



# LECTURER IN FOUNDATION SEND

## Job Description

|                              |                                                               |
|------------------------------|---------------------------------------------------------------|
| <b>Faculty / Department:</b> | Foundation & ALS                                              |
| <b>Campus:</b>               | Cauldon                                                       |
| <b>Responsible to:</b>       | Head of Inclusion                                             |
| <b>Responsible for:</b>      | N/A                                                           |
| <b>Grade:</b>                | Salary: £30,808- £43,835 pa, pro rata (Grade 3- 4, SCP 16-29) |
| <b>Hours:</b>                | Full-Time, 37 hours per week, 1 FTE                           |

### Role Summary:

The Lecturer in Foundation Learning will plan, deliver and evaluate high-quality, inclusive and trauma-informed learning programmes for learners with significant barriers to education. This includes learners with Education, Health and Care Plans (EHCPs) and learners without EHCPs who present with complex SEND, SEMH, high levels of anxiety, emotionally based school avoidance (EBSA), disrupted educational histories, or who have been electively home educated and find mainstream education challenging.

The role requires an experienced and highly skilled practitioner who already holds a recognised teaching qualification and has substantial experience teaching learners with SEND. Delivery will be across pre-entry to Level 1 provision, with a strong emphasis on engagement, wellbeing, preparation for adulthood and sustained progression.

### Main Duties and Responsibilities:

#### Teaching, Learning and Curriculum Delivery

- Plan, coordinate, design and deliver inclusive, differentiated and engaging programmes of study for learners with SEND and complex barriers to learning.
- Develop, adapt and share high-quality teaching resources to support personalised learning and engagement.
- Embed trauma-informed, attachment-aware and anxiety-reducing approaches as core pedagogy.
- Re-engage school refusers through flexible and relational teaching strategies.
- Create calm, predictable and emotionally safe learning environments that support regulation and positive behaviour.
- Apply adaptive teaching and appropriate reasonable adjustments.
- Assess learner progress recognising small steps and personalised outcomes.

- Maintain accurate records of learner progress, achievement and attendance.
- Contribute to internal and external quality assurance, programme review and self-assessment.
- Engage with curriculum development and participate fully in the College CPD programme.

#### SEND, Inclusion and Learner Support

- Plan, implement, review and evidence provision in line with EHCP outcomes and Section F requirements.
- Provide specialist teaching and support to learners without EHCPs who present with complex SEND or high anxiety.
- Act as Personal Tutor, supporting Individual Learning Plans (ILPs), attendance, wellbeing and progression.
- Work collaboratively with SEND teams, safeguarding staff and external professionals.
- Identify emerging needs and contribute to early intervention and support planning.
- Participate in enrolment, interviews, parent/carers meetings and open events.

#### **Equality, Diversity & Inclusion, Health and Safety and Strategy**

- A strong commitment to the principles and practice of Equality, Diversity and Inclusion.
- Take reasonable care of the Health and Safety of yourself and that of any other person who may be affected by your acts or omissions at work.
- Ensure as far as is necessary, that Statutory Requirements, Codes of Practice, Policies and Procedures, and Health and Safety arrangements are complied with.

#### **College Values**

- To demonstrate and uphold the College's values.
- To promote and embed these values in all elements of work and in interactions with colleagues, learners, visitors and others.
- To participate in making the College an inclusive environment in which to learn and work.

#### **Safeguarding of Children and Vulnerable Adults**

- To comply with the College's Safeguarding policy and practices, and work in accordance with the Keeping Children Safe in Education Statutory Guidance for Schools and Colleges.
- To attend relevant and associated training, as required.

#### **General Data Protection Regulation and Data Protection Act 2018**

- To understand, be aware of, and ensure full compliance with the General Data Protection Regulation, and Data Protection Act 2018, during and after employment with the College, and to comply with the College's Policy for such.

*This is not intended as an exhaustive list of duties or a restrictive definition of the post but rather, should be read as a guide to the main priorities and typical areas of activity of the post-holder.*

*These activities are subject to amendment over time as priorities and requirements evolve and as such it may be amended at any time by the line manager following discussion with the post holder.*

*This Job Description and Person Specification is accurate as at **February 2026**. In consultation with the postholder, the College reserves the right to update, amend or vary its content, to reflect changes to, or modernisation of, the role.*



| Measured by: |              |
|--------------|--------------|
| A            | Application  |
| I            | Interview    |
| T            | Test         |
| P            | Presentation |
| R            | References   |
| Po           | Portfolio    |

## PERSON SPECIFICATION

### Lecturer in Foundation SEND

| Criteria Headings                          | Essential                                                                                                                                        | Evidenced by | Desirable                                                                                                                                    | Evidenced by |
|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| <b>Qualifications/ Education/ Training</b> | <ul style="list-style-type: none"> <li>Recognised teaching qualification (Cert Ed, PGCE, DTLLS or CET) – must already be held.</li> </ul>        | A            | <ul style="list-style-type: none"> <li>Specialist training in Autism, ADHD, SEMH, trauma-informed practice, attachment or EBSA.</li> </ul>   | A, I         |
|                                            | <ul style="list-style-type: none"> <li>GCSEs (or equivalent) in English and Maths.</li> </ul>                                                    | A            |                                                                                                                                              |              |
|                                            | <ul style="list-style-type: none"> <li>Relevant SEND qualification at Level 3 or above.</li> </ul>                                               | A, I         |                                                                                                                                              |              |
|                                            | <ul style="list-style-type: none"> <li>Evidence of ongoing SEND-related professional development.</li> </ul>                                     | A, I         |                                                                                                                                              |              |
| <b>Experience</b>                          | <ul style="list-style-type: none"> <li>Substantial experience teaching learners with SEND in FE, alternative or specialist provision.</li> </ul> | A, I         | <ul style="list-style-type: none"> <li>Experience working with external professionals such as Educational Psychologists, CAMHS or</li> </ul> | A, I         |
|                                            | <ul style="list-style-type: none"> <li>Experience</li> </ul>                                                                                     | A, I         |                                                                                                                                              | A, I         |

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                             |                                                                                                                                                                 |      |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|                                                | <p>teaching learners with EHCPs and evidencing Section F provision.</p> <ul style="list-style-type: none"> <li>• Experience supporting learners with SEMH, anxiety, trauma and emotionally based school avoidance.</li> </ul>                                                                                                                                                                                                                                                                         | A, I                                                        | <p>Local Authorities.</p> <ul style="list-style-type: none"> <li>• Experience contributing to curriculum development or quality improvement activity</li> </ul> | A, I |
| <b>Skills/<br/>Aptitudes/<br/>Competences/</b> | <ul style="list-style-type: none"> <li>• Strong applied understanding of trauma-informed and attachment-aware practice.</li> <li>• Ability to design learning that prioritises regulation, emotional safety and engagement.</li> <li>• Strong behaviour management skills using relational and restorative approaches.</li> <li>• Excellent communication, organisation and record-keeping skills.</li> <li>• Ability to work flexibly and collaboratively within a multidisciplinary team</li> </ul> | <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> |                                                                                                                                                                 |      |
| <b>Other</b>                                   | <ul style="list-style-type: none"> <li>• Demonstrable understanding of the College's values, and ability to demonstrate</li> </ul>                                                                                                                                                                                                                                                                                                                                                                    | I                                                           |                                                                                                                                                                 |      |

|  |                                                                                                                                                                                                                                                                                                           |      |  |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--|--|
|  | <p>practical implementation throughout work duties. · A commitment to Safeguarding and promoting the welfare of children, young people and vulnerable adults.</p> <ul style="list-style-type: none"><li>• Willingness to undertake specialist training and continuous professional development.</li></ul> | A, I |  |  |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--|--|



## **TERMS & CONDITIONS FOR ACADEMIC STAFF**

### **Conditions of Appointment**

All offers of employment are subject to a Probationary period of up to twelve months, during which time performance will be assessed. In addition, all appointments are subject to:

- *A satisfactory Enhanced Disclosure by the Disclosure and Barring Service (DBS).*
- *A satisfactory Children's Barred List check;*
- *A satisfactory overseas criminal record check (if applicable);*
- *Verification that candidate is legally eligible and permitted to work in the United Kingdom;*
- *Verification of all relevant and required essential qualifications for the relevant post, by original certificate;*
- *Receipt of two references considered suitable by the College;*
- *Successful completion of all elements of the Company and College Induction during the Probationary period, including training modules in Safeguarding, WRAP, Equality, Diversity and Inclusion, GDPR and Health and Safety.*

### **Pension Arrangements**

All eligible Academic Staff will be automatically enrolled into the Teachers' Pension Scheme (TPS) which provides comprehensive retirement benefits. It may be possible to transfer benefits from a previous company or private pension plan into the scheme.

### **Working Hours**

The standard full-time working week for all staff is 37 hours.

### **Maternity, Paternity & Adoption**

The College has a suite of Family Friendly policies, including Maternity, Paternity and Adoption schemes, many of which provide benefits over and above statutory benefits.

### **Sick Pay**

The College has a scheme of enhanced sickness benefits.

### **Training and Development**

Stoke on Trent College was one of the first Colleges in the country to achieve the Investors In People Award. We remain committed to the professional and personal development of all our employees. Individual Training and Development plans are formulated via the Staff Check-In process.

### **Holidays**

Full time Academic Staff are entitled to 39 days' annual leave per year as well as 5 days' additional leave to be taken on days directed by the Corporation (e.g. during the shutdown between Christmas and New Year). All staff are entitled to the 8 public bank holidays each year. There are a number of directed leave days each academic year and these are set out in the College Calendar. Typically, these directed leave days will be during Christmas, Easter and in the summer period where the College will close its sites in the interests of efficiency.

### **Staff Parking**

Free and ample parking space is available on both sites, subject to availability at peak times.

### **Trade Union Representation**

The College acknowledges and accepts the importance of consultation and partnership with employee representatives. Accordingly, it recognises UCU for all employee consultation issues affecting Academic Staff.

### **Salary Payments**

Salary is paid by direct credit transfer to your bank or building society account in 12 equal instalments. Payment is made on the 27th day of each month or the previous working day if the 27<sup>th</sup> falls on a weekend or bank holiday day.

### **Salary Progression**

Salary progression will be in accordance with the criteria approved by the Corporation.

### **Notice Periods**

The amount of notice you are required to give and entitled to receive is 3 months. In the event of redundancy, the notice period that Academic staff are entitled to receive is 4 months. Fixed term employees will serve notice as per their contract of employment. The notice period applicable during a probationary period is 1 month.

### **Location of Work**

Your principal place of work will be at the site given in the contract of employment and job description of the post. However, you may be required to work on either temporary or indefinite basis, at any premises at which the Corporation may from time to time provide services.

### **Equality of Opportunity**

Stoke on Trent College is committed to the principle of equal opportunity. We will ensure that no employee, applicant for employment or student receives less favourable treatment on any grounds, which cannot be justified in relation to employment, education and training.