



Woodend Farm school
Kindness comes in many forms

Job Description

Unqualified SEN Teacher (UQT)

Job Description – Unqualified SEN Teacher (UQT)

Woodend Farm School

Job Title: Unqualified Teacher

Salary: UQT Scale TBC based upon experience

Contract: Full-time, Term-time

Location: Woodend Farm School – Site TCB either Witham or Great Baddow

Please Note: We have two sites, one in Witham and one in Great Baddow, you may be required to work at either site

Purpose of the Role

The Unqualified Teacher (UQT) supports high-quality, therapeutic, sensory-attuned teaching and learning across any of Woodend Farm School's pathways. The postholder contributes to a safe, nurturing, communication-rich environment where pupils with complex needs—including ASD, SEMH, SLD, PDA profiles, speech and language needs, sensory regulation needs, and trauma histories—can access meaningful learning.

The UQT works under the guidance of qualified teachers and pathway leaders to deliver engaging, personalised lessons using strategies aligned to each pathway's intent:

- **Sensory-based**, flexible learning
- **Communication-rich teaching**
- **Low-demand, anxiety-reduced approaches** suitable for PDA profiles (Juniper
- **Trauma-informed, Thrive-aligned relational practice**

The role aims to ensure pupils experience **safety, connection, regulation, and success**, progressing at a pace that reflects their individual profiles.

Key Responsibilities

1. Teaching, Learning & Curriculum Delivery

- Deliver learning activities planned by the teacher using sensory-attuned, communication-supportive and relational approaches.
- Facilitate lessons across **informal, semi-formal, and formal** stages depending on pupil readiness.
- Use play-based approaches and hands-on sensory activities to support early engagement and regulation where appropriate.
- Support pupils in accessing structured learning in short bursts, using visuals, modelling and predictable routines.
- Implement personalised learning plans, EHCP outcomes and therapy targets within daily provision.
- Embed functional communication and independence skills throughout the day.

2. Communication & Total Communication Support

- Use a **total communication approach**, including:
 - Makaton, AAC, PECS, symbols, visuals, objects of reference
 - Narrative therapy, vocabulary scaffolding, Blank Level Questioning
- Support pupils developing language through **Natural Language Acquisition (NLA)**
- Provide opportunities for pupils to express themselves verbally, non-verbally, and through alternative communication.

3. Sensory, Emotional & Behavioural Support

- Implement sensory strategies, regulation breaks, movement breaks and calming routines across the day.
- Support pupils with PDA profiles through low-demand, flexible approaches that reduce anxiety.
- Use consistent, relational, trauma-informed practice to co-regulate with pupils.
- Recognise triggers, read pupils' cues and adjust the environment to maintain emotional safety.
- Follow agreed regulation, behaviour and risk plans.

4. Pupil Engagement & Relationship Building

- Build safe, attuned, trusting relationships that foster emotional resilience (all pathways).
- Facilitate play, sensory exploration, peer interaction, and turn-taking to support social development.

- Promote resilience, confidence, participation and independence using positive, strengths-based language.

5. Assessment & Record Keeping

- Contribute observations, photos, videos and written reflections for assessment (all pathways).
- Capture progress in regulation, engagement, communication, early learning and independence.
- Support evidence gathering for EHCP reviews and multi-agency meetings.
- Assist in documenting learning in systems such as **Evidence for Learning**.

6. Collaboration & Multi-Disciplinary Working

- Work closely with teachers, SaLT, OT, Thrive practitioners and pastoral teams to provide holistic support.
- Implement therapeutic programmes with fidelity and consistency.
- Attend supervision, CPD and reflective practice sessions.

7. Safeguarding & Professional Expectations

- Maintain safeguarding as the highest priority, reporting concerns immediately.
- Model professional conduct, emotional regulation and positive communication.
- Uphold Woodend Farm School's ethos, values and relational culture.
- Engage in ongoing training to deepen skills in SEND, trauma-informed practice, communication support and sensory-based teaching.

Person Specification (Summary – full version available on request)

Essential

- Experience working with children with SEND (ASD, SEMH, SLD, PDA).
- Understanding of sensory needs, emotional regulation and trauma-informed practice.
- Ability to use visual supports and communication systems.
- Patience, resilience, attunement and a nurturing relational style.
- Ability to follow structured plans while responding flexibly to pupils' needs.

Desirable

- Experience within specialist settings.
- Training in Makaton/AAC/PECS, Thrive, TEACCH, Attention Autism, or sensory integration.
- Experience supporting pupils with PDA using low-demand approaches.