

PILGRIMS' WAY PRIMARY SCHOOL

Belong, Believe, Achieve

INCLUSION BASE TEACHER

The Meadow Inclusion Base

Supporting Pupils with Complex Communication & Interaction and
Cognition & Learning SEN Needs

We are looking for someone who shares our deep conviction that inclusion is not a compromise – it is a commitment to excellence for every learner.

The Meadow is our dedicated Inclusion Base for pupils with complex Communication and Interaction (C&I) and Cognition and Learning (C&L) needs. We are seeking a talented, compassionate and highly skilled teacher to join our committed inclusion team and help us deliver on this vision.

About The Role

Working within The Meadow, you will:

- Deliver high-quality, carefully adapted teaching for pupils with complex C&I and C&L SEN needs, maintaining high expectations for every child
- Build strong, consistent and nurturing relationships that support pupils' emotional wellbeing, self-regulation and sense of identity
- Use evidence-informed strategies and specialist knowledge to remove barriers to learning and enable pupils to access the curriculum with confidence and dignity
- Collaborate closely with Teaching Assistants, the SENCO and external professionals to ensure every pupil's plan is ambitious and precisely matched to their individual needs
- Contribute to effective assessment, graduated responses and regular review cycles that rigorously evaluate the impact of provision
- Support pupils to develop communication skills, independence and readiness for their next stage of education
- Work in genuine partnership with families, keeping them informed and engaged in their child's learning journey
- Integrate inclusion base provision into whole-school life, enabling pupils to participate positively alongside their peers

Person Specification

Essential

- Qualified Teacher Status (QTS)
- Experience teaching or supporting pupils with complex SEN, particularly C&I needs (e.g. autism spectrum conditions, social communication difficulties) and/or C&L needs (e.g. moderate to severe learning difficulties, developmental language disorder)
- Strong understanding of evidence-informed, adaptive teaching strategies for diverse learners
- Ability to build warm, consistent and professionally boundaried relationships with children who have complex needs
- Commitment to high aspirations and ambitious outcomes for all pupils
- Collaborative, reflective and solution-focused approach to practice
- Excellent communication skills and the ability to work in partnership with families and external agencies

Desirable

- Experience working in a specialist provision, inclusion base or resourced provision
 - Knowledge of AAC (Augmentative and Alternative Communication) or visual support strategies
 - Familiarity with EHCP processes and statutory SEN frameworks
 - Additional SEN-related qualifications or CPD
 - Experience of working with speech and language therapists, educational psychologists or other specialist professionals
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