

Job Description	
Job Title	Lecturer – Foundation Learning (SEND Specialist)
Main Purpose	To provide ambitious, inclusive teaching that supports learner progress and equips them with the skills for independence and meaningful future destinations.
Line Manager	Curriculum Leader
Date Job Description Agreed	Friday 18 December 2025

MAIN DUTIES
<ul style="list-style-type: none"> • Deliver high-quality, adaptive teaching that enables learners with SEND to 'know more, remember more and do more', ensuring the curriculum is aspirational, coherent and responsive to need. • Identify and respond to individual learning needs, using IEPs, EHCP outcomes, support profiles and specialist strategies to remove barriers to learning and promote independence. • Ensure learners develop positive attitudes towards learning, encouraging resilience, self-regulation and self-belief while maintaining high expectations for behaviour and achievement. • Work collaboratively with Learning Support Assistants and specialist support teams to ensure classroom environments and teaching approaches meet individual needs and promote inclusion. • Support learners' personal development by modelling positive values, promoting respectful relationships, and nurturing emotional wellbeing and confidence. • Use multi-sensory, structured and accessible methods, including scaffolding, modelling, chunked learning content, assistive technologies and explicit instruction to secure learner progress. • Assess progress accurately and formatively, ensuring feedback is precise, meaningful and linked to curriculum outcomes and long-term development goals. • Maintain accurate and timely records of assessments, support arrangements and learner progress to inform intervention strategies and evaluate impact over time. • Participate in review meetings, Annual Reviews (EHCP), and multi-agency collaboration to ensure joined-up support in partnership with parents, carers and external professionals. • Contribute to curriculum planning and development that reflects employer needs, supports progression pathways and promotes preparation for adulthood. • Actively support learner induction, transition and progression, ensuring a smooth onboarding experience and appropriate onward destinations.

General duties of all staff

1. Safeguard and promote the welfare of children, young people and vulnerable adults.
2. Ensure that safe working practices are adopted in compliance with relevant health and safety regulations.
3. Demonstrate commitment to the principles of equality of opportunity and treatment and comply with the requirements of relevant equal opportunities legislation.
4. Assist in carrying out quality assurance procedures.
5. Attend and contribute to appropriate team meetings to enhance co-operative working relationships and standards of service delivery.
6. Participate in performance management procedures and undertake staff training.

Undertaking such other duties commensurate with the grade of the post as may reasonably be required.

Person Specification		
Job Title	Lecturer – Further Education (SEND Specialist)	
Main Purpose	To provide ambitious, inclusive teaching that supports learner progress and equips them with the skills for independence and meaningful future destinations.	
Line Manager	Curriculum Leader	
Date Job Description Agreed	Friday 18 December 2025	
Attributes	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> a recognised teaching qualification, or the willingness to achieve one Qualifications or relevant training in SEND pedagogy, accessibility or specialist strategies. 	<ul style="list-style-type: none"> Cert Ed Assessor Award, or equivalent IQA Award, or equivalent
Experience	<ul style="list-style-type: none"> Proven experience of teaching or supporting SEND learners that secures sustained progress over time and leads to strong outcomes and successful next steps. Experience of designing and delivering personalised and ambitious learning plans, using precise target setting and adaptive approaches to remove barriers and enable all learners to achieve well. 	

	<ul style="list-style-type: none"> • Experience of working within a quality-led FE environment that promotes high expectations, continuous improvement, and a culture of reflective, evidence-based practice. 	
Skills and abilities	<ul style="list-style-type: none"> • Design and deliver ambitious, coherent schemes of work, ensuring adaptive teaching across both practical and theory sessions that enables all learners to achieve well. • Build strong, positive professional relationships with learners, colleagues, families and multi-agency professionals to support learning and progression. • Demonstrate up-to-date expertise and use this to enhance learner knowledge and application. • Communicate clearly and effectively, using impactful interpersonal and influencing skills to support learner engagement and collaboration. • Motivate, inspire and provide guidance to learners, ensuring their needs are met and their learning aims and next steps are successfully achieved. • Promote resilience, independence and a culture of aspiration, creativity and enterprise amongst learners. • Plan, prioritise and manage workload effectively, maintaining high standards of professionalism and delivery expectations. • Work collaboratively as part of a reflective and supportive team, contributing to a culture of continuous improvement and evidence-based practice. • Keep accurate, timely records of 	

	<p>progress and provision, using assessment information to adapt teaching and demonstrate impact over time.</p> <ul style="list-style-type: none"> • Remain adaptable, learner-centred and responsive to emerging needs in a dynamic environment, ensuring learning is inclusive and accessible to all. 	
Knowledge and understanding	<ul style="list-style-type: none"> • of effective planning and recording of learner progress • of SEND legislation, including EHCP frameworks and the Equality Act. • of issues affecting Further Education • of the values and behaviours suitable to work with children, young people and vulnerable adults • of learner-centred methods of curriculum delivery • of equal opportunities issues in teaching and learning 	<ul style="list-style-type: none"> • of the potential of Information and Learning Technology • of the preparation of risk assessments • of the Common Inspection Framework
Personal qualities	<ul style="list-style-type: none"> • A patient, empathetic and learner-centred approach. • Commitment to continuous improvement and evidence-based pedagogy. • A collaborative, positive and professional outlook. • Reliability, integrity and a genuine desire to help learners progress and thrive. 	
Other requirements	<ul style="list-style-type: none"> • demonstrable relevant occupational competence • enthusiasm, reliability, good judgement and patience 	<ul style="list-style-type: none"> • full UK driving licence and access to a vehicle for business use (or access to equivalent mobility)