



Candidate Application Pack

SEND Teacher Required - Outer London Main Pay Range/ Upper Pay Range SEN Allowance - Autumn 2026 or Spring 2027

We have an exciting opportunity for a SEND Specialist Teacher to join our team at Oak Lodge School, a special school in East Finchley for secondary-aged students with learning disabilities, autism and complex needs.

We are seeking an enthusiastic and committed teacher to deliver a range of National Curriculum subjects and help our learners achieve their full potential.

We welcome applications from both Early Career Teachers with experience of working with students with learning disabilities, neurodiverse students or those with complex needs, and more experienced teachers seeking an environment where they can utilise and further develop their SEND expertise within small class groups.

Experience in Primary or EYFS settings would be advantageous, as many of our students benefit from approaches that support their neurodevelopmental needs.

Applicants will:

- Have QTS status and Primary curriculum knowledge.
- Believe, inspire and achieve.
- Enjoy developing positive relationships with children, providing a model of excellence in terms of teaching & learning and role modelling.
- Have an enthusiasm for new evidence-based approaches including the implementation of your ideas.
- Be reflective practitioners with a “can do” approach to teaching and with a passion to raise standards.
- Be able to support all students to believe they have the potential to thrive academically, socially and emotionally.
- Be ambitious, professional and committed to further personal development and committed to working as part of a dynamic team of professionals both in and out of the classroom.

Oak Lodge School is part of Barnet Special Education Trust, which is an organisation where all staff feel happy, valued and supported. We can offer the ideal candidate the following:

- Excellent CPD opportunities, working collaboratively alongside outstanding and experienced practitioners, utilising effective evidenced based approaches.
- The resources needed to be able to teach and respond to each child’s needs using a whole-child approach to learning and wellbeing.

- The freedom to create bespoke lesson plans to offer opportunities for self-expression and exploration for each individual learner.
- Small class sizes and excellent staff: student ratio.
- Outer London Pay Scale plus SEN Allowance
- Teacher Pension Scheme
- Access to an Employee Assistance Programme

Further information about this role can be found in the Job Description/Person Specification attachment.

To apply for this position please complete an application form (attachment) and return it to vacancies@bsentrust.org

If you are still unsure about applying for this role, we welcome visits to the school or we can arrange an informal chat with you about what the position will entail. Please call 0208444 6711 to arrange an appointment.

Barnet Special Education Trust are fully committed to safeguarding and promoting the welfare of children and expect all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check due to working with children, young people, and vulnerable adults. To be successful in your application you will be subject to a rigorous safer recruitment process including online searches for shortlisted candidates in accordance with KCSIE recommendations. Employees of the Trust must always adhere to a strict code of conduct regarding your behaviour. Barnet Special Education Trust is an equal opportunities employer.

JOB DESCRIPTION

Post Held: Special Educational Needs Teacher MPR/UPR plus 1 or 2 SEN Points

Employment Duties:

The current School Teachers' Pay and Conditions document describes duties which are required to be undertaken by teachers in the course of their employment. In addition, certain duties are reasonably required to be exercised and completed in a satisfactory manner. It is the contractual duty of the post holder to ensure that his/her professional duties are discharged effectively.

Exercise of general professional duties

All teachers will be expected to carry out the professional duties of a teacher as outlined in the School Teachers' Pay and Conditions Document 2025, or any subsequent legislation.

Purpose of Job:

To teach SEND pupils and to carry out such other associated duties as are reasonably assigned by the Headteacher. To act within the statutory framework set out in the Teachers Standards.

Special Responsibility:

- To teach a range of subjects to assigned groups.
- To act as a Form Tutor monitoring the pastoral and special educational needs of the students in your form
- To have a clear understanding of the needs of pupils that arises from SEND/complex needs and autism and be able to apply distinctive teaching approaches to engage and support them.

Reports to: Headteacher

Teaching and Learning

- To implement school policies and schemes of work according to the individual needs of students, having high expectations and setting outcomes as part of the annual review cycle of the Educational Health and Care Plan (EHCP)
- To implement the curriculum in accordance with the school's philosophy and policies
- To organise personalised learning activities and experiences which are differentiated to meet the individual needs and levels of achievement and motivation of each pupil.
- To ensure teaching programmes are supported by clear aims and objectives with appropriate links to recognised specialist approaches used within school underpinned by SCERTS, using principles of Intensive Interaction rooted in social relational models of child development.
- To promote the use of Literacy, Numeracy and ICT within your subjects
- Promoting the inclusion of all students within the classroom using a working knowledge of how to personalise learning.
- Assessing work and providing feedback to students and parents in line with school policy and practice.
- Contributing to the preparation and development of programmes of study, schemes of work, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements throughout the school, including school trips, assemblies, performances and special events
- To be responsible for planning, tracking, evaluating, assessing and reporting the teaching and learning of pupils, including completing assessment systems including Evidence for Learning.
- Generating and updating One-page profiles and individual learning plans on a termly basis and preparing advice in accordance with the schools' practices and policies.
- To lead on specific areas of teaching and learning within school as designated by Headteacher.
- To have pastoral responsibility for a group of pupils and undertake administrative tasks in respect of those pupils
- To be responsible for safeguarding the health and welfare of pupils using appropriate risk assessments and incident /accident recording and reporting as required by the school
- To ensure in all teaching situations the collaborative nature of working between non-teaching staff, support services and parents.
- To maintain an inclusive and orderly learning environment through the effective management of resources, lesson planning

Form Tutor

- To mark the register twice per day, at the commencement of the morning session and during afternoon form time
- To monitor the pastoral, social and academic progress of the students in your form through regular review of Personalised Learning Plans and maintenance of individual progress monitoring outcomes set within EHCP's and SCERTS
- To organise the collection of written reports from all who teach the students when required by the Head Teacher or her representative and to include a form tutors' perspective for each student
- To foster and maintain positive links with the parents and carers of the students in your form
- To bring to the attention of the Head Teacher or any other Designated Safeguarding Lead any worries concerning Child Protection Issues

- To promote equal opportunity of access to the Oak Lodge Curriculum for each individual student and to liaise with other colleagues to achieve this.
- To create and maintain a secure classroom environment reflecting and acknowledging the students' gender, disability and ethnicity.
- To represent the students' interests and to respond to their concerns.
- To facilitate and actively promote pupil voice in all learning and social activities and throughout the review of the EHCP
- To work with parents producing and maintaining home/school programmes where mutually agreed and to follow agreed procedure for home/school liaison.
- To attend meetings to discuss the pastoral, social and academic progress of students in your class

Other Activities

- To safeguard every student's health, safety and well-being in line with school policies, particularly those relating to child protection, equal opportunities, racial equality, health, safety and security, confidentiality, behaviour and data protection, reporting concerns to the designated person
- To promote the celebration of diversity and difference
- Communicate and co-operate with other agencies to support the educational, development, progress and well-being of individual students, participating in meetings arranged for any purposes described above, keeping records and making reports on the personal and social needs of students
- To communicate and consult with parents of students
- To participate in staff meetings as requested by the Head Teacher
- To supervise students throughout the school during play and at any other unstructured free time or break and lunch as requested by the Head Teacher

Training and Development

- Participate in training and development activities in school or at other providers in order to improve professional skills and knowledge
- To participate in appraisal reviews in line with school policy
- Review and evaluate teaching methods and schemes of work

This job description is subject to amendment from time to time within the terms of the conditions of employment, as the needs of the school may require - but only to an extent consistent with those conditions of employment following consultation by all parties.

The agreed Grievance Procedure may be invoked in any dispute arising from this job description, or subsequent amendment, in which case teachers are advised to consult their professional association.

Person Specification

	Essential	Desirable
Qualifications	Qualified Teacher Status	Evidence of continuous INSET and commitment to further professional development SEN qualification or evidence of specialist training in SEND that may include SCERTS Intensive Interaction TEACCH
Experience	Teaching in KS1/early years or primary age range Experience of teaching SEND pupils Working in partnership with parents.	Successful multi-agency collaboration
Knowledge and understanding	Working knowledge and understanding of the KS1 National Curriculum Working knowledge of formative and summative assessment for SEN pupils including autism and learning disabilities The monitoring, assessment, recording and reporting of pupils' progress The theory and practice and pedagogy suitable for teaching SEND pupils that includes all teaching and learning approaches and approaches to understanding emotional regulation The statutory requirements of legislation concerning Safeguarding, Equal Opportunities, Health & Safety, Prevent, SEN (EHCP & Annual Reviews) The positive links necessary within school and with all its stakeholders;	SCERTS framework B –Squared/ Evisense Evidence for Learning

Skills	Promote the school's aims positively, and use effective strategies to monitor motivation and morale; Develop good personal relationships within a team & effective management of Teaching Assistants. Establish and develop close relationships with parents, governor, Trustees and the community; Communicate effectively (both orally and in writing) to a variety of audiences; Create a positive, happy and purposeful learning environment. Ability to manage time effectively to ensure the submission of reports on time. Competent IT user	Develop strategies for creating community links.
Personal characteristics	Empathetic Committed Enthusiastic Organised Patient Resourceful Sociable Resilient Curious	