



Post:	SEN SPECIALIST TEACHER: TRANSITION
Reporting to:	Assistant Principal: AEN
Hours:	Full Time – Temporary (One Year)
Salary:	MPS
Required for:	October 2026

We are looking for a dynamic teacher committed to Integrated Education to work as part of a team committed to raising standards.

Applications are invited from suitably qualified and enthusiastic teachers.

To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Senior Leadership Team.

To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, takes responsibility for professional development and motivates pupils to achieve.

AREAS OF RESPONSIBILITY AND KEY TASKS

The SEN Specialist Teacher will lead and deliver targeted academic and emotional support for identified Stage 3 SEN students transitioning from primary to post-primary school, delivering both high-quality 1:1 and small group interventions tailored to individual learning and pastoral needs.

Key responsibilities include designing and implementing structured programmes focused on accelerating progress in core literacy and numeracy, addressing learning gaps, and supporting smooth academic transition.

In addition, the role involves building students' emotional resilience, self-regulation, and social skills through targeted behavioural interventions, de-escalation techniques, and restorative practices.

The postholder will work collaboratively with primary feeder schools, mainstream subject teachers, pastoral teams, and external agencies to ensure robust transition planning, monitor student outcomes, and assist with the drafting and reviewing of Personal Learning Plans (PLPs) and holding Annual Reviews, fostering a fully inclusive post-primary learning environment.

TEACHING AND LEARNING: TAILORED SEN PROVISION

Design and deliver high-quality 1:1 and small group teaching to KS3 Students who have a Statement of Special Education Needs, are on the Code of Practice, have complex needs or are vulnerable, are at risk of under achieving or are 'not Post Primary ready'

Using a nurturing approach provide transition, social and emotional and academic support for identified students through carefully structured programmes that create a positive learning environment and balances, nurture, learning and structure

Diagnostic & Progress Assessment: Assess baseline abilities, identify individual learning gaps resulting from transition or missed schooling, and continuously monitor academic progress to adapt teaching strategies.

Tailored Learning Plans: Design and implement structured, individualized learning programmes that align with objectives in student Statements and Personal Learning Plans (PLPs).

Targeted Academic Delivery: Plan, deliver, and evaluate high-quality 1:1 and small group interventions tailored to Stage 3 students, focusing on core literacy, numeracy, and key curriculum areas.

Social & Emotional Support: Facilitate interventions aimed at developing emotional resilience, self-regulation, social skills, and confidence to help students overcome barriers to learning.

Transition Support: Work with primary feeder schools, subject teachers, and pastoral teams to ensure seamless academic transition in to Hazelwood.

Behaviour Management & De-escalation: Apply evidence-based behavior strategies, restorative practices, and proactive de-escalation techniques to maintain an engaging, supportive learning environment.

Collaborative Review: Liaise with AP:AEN, Learning Mentors, CAs, pastoral staff, external support agencies, and parents, and contribute specialist input to PLP reviews

Hold and/or contribute to Annual Reviews.

Planning, Teaching and Class Management

Teach allocated students by planning their teaching to achieve progression of learning through:

- identifying clear teaching objectives and specifying how they will be taught and assessed;
- setting tasks which challenge students and ensure high levels of interest;
- setting appropriate and demanding expectations;
- setting clear targets, building on prior attainment;
- be aware of and make provision for students who are AEN/SEN/EAL, high achievers, lac or who have other particular individual needs;
- providing clear structures for lessons maintaining pace, motivation and challenge;
- making effective use of assessment and ensure coverage of programmes of study;
- ensuring effective teaching and best use of available time;
- maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- using a variety of teaching methods to: match approach to content, structure information, present a set of key ideas and use appropriate vocabulary, use effective questioning, listen carefully to students, give attention to errors and misconceptions. select appropriate learning resources and develop study skills through library, ICT and other sources: ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluating own teaching critically to improve effectiveness;
- ensuring the effective and efficient deployment of classroom support;
- liaise with the head of department to ensure the implementation of department policy and best policy.

Monitoring, assessment, recording, reporting

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor students' work and set targets for progress;
- assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
- undertake assessment of students as requested by examination bodies, departmental and school procedures; school procedures;
- prepare and present informative reports to parents;
- undertake assessment of students and participate in the school's system reporting to parents;
- curriculum development;
- A collaborative and respectful leadership style;
- Recognition that meaningful change requires consultation, communication and opportunities for stakeholders to shape priorities;
- A plan for pupil leadership and authentic pupil voice;
- Strategies for involving parents, governors and relevant community organisations;
- Use of working groups, departmental or pastoral leads and pupil leaders to distribute responsibility;
- Awareness of staff workload and a willingness to integrate the work into existing structures rather than create unnecessary duplication;
- Confidence in challenging resistance constructively while retaining positive relationships;
- An understanding that the EIEA should support improvement in everyday practice, not become the responsibility of one post-holder or a last-minute evidence-gathering exercise;
- Report termly to the Board of Governors.

Pastoral duties

- promote the general progress and well-being of individual students and of the form tutor group as a whole;
- liaise with the pastoral leader to ensure the implementation of the school's pastoral system;
- register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life;
- contribute to the preparation of action plans and progress files and other reports;
- alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved;
- communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff.

OTHER PROFESSIONAL REQUIREMENTS

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices of the school;
- know subject(s) or specialism(s) to enable effective teaching;
- be required to teach other subject areas depending on Student need and demand, curriculum needs or changes and staffing demands and constraints;

- take account of wider curriculum developments;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- take part in marketing and liaison activities such as open evenings, parents evenings and events with partner schools in the North Belfast area learning community;
- take responsibility for own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.
- use a variety of sources of evidence to evaluate the impact of teaching and learning in the classroom;
- use a variety of sources of evidence to evaluate the impact of your pastoral role;
- actively contribute to the extra-curricular programme.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. it is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff. this job description may be reviewed at the end of the academic year or earlier if necessary. in addition, it may be amended at any time after consultation with you.

THE AEN DEPARTMENT

In Hazelwood Integrated College we recognise that some students require additional support and we aim to create an environment where every student can succeed academically. In Hazelwood, as well as a personalised curriculum and support from the classroom teacher, students can receive curriculum support from Specialist Teachers, Learning Mentors, Teaching Assistants and our English as a Second Language teachers.

The AEN department provides specialist tuition for students with additional educational needs through individual and small group programmes of study which matches the student's particular needs providing, for example, Literacy and Numeracy support and/or Social, Emotional and Behaviour interventions.

In partnership with students, their parents and outside agencies the College ensures that our AEN students make excellent academic progress and achieve the best academic outcome.

The Department staff consists of a team of full-time specialist SEN Teachers, Learning Mentors and Classroom Assistants, managed by the Additional Educational Needs Assistant Principal.

***This job may be altered from time to time in line with the developing needs of the College.
Criteria for this post may be enhanced to facilitate shortlisting.***

Please note that correspondence regarding all matters will be made via email.

Job Specification

Post: Temporary 1-Year SEN Specialist Teacher: Transition

ESSENTIAL CRITERIA	
1	EDUCATION AND QUALIFICATIONS <i>Upon appointment:</i> - Recognised or provisionally recognised, to teach in a post-primary college by the Department of Education (NI) - Registered or have the capacity to be registered with GTCNI - Hold a degree / teaching qualification - Further professional qualification in SEN
2	RELEVANT EXPERIENCE <i>Demonstrate by providing evidence in practice from your teaching:</i> 1 year experience of teaching 1 year experience of teaching students presenting with Literacy, Numeracy, Social, Emotional, Behavioural and Well Being Difficulties.
3	TEACHING AND LEARNING <i>Demonstrate by providing evidence in practice from your teaching:</i> Up-to-date and detailed knowledge of, evidence-based learning approaches that develop a deeper understanding of students presenting with Literacy, Numeracy, Social, Emotional, Behavioural and Well Being Difficulties.
4	COMMITMENT TO INTEGRATED EDUCATION <i>Demonstrate by providing evidence in practice from your teaching:</i> - Demonstrate a positive commitment to the NICIE core principles of the Integrated Education in your practice: - Equality - Faith and Values - Parental Involvement - Social Responsibility NB: Please use each heading in your response and detail examples from your own practice
5	COMMITMENT TO EXTRACURRICULAR AND EVIDENCE OF <i>Demonstrate by providing evidence in practice from your teaching:</i> - Experience and/or willingness to contribute to the organisation and leadership of trips and enrichment opportunities including collaboration with other schools - Experience of and/or willingness to contribute to the extra-curricular life of the school

DESIRABLE CRITERIA	
1	EXPERIENCE IN GIVEN AREA <i>Demonstrate by providing evidence in practice from your teaching:</i> - A Minimum of two years' experience of teaching SEN Students. Experience of: - Supporting students with SEBD & EWD including effective target setting and monitoring. - Supporting students with literacy and Numeracy difficulties including effective target setting and monitoring. - Planning and delivering SEN individualised learning programmes, either 1:1 or small group - Leading whole school SEN interventions and CPD - Holding Annual Reviews

*Please note that criteria may need to be enhanced to facilitate the shortlisting process.

*Hazelwood Integrated College has the right to rescind this appointment before start date.



HAZELWOOD
INTEGRATED COLLEGE

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