



SEN Teacher

ROLE INFORMATION PACK

Role	SEN Teacher
Main Location	Queensway School – North or South campus
School Website	https://queensway.school
Status	Permanent
Contract Type	Teaching Staff
Hours	Full time, in accordance with the School Teachers' Pay and Conditions Document
Salary	Main Pay Scale or Upper Pay Range
Accountable to	Designated line manager
Application deadline	12 th October by 5pm
Interview dates	w/c 19 th October
Enquiries and applications to	kerriann.hughes@lct.education



Mission Statement

Delivering an inclusive, compelling and transformative education that empowers young people, both in the classroom and beyond, preparing them for the rapidly changing world ahead.



Vision

Developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community.



Our values



A Trust With Heart

We place our young people, staff and families at the heart of everything we do; we empower our young people to become compassionate, caring, humble and inspirational individuals.



Never Leave A Child Behind

We support all our young people to ensure that - regardless of their background or starting point - they can achieve exceptional educational outcomes.



Thriving Community

We passionately believe that a positive, thriving community is the heartbeat of the academy. We embrace our collective strength to create a range of opportunities that enhance the lives of our young people and families whilst also acknowledging and celebrating the distinctiveness and individuality of each academy's community.



Together We Are Stronger

We are united in our vision to ensure the best learning experiences for our young people, staff, and community through strong relationships and effective



Successful Young People

We create a pride in our academies and a thirst for learning that raises aspirations and ensures our young people are ambitious - both within school life and through extensive enrichment offers - to prepare them for the global community.



Learning For All

We deliver compelling, transformative and reflective learning in our classrooms, celebrating the differences of each academy's community, inspiring all our young people and staff to be the very best that they can be.



Respect For All

We celebrate equality, diversity, inclusivity and individuality because we believe that we have far more in common than that which divides us.



Coping With The Challenges Of Life

We develop resilience within all our young people and staff to ensure a mindset for success and readiness to thrive in an ever-changing global community.

Together, with our families, our staff and our communities, we are stronger.

At the Learning Community Trust, we are proud to lead a family of academies that spans education from early years through to post-16 within our specialist settings. We serve thousands of young people and staff across our academies and take our responsibility seriously, placing our young people, staff, and families at the heart of everything we do.

Our mission is so important to us all, we all work tirelessly to deliver an inclusive, compelling, and transformative education that empowers young people both in the classroom and beyond, preparing them for the rapidly changing world ahead. We are united by a shared vision: to develop compassionate, resilient, and inspirational individuals who are ready to thrive in an ever-changing global community.

Our eight core values: A Trust With Heart, Successful Young People, Never Leave A Child Behind, Learning For All, Thriving Community, Respect For All, Together We Are Stronger, and Coping With the Challenges of Life create our daily moral compass and guide every decision we make and every service we offer.

We believe that every young person deserves access to a rich and inspiring educational experience, one that fosters a mindset for success and importantly, prepares them to be global citizens. Across our Trust, we are proud to celebrate equality, diversity, inclusivity, and individuality, recognising that we have far more in common than that which divides us. Each of our academies is distinctive, with its own ethos and community, yet all are united in our commitment to exceptional outcomes and shared trust values.

Our success is rooted in a steadfast commitment to the professional growth and well-being of our staff. We believe that when our teams are empowered, supported, and continually developing, they create the foundation for truly exceptional learning experiences. That's why we invest in high-quality training, leadership development, and well-being initiatives that nurture both personal and professional growth. By fostering a culture of care, collaboration, and continuous improvement, we ensure that our staff feel valued, inspired, and equipped to make a lasting impact in the lives of our young people.

To ensure we remain focused and forward-thinking, we have developed a robust Five-Year Strategic Plan. This plan is more than a roadmap; it is a commitment to realising our mission and values across every academy and community we serve. Grounded in our eight core values, the plan sets out clear priorities, aligns resources,

and establishes measurable goals. It unites leaders, educators, families, and partners around a shared vision, ensuring we are prepared to meet challenges and lead with clarity, compassion, and impact.

A key strength of our organisation is our commitment to investing in the people who work within our Trust. We believe that when staff are supported to grow, our academies flourish. That's why professional development is at the heart of our offer. Every colleague, whether in teaching, leadership, support, or operations, benefits from access to CPD pathways designed to build expertise, confidence, and career progression.

No academy within our Trust stands alone. We work collaboratively to share best practice, provide targeted support, and create opportunities for staff to connect, learn, and lead. From coaching and mentoring to leadership development and subject networks, our CPD offer is designed to meet the needs of every role and every stage of a career. Our aim is simple: to empower educators to deliver exceptional outcomes for young people, while building fulfilling and sustainable careers.

We are proud of our reputation, both regionally and nationally, for strong educational outcomes and community focus. Our academies work closely together, sharing best practice across phases and settings to create thriving learning environments. We believe that Together We Are Stronger, and through collaboration, we can build a resilient, inclusive educational system where every young person can flourish.

Thank you for considering the Learning Community Trust as your partner in education. We look forward to working with you to create lasting, positive change for your school and your community.



Paul Roberts

Chief Executive Officer



Working in Queensway

Queensway is a specialist school in Telford supporting children and young people with Social, Emotional and Mental Health needs and Communication and Interaction needs, including autism. Across its specialist provision, the school is united by a clear belief that every pupil can thrive when they feel safe, understood and supported.

Relationships are central to life at Queensway. As a Trauma Informed Gold school with Advanced Autism Accreditation, staff use consistent, nurturing and evidence-informed approaches to help pupils regulate, build trust and engage positively with learning. High expectations sit alongside empathy, clear boundaries and carefully personalised support.

Pupils benefit from a broad and ambitious curriculum, therapeutic support and opportunities that develop resilience, confidence, independence and preparation for adulthood. Queensway's strong academic, vocational and personal outcomes reflect the commitment of staff who focus on possibilities rather than barriers.

The school works closely with families, external professionals and the wider community so that support is coordinated around each child. Queensway is also entering an exciting period of development, including new purpose-built SEMH facilities

that will strengthen collaboration and create further opportunities for pupils and staff.

As an SEN Teacher, you will provide high-quality teaching, learning and pastoral support for pupils across relevant Key Stages 2, 3 and 4. You will plan and assess an ambitious, broad and appropriately adapted curriculum, take responsibility for pupils' progress and EHCP outcomes, and create a safe, structured and communication-accessible environment.

We are looking for a reflective, resilient and child-centred teacher who can combine high expectations with empathy, consistency and sound professional judgement. You will lead classroom practice, deploy support staff effectively, work closely with families and partner professionals, and use evidence-informed approaches to remove barriers to learning. If you share our commitment to inclusion and believe in the potential of every child, we would be delighted to receive your application.

Alison Ashley

Director of Specialist Education, LCT



Why work for the Learning Community Trust?

The Learning Community Trust, is a large employer with staff working in all sectors of education as leaders, teachers, educational and pastoral support, business support, and other services across our growing trust.

We are committed to ensuring that Learning Community Trust is an outstanding employer. Recruiting, developing and supporting the best staff is essential to the success of our Trust and academies. Our head office is based in the heart of Telford, with academies across Telford and Shropshire and excellent road and rail links to the West Midlands and beyond.

- **Flexible working and work-life balance** — We recognise the importance of balancing work with personal commitments. Where the role allows, working patterns, core hours and home-working arrangements can be discussed and agreed, while ensuring the needs of the post, school and Trust continue to be met.
- **Generous pension provision** — Staff are automatically enrolled into the relevant pension scheme, with employer contributions through either the Teachers' Pension Scheme or the Local Government Pension Scheme.
- **Holiday and special leave** — Teachers' working time and school closure periods are governed by the School Teachers' Pay and Conditions Document. Our special leave policy also supports staff through important life events and family milestones.
- **Comprehensive induction, CPD and career development** — We are committed to helping colleagues grow throughout their careers, with structured induction, ongoing training, professional development, instructional coaching and opportunities for progression across our Trust.
- **Health and wellbeing support** — Staff have access to wellbeing resources, free eye tests, flu vaccinations, occupational health support and an Employee Assistance Programme offering confidential advice and support for employees and their families.



- **Counselling support** — Employees can access independent counselling support, helping colleagues and their families receive timely advice and support when they need it most.
- **Family-friendly policies** — We understand that family life and caring responsibilities matter. Our policies are designed to support colleagues through key life stages, including becoming a parent, growing a family or caring for dependants.
- **Financial protection and peace of mind** — We offer supportive sick pay arrangements and death in service benefits, providing reassurance and financial protection should the unexpected happen.
- **Salary sacrifice schemes** — Staff can access practical schemes to support financial wellbeing, including salary sacrifice options.
- **Modern working environments and the right equipment** — Our academies provide safe, modern and well-equipped working environments, with the technology, systems and resources colleagues need to work effectively, including remote access where appropriate.
- **Collaboration across a growing Trust** — Staff benefit from working across a diverse family of primary, secondary and specialist academies, sharing expertise, developing practice and contributing to Trust-wide improvement.
- **Additional staff perks** — Depending on the site, colleagues may benefit from discounted freshly prepared meals, free parking and access to facilities such as gyms and swimming pools at reduced rates or free of charge.



SEN Teacher

ROLE OVERVIEW

This is a varied and rewarding teaching role for pupils with Education, Health and Care Plans, including pupils with autism, social, emotional and mental health needs, communication needs and other complex needs. You will plan, teach and assess an ambitious and appropriately adapted curriculum, take responsibility for pupils' progress and wider outcomes, and create a safe, structured and inclusive learning environment.

You will sequence learning from pupils' individual starting points, adapt teaching and communication responsively, use assessment evidence to set and review meaningful targets, and implement EHCP provision and specialist advice. You will guide teaching assistants and work collaboratively with families, the SENCO, therapists, clinicians, social care and other professionals.

The role requires secure curriculum knowledge, strong safeguarding practice, effective behaviour leadership and a commitment to the Teachers' Standards. You will build positive relationships, promote dignity, independence and preparation for adulthood, maintain accurate records and contribute actively to curriculum and whole-school improvement.

Job Description

Main purpose

To provide high-quality teaching, learning and pastoral support for pupils at Queensway School, a specialist provision for children and young people with autism and/or a primary need of social, emotional and mental health, so that every pupil is safe, included, appropriately challenged and enabled to achieve strong educational and personal outcomes.

The postholder will plan, teach and assess an ambitious, broad and appropriately adapted curriculum across relevant Key Stages 2, 3 and 4; fulfil the professional duties of a teacher under the School Teachers' Pay and Conditions Document; and meet the Teachers' Standards throughout their practice and conduct. All staff may be required to work across the school according to operational and pupil need.

The postholder will have particular responsibility for implementing Education, Health and Care Plans, removing barriers to learning, deploying support staff effectively, working with families and partner professionals, and creating a safe, structured and communication-accessible environment rooted in dignity, mutual respect and high expectations.

Duties and responsibilities

Teaching, curriculum and pupil progress

- Set high expectations that inspire, motivate and challenge pupils, establishing a safe and stimulating learning environment rooted in mutual respect.
- Plan and teach well-structured, sequenced and engaging lessons that build on pupils' prior knowledge, communication profiles, strengths, interests and individual starting points.
- Demonstrate secure subject and curriculum knowledge, address misconceptions and promote high standards of literacy, articulacy, numeracy and communication.
- Contribute to curriculum design, subject development and whole-school improvement, ensuring learning is ambitious, accessible, coherent and relevant to pupils' future lives.
- Be accountable for pupils' attainment, progress and wider outcomes, using knowledge of how pupils learn to secure sustained progress.
- Use formative, summative and statutory assessment accurately; analyse evidence and data; set and review meaningful targets; provide effective feedback; and maintain high-quality records and reports.

Support for pupils' additional needs

- Take responsibility for the progress and development of every pupil taught, including where pupils access support from teaching assistants or specialist staff.

- Understand and implement pupils' EHCP provision, outcomes, annual-review actions, individual education plans, positive behaviour support plans, risk assessments, healthcare plans, sensory profiles and communication plans.
- Adapt teaching responsively for autism, SEMH, communication and interaction needs, cognition and learning needs, sensory or physical needs, disabilities, medical conditions, English as an additional language and high prior attainment.
- Identify barriers to learning and participation and secure appropriate reasonable adjustments, assistive technology, auxiliary aids, accessible resources and evidence-informed teaching approaches.
- Use clear, predictable and accessible communication, including agreed augmentative and alternative communication systems, visual supports and structured approaches where appropriate.
- Apply the graduated approach of assess, plan, do and review; contribute high-quality evidence to EHCP reviews; and involve pupils and parents or carers meaningfully in decisions and target setting.
- Promote independence and preparation for adulthood, including communication, self-advocacy, relationships, community participation, further education, employment and independent living as appropriate.
- Work collaboratively with the SENCO, therapists, clinicians, social care and other professionals, integrating agreed specialist advice into everyday teaching while remaining accountable for educational provision.

Behaviour, relationships and wider professional responsibilities

- Manage behaviour effectively to secure a good and safe learning environment, using clear routines, high expectations, positive reinforcement and fair, consistent responses aligned with school policy and individual plans.
- Understand behaviour as communication and use relational, trauma-aware, low-arousal, co-regulation and de-escalation approaches suited to pupils' developmental, sensory and communication needs.
- Develop effective professional relationships with colleagues; deploy, brief and guide teaching assistants and other classroom staff effectively; and draw on specialist advice when required.
- Communicate effectively and sensitively with parents and carers about pupils' learning, progress, attendance, wellbeing and agreed support, maintaining accurate records of significant communication.
- Make a positive contribution to the wider life and ethos of the school, including enrichment, educational visits, transition, careers and preparation-for-adulthood activities.
- Fulfil pastoral, tutor, break, arrival, departure and movement-around-school responsibilities as allocated, promoting attendance, belonging and readiness to learn.

Recording, monitoring and safeguarding

- Safeguard and promote pupils' welfare, maintain a child-centred approach and act in accordance with current Keeping Children Safe in Education, Working Together to Safeguard Children, the school's child protection policy and local procedures.
- Read Part One of current Keeping Children Safe in Education in full, complete required training and updates, know the DSL and deputy arrangements, and understand early-help and statutory referral routes.
- Act immediately on concerns, disclosures or indicators of abuse, neglect or exploitation; record information accurately; report without delay; and make a direct referral or contact emergency services where procedure or immediate risk requires it.
- Recognise safeguarding risks including child-on-child abuse, online harm, sexual harassment and violence, criminal or sexual exploitation, domestic abuse, radicalisation, mental-health concerns and risks that may be increased or masked by SEND or communication needs.
- Follow procedures for concerns or allegations about adults working with children, including low-level concerns and whistleblowing, and maintain proper professional boundaries.
- Maintain accurate, timely and objective records of teaching, assessment, attendance, behaviour, interventions, injuries, restrictive interventions and safeguarding matters, sharing information lawfully and proportionately.

Safety, medical support and restrictive interventions

- Follow individual risk assessments, behaviour support plans, communication plans, sensory profiles and safety arrangements, prioritising prevention and de-escalation.
- Use reasonable force or restrictive intervention only when lawful, necessary, proportionate and in accordance with policy, training and authorisation.
- Report and record significant incidents involving force and other restrictive interventions promptly and accurately.
- Support medical needs in accordance with healthcare plans; administer medication or first aid only when trained, competent and authorised.
- Follow relevant health and safety, infection control, moving and handling, intimate care, personal care and emergency procedures while preserving dignity and privacy.
- Report accidents, injuries, near misses and concerns promptly and contribute to reviews.

Professional standards and school ethos

- Uphold public trust in the profession and demonstrate consistently high standards of ethics and behaviour, within and outside school, in accordance with Part Two of the Teachers' Standards.
- Treat pupils with dignity, build relationships rooted in mutual respect, observe proper boundaries and have regard for safeguarding pupils' wellbeing.
- Show tolerance of and respect for the rights of others; uphold fundamental British values; ensure personal beliefs are not expressed in ways that exploit pupils'

vulnerability or might lead them to break the law; and challenge discrimination, bullying and harassment.

- Have proper and professional regard for the ethos, policies and practices of the school and Trust, maintain high standards of attendance and punctuality, and act within the statutory frameworks governing professional duties and responsibilities.
- Promote equality, inclusion, reasonable adjustments, online safety, confidentiality, data protection and the Prevent duty in all aspects of practice.
- Work flexibly across classes, campuses and key stages, and undertake other reasonable professional duties commensurate with the role, qualifications and relevant conditions of employment.

Professional development

- Complete induction and required safeguarding and online-safety training and updates.
- Undertake role-specific training, which may include autism, SEMH, communication, sensory processing, medical needs, first aid, moving and handling, intimate care and restrictive interventions.
- Use only approaches for which training and competence have been confirmed and maintain required refresher training.
- Attend briefings, staff meetings, supervision and professional learning activities.
- Keep practice current through reflection, evidence-informed development and updates to legislation, guidance and procedures.
- Participate fully in appraisal and performance-management arrangements.

Other responsibilities

- Safeguard and promote the welfare of children.
- Comply with policies on child protection, health, safety, security, confidentiality and data protection.
- Support equality of opportunity, the ethos and aims of the School and Trust, and the work of other professionals.
- Attend relevant meetings, training and learning activities as required.

The postholder may be required to carry out other duties commensurate with the post. This job description is subject to review by the line manager in negotiation with the postholder, including through annual performance-management arrangements.

Person Specification

Person Specification	Essential	Desirable
Qualifications and training	• Qualified Teacher Status or eligibility to teach in accordance with current legislation. • A degree or equivalent recognised qualification. • Successful completion of statutory induction where required, or eligibility to undertake it. • Commitment to complete all mandatory and role-specific training.	• Relevant postgraduate or specialist qualification in SEND, autism, SEMH, communication, therapeutic or behaviour practice. • Current training relevant to first aid, medical support, moving and handling or restrictive interventions.
Experience	• Experience of planning, teaching and assessing learning that secures progress for pupils with differing starting points and needs. • Experience of adapting curriculum, teaching, communication and assessment for pupils with SEND. • Experience of managing behaviour positively and creating safe, structured and inclusive learning environments. • Experience of working effectively with parents or carers, support staff and other professionals.	• Successful teaching experience in a specialist school, alternative provision or resource base. • Experience of teaching pupils with autism, SEMH, complex needs, communication needs, medical needs or significant barriers to attendance and engagement. • Experience of EHCP reviews, multi-agency planning, curriculum leadership or preparation for adulthood.
Knowledge and skills	• Secure knowledge of the Teachers' Standards, relevant curriculum and assessment requirements, and effective teaching and learning practice. • Strong understanding of the SEND Code of Practice, EHCPs, the graduated approach, reasonable adjustments and teachers' accountability for pupils with SEND. • Understanding of autism, SEMH, communication, sensory processing, attachment and trauma, and how these may affect development, learning and behaviour. • Strong safeguarding knowledge and ability to identify, record, report and escalate concerns immediately. • Ability to plan an ambitious and well-sequenced curriculum, adapt teaching, assess accurately and use evidence and data to improve outcomes. • Ability to lead classroom practice, deploy support staff effectively and communicate clearly with pupils, families, colleagues and external professionals.	• Knowledge of evidence-informed specialist approaches, augmentative and alternative communication, assistive technology and sensory regulation. • Knowledge of accredited pathways, careers education, transition and preparation-for-adulthood provision. • Confidence using school information systems and Microsoft 365.
Personal attributes and values	• Child-centred, reflective, reliable, resilient and committed to pupils' safety, dignity, achievement and preparation for adulthood. • Calm, consistent and approachable, with high expectations and the capacity to build trust while maintaining professional boundaries. • Committed to equality, inclusion, safeguarding, professional learning and collaborative working.	• A demonstrable commitment to specialist education and improving outcomes for pupils with complex needs.

Person Specification

	• Able to exercise sound professional judgement, act decisively when required and respond constructively to advice and feedback. • Flexible and willing to teach across classes, key stages and both school campuses.	
Safeguarding and employment requirements	• Commitment to safeguarding and promoting the welfare of children and young people and to following child protection, staff conduct, low-level concerns and whistleblowing procedures. • Suitability to work with children, subject to satisfactory safer-recruitment checks, including identity, right to work, qualifications, references, employment history, teacher-status and prohibition checks, and an enhanced DBS check with children's barred-list information where legally applicable. • Sufficiently fluent in spoken English to perform the role effectively.	• Current paediatric or emergency first-aid certification relevant to the setting.



How to apply

Please complete our application form which can be downloaded from [Our vacancies - Learning Community Trust](#) following the relevant job advert. Please complete highlighting your relevant experience, skills, and personal qualities. Once completed email to the email address on the front of this role information pack by the deadline.

Interviews will be offered to applicants who best match the person specification and job description.

If invited for an interview, bring evidence of essential and desirable qualifications and documents for the DBS application process.

We are committed to providing a fair and accessible recruitment process. If you require any adjustments at any stage, please contact us using the email address provided at the start of this pack.

Important Notes:

- Please complete all elements of the application form, incomplete forms will not be put through shortlisting.
- CVs are not accepted.
- If shortlisted, references will be requested before interview
- All shortlisted candidates will be visited in their current setting ,where possible.

Please note that by submitting an application you agree for your personal data to be processed in line with the trust's privacy notices. Further information can be found at [Privacy Policy - Learning Community Trust](#)

Trust commitment to Safer Recruitment and Safeguarding:

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment:

- All offers of employment are subject to an Enhanced DBS check, children's barred list check and, where applicable, a prohibition from teaching check.
- An online social media check will be undertaken for all shortlisted candidates prior to the interview.
- This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013, 2020 and 2023). Guidance on disclosing convictions can be found on the Ministry of Justice website.
- Under the Immigration Act 2016, candidates for customer-facing roles must meet the necessary standard of spoken English.
- It is an offence to apply if barred from engaging in regulated activity relevant to children.
- Any offer of employment is subject to medical fitness, satisfactory references, right to work in the UK, satisfactory online check and an Enhanced DBS check.
- References will be requested and checked prior to any interview and in line with the Learning Community Trust recruitment and selection process.
- Applicants must have current right to work visa status, this role does not support visa applications

For more information regarding our commitment to safeguarding, visit

<https://lct.education/statutory-information/safeguarding> to find view the latest statutory guidance.



Learning
Community Trust

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For more information please visit lct.education