SENCO, therapy and nursing teams, integrating therapeutic targets, care plans and strategies into daily provision.
10. To work in close partnership with parents, maintaining regular communication and contributing to meetings (e.g. Touch Base), supporting consistency between home and school.
11. To contribute to a warm, calm and supportive classroom environment, responding sensitively and flexibly to the needs of each child.
12. To share responsibility for the organisation and upkeep of the learning environment, resources and equipment, and to support the smooth day-to-day running of the class, including activities, routines and transitions.
13. To support children with personal care needs where required.
14. To attend and actively participate in meetings, training and INSET sessions, and to ensure all safeguarding, health and safety, and school policies are consistently followed.
15. To contribute to and support the school's ethos and values.

The duties and responsibilities of this post may vary from time to time according to the changing needs of the school or as require by legislation.

The job description will be reviewed at the discretion of the Headteacher in the light of those changing requirements and in consultation with the post holder.

## Person Specification

	<u>Essential</u>	<u>Desirable</u>
<b>Qualifications And Experience</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS) or equivalent</li> <li>• Experience working with children in early years and/or Key Stage 1, or pupils working at an early developmental stage</li> <li>• Experience supporting children with special and/or additional needs, including those with complex needs and a range of communication and interaction profiles</li> <li>• Experience supporting the development of communication, early literacy and numeracy skills</li> <li>• Experience working as part of a multi-professional team</li> <li>• Experience working with teaching assistants, parents and external professionals</li> <li>• Evidence of continued professional development relevant to the role</li> <li>• Experience contributing to or implementing Pupil Support Plans and EHCPs</li> </ul>	<ul style="list-style-type: none"> <li>• Experience supporting communication approaches (e.g. MAKATON, Attention Autism)</li> <li>• Experience in leadership and management</li> <li>• Further qualifications in SEN</li> </ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Understanding of interaction-based and communication-focused approaches for pupils with complex needs</li> <li>• Understanding of best practice for children with special and additional needs</li> <li>• Ability to create engaging, developmentally appropriate learning environments</li> <li>• Understanding of sensory needs and regulation strategies</li> <li>• Knowledge of a range of communication and interaction strategies</li> <li>• Ability to assess progress through observation and adapt provision accordingly</li> <li>• Ability to respond flexibly to the needs of individual children</li> <li>• Strong communication skills, both written and verbal</li> <li>• Ability to work effectively as part of a team and independently</li> <li>• Ability to manage workload and meet deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Experience supporting transitions into school</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Warm, caring and patient approach</li> <li>• Friendly and approachable manner with families, staff and children</li> <li>• Highly motivated, reliable and committed to high standards</li> <li>• Flexible and adaptable</li> </ul>	

# About our school ...

## Integrated Nursery

We aim to provide high quality care and education for all children with or without special needs from the age of 2 to 5 years. We offer children and their parents a service that promotes equality and values diversity within our framework and the Early Years Foundation Curriculum.

Our curriculum follows the EYFS to ensure the children are given the opportunities to develop in the key development areas which works alongside our Jewish Studies curriculum. For children with special and additional needs our SENCO team and therapists work together with our teaching staff, parents and external professionals to ensure we are meeting their needs. We gather the information and record the input we are providing we will present this as part of our request for a statutory assessment leading to an EHCP.

At Side by Side we pride ourselves on preparing the children for their next phase of education. For some we support transition into mainstream settings whether they have an EHCP or not. For those children with EHCPs that require continued support from a specialist environment will transition into our special school.

## Special School

Our school welcomes all children with EHCPs with the placement being approved by the Local Authority. We provide an all through education from the age of 5 through to 19. This provides the stability for the children and their families to be able to complete their statutory education in a setting that they are familiar with, building friendships and benefit from an educational provision that is challenging, ambitious preparing them for young adulthood.

Across the different age phases, we provide two learning frameworks; complex needs curriculum for pupils with severe learning needs, with the semi-formal stream for pupils who are working at higher levels and early stages of the national curriculum. Alongside the secular curriculum the pupils will continue to receive a Jewish Studies provision as a discrete programme as well as utilising cross-curricular opportunities throughout the day. As the pupils move into the 14 – 19 phases, they will have opportunities to develop the skills and

recognised qualifications using ASDAN courses, work experience placements, access the community and focus on life skills education. As with the Early Years provision, our therapy team will work with the pupils and staff to ensure their needs are being met and the opportunity to generalising their skills.

Integration – When appropriate, we work with the local schools to enable our children to attend sessions in the school. This provides the opportunity for our pupils to integrate and have those additional social experiences in a mainstream setting. For some children, there will be transition points during their time in school where they have made progress and ready to move into a mainstream setting with the continued support provided through their EHCP. We will support this process to ensure they are prepared for this transition.