



## SEN Co-Teacher: Ark White City

### *Job Description*



**Location:** 3 EdCity Walk, EdCity W12 7PT

**Deadline:** Monday 29<sup>th</sup> June 2026

**Salary:** £30,222 - £31,976 Pro rata actual salary £25,995 - £27,504

**Report to:** Assistant Principal (SEND and Inclusion)

**Start date:** September 2026

**Contract:** Fixed Term (One Year)

Ark White City is looking for a committed, patient and skilled **SEND Co-Teacher** to support pupils with additional needs, including pupils with autism spectrum disorder. This role will involve working closely with class teachers, the SENCO, families and external professionals to help pupils access learning, develop communication, build independence and feel safe and successful in school.

The successful candidate will be someone who understands that pupils with SEND thrive when relationships are strong, routines are predictable, communication is clear and support is carefully matched to individual needs. They will be able to support pupils calmly through moments of difficulty, help them transition between spaces, use agreed strategies consistently and adapt resources so pupils can access the curriculum and wider school life.

At Ark White City, we are committed to providing every pupil, regardless of background or need, with an excellent education and real choices in life. The SEND Co-Teacher / Teaching Assistant will play an important role in ensuring pupils are known, included, challenged and supported to make strong progress academically, socially and emotionally.

This role would suit someone with experience of working with children with SEND, particularly pupils with autism, communication needs, sensory needs or social and emotional needs. Experience of 1:1 support, small group intervention, sensory circuits, social stories, visual timetables or structured routines would be particularly valuable. The Ark examples emphasise the importance of delivering adapted provision, using autism-specific strategies, promoting inclusion and communicating effectively with parents and carers.

### **SEND Learning Support**

- Support pupils with SEND, including pupils with autism spectrum disorder, to access learning in class, in small groups and through individual support.
- Work closely with the class teacher and SENCO to implement agreed support strategies, pupil plans and interventions.
- Adapt and prepare resources to support access to learning, including visual prompts, now-and-next boards, task boards, social stories and scaffolded learning materials.
- Deliver specific learning programmes and structured practice activities under the direction of the teacher or SENCO.
- Support pupils to develop independence, confidence, communication and positive learning habits.
- Observe, record and share relevant information about pupil progress, engagement, regulation and barriers to learning.

### **Autism-Specific Support**

- Use autism-informed approaches, including clear routines, predictable structures, visual supports and calm communication.
- Support pupils with transitions between activities, classrooms, playgrounds, lunch spaces and other areas of the school.
- Help pupils navigate moments of anxiety, frustration, sensory overload or dysregulation with calm, consistent and respectful support.
- Support sensory regulation through agreed strategies, which may include sensory circuits, movement breaks, calming activities or individual regulation plans.
- Use social stories, visual prompts and structured approaches to support social understanding, communication and interaction with peers.
- Work in a way that promotes dignity, safety, inclusion and high expectations for pupils with SEND.

### **Communication and Partnership**

- Build positive and professional relationships with parents and carers.
- Share relevant updates with families, under the direction of the class teacher or SENCO, so communication is clear and consistent.
- Support the implementation of advice from external professionals, such as speech and language therapists, occupational therapists, educational psychologists or outreach services.
- Maintain confidentiality and discretion at all times.

### **School Culture and Wider Support**

- Support the academy's high expectations for behaviour, routines and relationships.
- Be a positive and visible presence during lessons, transitions, breaktimes, lunchtimes and wider school activities.
- Support playground supervision, helping pupils to play safely, positively and respectfully.
- Accompany teachers and pupils on trips and out-of-school activities as required within contract hours.
- Contribute positively to the wider life and culture of the academy.

### **Professional Development and Other Duties**

- Engage fully in training, coaching and feedback to develop knowledge of SEND, autism, communication, behaviour and adaptive teaching.
- Work collaboratively with teachers, leaders and the wider inclusion team.
- Actively promote the safety and welfare of children and young people.
- Ensure compliance with Ark's data protection rules and procedures.
- Carry out any other reasonable tasks as directed by your line manager.



## SEN Co-Teacher: Ark White City

### *Person Specification*



#### **Qualification Criteria**

- Maths and English GCSE or equivalent at grade 4 / C or above.
- Relevant childcare, education, SEND or teaching assistant qualification is desirable.
- Training or qualifications linked to autism, speech and language, behaviour, sensory needs or child development are desirable.
- Right to work in the UK.

#### **Knowledge, Skills and Experience**

- Experience of working with children or young people in a school, nursery, childcare, tutoring, mentoring, youth work or care setting.
- Experience of working with pupils with SEND is desirable.
- Experience of supporting pupils with autism spectrum disorder is desirable.
- Experience of 1:1 support or small group intervention is desirable.
- Understanding of how routines, predictability, visual supports and clear communication can support pupils with autism.
- Understanding of sensory needs and how sensory regulation strategies can support pupils in school.
- Ability to build positive and trusting relationships with pupils, including pupils who may find communication, transitions or social situations difficult.
- Ability to support pupils calmly through moments of anxiety, frustration or dysregulation.
- Good written and verbal communication skills.
- Good literacy and numeracy skills.
- Ability to adapt and create resources to support individual pupils' access to learning.
- Good administrative, organisational and computer skills.
- Ability to follow direction carefully while also using initiative and sound judgement.
- Ability to work effectively with teachers, the SENCO, families and external professionals.
- Understanding of the importance of confidentiality and discretion.
- Able to respond calmly and appropriately to minor incidents involving pupils, seeking support from relevant staff where needed.
- Willingness to support pupils during less structured parts of the school day, including breaktimes, lunchtimes and transitions.

#### **Behaviours**

- Genuine passion for and belief in the potential of every pupil.
- Deep commitment to Ark's mission of providing an excellent education to every pupil, regardless of background or need.
- Patient, calm, caring and consistent.
- Resilient and able to remain professional in challenging situations.
- Able to build warm relationships while maintaining clear boundaries and high expectations.
- Reflective and open to feedback.
- Reliable, punctual and well organised.
- A team player who can work collaboratively as well as using own initiative.
- Flexible and willing to adapt support in response to pupil needs.
- Positive, respectful and inclusive in relationships with pupils, families and colleagues.

- A robust awareness of keeping children safe, noticing safeguarding and welfare concerns, and understanding how and when to take appropriate action.
- Professional outlook, detail orientated and able to multitask and meet deadlines.
- Understanding of the importance of confidentiality and discretion.

**Other**

- Right to work in the UK.
- Commitment to equality of opportunity, inclusivity and the safeguarding and welfare of all pupils.
- Willingness to undertake training.
- This post is subject to an enhanced DBS check.

*Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.*

*Ark requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar you from employment - this will depend upon the nature of the offence(s) and when they occurred. To read more about Ark's safer recruitment process, please click this [link](#).*