

GRADE:	MPS/UPS + SEN Allowance
ACCOUNTABLE TO:	Head of School / Centre Manager
RESPONSIBLE FOR:	The teaching, learning, progress, attainment, behaviour, and personal development of pupils within the school, in line with the ethos, policies, and statutory responsibilities of SAPC.

MAIN PURPOSE

To provide consistently high-quality, inclusive teaching that meets the complex and varied needs of pupils at APC with special educational needs and disabilities (SEND) who are at risk of exclusion, have been permanently excluded from mainstream school, or are too ill to attend school.

To deliver personalised learning that removes barriers to achievement, adapting approaches to engage and challenge every pupil, while promoting positive behaviour and emotional wellbeing. To act as a strong advocate for pupils, ensuring their voice is actively sought, respected, and represented, and that their lived experiences directly inform personalised planning, targeted support, and decisions affecting their education and wellbeing.

You will champion inclusion, foster resilience, independence, and social development, and prepare pupils to succeed in their next stage of education, training, or employment.

KEY RESPONSIBILITIES

Teaching & Learning

- Plan and deliver inclusive, differentiated lessons aligned with the SAPC College Accountability Plan (CAP).
- Design creative, engaging learning experiences that meet individual needs, encourage independence, and maintain high expectations for achievement.
- Use modelling, scaffolding, and chunking of learning to make curriculum content accessible, embedding literacy, numeracy, and communication skills in all subject areas.
- Develop and monitor Individual Support Plans (ISPs) or PEPs, ensuring they reflect pupils' assessed needs and are reviewed regularly with pupils, parents/carers, and relevant professionals.
- Deliver targeted interventions to address specific learning, communication, or behavioural needs.
- To provide meaningful and support feedback designed to promote success, identify next steps, and enable progress to be made towards targets and aspirations.
- Use pupil progress and behaviour data to inform teaching approaches, interventions, and personal professional development, ensuring continuous improvement in effectiveness.

Behaviour Management & Support

- Lead the creation of a safe, respectful, and structured learning environment using positive behaviour management techniques and relational approaches.
- Implement agreed behaviour support strategies consistently, modelling high standards and respectful interactions.
- Analyse behaviour data to identify patterns, inform planning, and adapt strategies.
- Provide pastoral care and emotional support to pupils, helping them to develop self-regulation, resilience, and confidence.

- ✦ Support and guide teaching assistants and support staff in applying effective behaviour management strategies.
- ✦ Act as the trusted adult for an assigned tutor group, providing daily check-ins, consistent pastoral support, and continuity for the duration of the pupil's time with SAPC.

Assessment, Planning & Progress

- ✦ Apply the graduated approach (Assess, Plan, Do, Review) to monitor, evaluate, and improve pupil outcomes.
- ✦ Use formative and summative assessment to inform planning and adapt teaching in response to pupils' progress and needs.
- ✦ Liaise regularly with parents/carers to share progress, discuss concerns, and celebrate achievements.
- ✦ Work alongside Subject Leads to ensure the consistent and high-quality delivery of the curriculum in each subject, seeking their professional guidance, where necessary.
- ✦ Work collaboratively with multi-agency professionals (e.g., educational psychologists, speech and language therapists, occupational therapists, social workers, CAMHS) to coordinate and implement support.
- ✦ Maintain accurate and up-to-date records of pupils' progress, behaviour, and interventions.
- ✦ Apply professional curiosity to identify underlying causes of behaviour or barriers to learning, ensuring that support and interventions address root issues.

Inclusion & Collaboration

- ✦ Champion inclusive practice within SAPC, removing barriers to learning and promoting access to the full curriculum.
- ✦ Ensure pupils with SEND are supported to engage fully in school life, including extracurricular and enrichment opportunities.
- ✦ Work collaboratively with colleagues across SAPC to share expertise, strategies, and resources.
- ✦ Support reintegration planning, ensuring transitions between settings are well-prepared and in the best interests of the pupil.
- ✦ Train and mentor support staff in effective approaches to working with pupils with SEND and managing challenging behaviour.

Professional Responsibilities

- ✦ Engage in continuous professional development, including SEND-specific training and behaviour management strategies, and contribute to the professional learning of colleague.
- ✦ Ensure that professional development involves keeping up to date with statutory, national, local and school-wide expectations for safeguarding, the curriculum and assessment.
- ✦ Share good practice through modelling, mentoring, and participation in professional learning communities.
- ✦ Contribute to the school improvement plan and participate in whole-school monitoring, evaluation, and review processes.
- ✦ Reflect on personal practice using data, feedback, and outcomes to inform teaching approaches and set professional development goals.
- ✦ Demonstrate awareness and understanding of the *Teachers' Standards*, including the requirement for personal and professional conduct.

- ✦ Comply with all statutory requirements and SAPC policies, including safeguarding, child protection, health and safety, and equalities.
- ✦ Undertake additional duties as reasonably required by leadership to support pupils and the school.

General Responsibilities

- ✦ Support the College Accountability Plan (CAP) initiatives, policies, and practices which reflect the College's commitment to high achievement, inclusion, and effective learning.
- ✦ Contribute to Ofsted Self Evaluation documentation as part of the staff team.
- ✦ Support and contribute to the vision, ethos, and policies of the SAPC, promoting high standards of achievement, behaviour, and wellbeing.
- ✦ Participate in evaluating the effectiveness of school policies and developments, analysing their impact on pupil progress and outcomes.
- ✦ Maintain and develop positive relationships with and between pupils and staff across SAPC settings.
- ✦ Work in partnership with other schools, agencies, and external providers to promote strong links and collaborative approaches.
- ✦ Perform any other duties which are reasonably required in line with the role.
- ✦ Actively engage with CPD opportunities relevant to alternative provision, SEND, and the education of pupils unable to attend mainstream school.

N.B. Employees are required to work in compliance with the schools' Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the school. In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environments, including information, training and supervision necessary to accomplish those goals.

Signed: (Post holder) Date:

Signed: (On behalf of SAPC) Date:

This job description is not intended to be an exhaustive list of all responsibilities, duties, or skills required. The duties and responsibilities outlined may be subject to change or additional tasks may be assigned as necessary to meet the needs of the school.

Additional Information

Guidance for Teachers on UPS

Application to be paid on the Upper Pay Scale

a) The teacher is **highly competent** in all elements of the relevant standards, including Teacher Standards; and

b) The teacher's achievements and contribution to an educational setting or settings are **substantial** and **sustained**.

'**Highly competent**' means that we would expect the teacher to demonstrate competence in the areas of:

- pupil progression
- teacher effectiveness
- wider contribution /effectiveness
- personal and professional development.

'**Substantial**' means that the teacher has at least four years' experience within a classroom setting or has other relevant subject matter or other relevant transferable experience.

'**Sustained**' means that a teacher will be able to supply evidence of at least two consecutive appraisals where the overall assessment of performance has met the expectations of teachers.

Teachers on UPS increment every two years.

UPS 1	UPS 2	UPS 3
✦ Providing guidance to colleagues on how to demonstrate high expectations that inspire, enthuse, motivate and challenge students. ✦ Having 'outstanding' subject and curriculum knowledge and providing colleagues with detailed and accurate guidance to improve pupils' knowledge and understanding. ✦ Contribute to the development, implementation and evaluation of a curriculum or subject(s) and significant input into the College Accountability Plan (CAP). ✦ Sharing Good Practice through staff meetings, subject meetings, briefings and debriefs to support their own and colleagues' professional development.	✦ UPS 1 ✦ Modelling good practice and professionalism in relation to all students and colleagues ✦ Developing, sharing and demonstrating ideas for improving outcomes and school improvement measures by applying curiosity and love for learning. ✦ Contributing to the development and achievement of the College Accountability Plan (CAP). ✦ Being a role model for colleagues of how to fulfil wider professional responsibilities.	✦ UPS 1 & 2 ✦ Attending school improvement planning meetings, reviewing and evaluating progress and identifying aspects for future development. ✦ Taking responsibility for others' professional learning and being able to demonstrate impact of professional learning.

Person Specification – Teacher (MPS/UPS + SEN Point)

Qualifications & Knowledge

- ✦ Qualified Teacher Status (QTS/QTLS) (*essential*)
- ✦ UQT confirmed as working towards a recognised teaching qualification (*essential*)
- ✦ Diploma in Special Educational Needs (*desirable*)
- ✦ Up-to-date knowledge of teaching and learning strategies, including curriculum adaptation for SEND and SEMH pupils.
- ✦ Strong understanding of the *SEND Code of Practice* and the graduated approach (Assess, Plan, Do, Review).
- ✦ Understanding of behaviour management theory and practice, including relational and trauma-informed approaches.
- ✦ Knowledge of strategies for supporting vulnerable, hard-to-reach, and challenging pupils.
- ✦ Understanding of pupil voice principles and advocacy for young people.
- ✦ Knowledge of Child Protection, safeguarding procedures, and statutory responsibilities.
- ✦ Knowledge of provision for children and young people with major mental health difficulties.
- ✦ Awareness of reintegration strategies (*desirable*).
- ✦ Knowledge of inclusion issues and strategies to promote equality of access.
- ✦ Understanding of the role and functions of SAPC teams and the wider alternative provision landscape (*desirable*).

Experience

- ✦ Successful experience of teaching pupils with SEND, including SEMH and medical needs, across the ability range.
- ✦ Experience of managing challenging behaviour in a supportive, respectful manner that promotes positive outcomes.
- ✦ Successful experience of teamwork in an educational setting.
- ✦ Proven ability to develop and implement ISPs, ILPs, IEPs, PEPs, or other individualised plans.
- ✦ Experience in multi-agency working, including liaising with health, social care, and other educational providers.
- ✦ Experience of working with pupils at risk of exclusion, permanently excluded, or too ill to attend mainstream school.
- ✦ Experience of acting as a trusted adult and pastoral lead/tutor for a group of pupils over time.
- ✦ Experience of using data to inform lesson planning, interventions, and professional reflection.
- ✦ Experience of working with Children Looked After (*desirable*).
- ✦ Experience of curriculum leadership or subject responsibility (*desirable*).

Skills & Abilities

- ✦ Ability to plan and deliver inclusive, engaging lessons that meet diverse learning needs.
- ✦ Skilled in behaviour management, de-escalation, and the development of positive relationships.

-
- ✦ Strong ISP, ILP/IEP writing skills, ensuring targets are SMART and co-produced with pupils and parents/carers.
 - ✦ Excellent interpersonal and communication skills, with the ability to liaise effectively with pupils, families, colleagues, and external agencies.
 - ✦ Ability to act with professional curiosity to identify and address barriers to learning.
 - ✦ Competence in accurate assessment and identification of young people's needs.
 - ✦ Ability to use progress and behaviour data to track pupil outcomes and adapt practice accordingly.
 - ✦ Report writing skills and ability to present information clearly for different audiences.
 - ✦ Confident use of ICT, including SIMS or similar systems (desirable).
 - ✦ Ability to contribute to whole-school development priorities and initiatives.

Equalities

- ✦ Commitment to the principles of equality, diversity, and inclusion, and ability to carry out duties in accordance with the SAPC Equalities Policy.

Other Requirements

- ✦ Ability to travel between locations across West Sussex.
- ✦ Commitment to safeguarding and promoting the welfare of children and young people.
- ✦ Willingness to undertake training and development relevant to the role.