



Role Profile

Specialist Teacher for Physical Disabilities

Prevention and Communities



SWINDON
BOROUGH COUNCIL

Role Title Specialist Teacher for Physical Disabilities	Role Profile Number: N/A
Directorate: Prevention and Communities	Reporting to: Principal Educational Psychologist & Head of Specialist Teacher Service
Grade: Teacher's UPS + SEN Allowance	Date Prepared: June 2026

Our Values

Our [Values](#) shape how we work for the people of Swindon. They guide how we make decisions, how we deliver services and how we work with our communities and partners.

Our Values are:

We SEE – people, not problems – and stay curious to understand their story.

We HEAR – each other and the people we serve

We CARE – about our colleagues, our residents and our community

We ACT – with integrity, accountability and purpose

We LEARN – from data, feedback and experience so we keep improving

These five values describe the standards we hold ourselves to as a Council, and what residents and partners can expect from us.

The Swindon Commitment

The [Swindon Commitment](#) shows how we bring our Values to life every day, in every role, across all that we do. It turns our Values into practical promises between the Council, our colleagues and the people we serve so we can work together to deliver the best possible services and support.

Created with colleagues from across the organisation, the Swindon Commitment sets out a shared understanding of how we work, lead and behave. Rooted in our five core values, it reflects how we listen to, include and respond to residents, communities and each other.



Purpose:

The Specialist Teacher for Physical Disabilities in Swindon is dedicated to empowering children and young people to achieve their full potential by improving provision, support and resources for Swindon children and young people who have a physical disability in settings. They strive to support their social, emotional, physical and academic development through collaborative efforts with families, educational settings, and other professionals. Their vision is to create an inclusive educational community where every student, regardless of their needs, can thrive and achieve and go on to contribute meaningfully to society. They work in line with recommendations from the SEN Code of Practice (2015), The Children's and Families Act (2014) and other current legislation. They are dedicated to fostering an inclusive and supportive educational environment for all students, to provide expert guidance, resources, and strategies to educators, families, and students to ensure that every child with physical disabilities receives a high-quality education tailored to their unique abilities and potential, with the support and provision in place to achieve this.

Key responsibilities and accountabilities:

- **Assessment and Planning:** Conduct comprehensive assessments to identify the individual needs of students and develop personalised guidance that promotes their academic, social, emotional and physical growth with independence at the forefront.
- **Training and Development:** Provide ongoing professional development and training for school staff and other professionals, to enhance their understanding and skills in supporting students with physical and complex needs.
- **Collaboration:** Work closely with teachers, support staff, and external agencies to implement effective teaching strategies, support strategies and interventions that accommodate the diverse needs of students.
- **Supervision & Support:** Work closely with and provide supervision and support for the Outreach Worker for Physical Disabilities as required.
- **Advocacy:** Advocate for the rights and needs of students with physical disabilities, ensuring they have access to appropriate resources, facilities, and opportunities.
- **Family Support:** Engage with families to offer support, information, and resources, empowering and supporting them to be active participants in their child's education and development.
- **Monitoring and Evaluation:** Regularly monitor and evaluate the progress of students, adjusting strategies and interventions as necessary to ensure continuous improvement and success.

Number and types of jobs managed: N/A

Budget Holder: No

Budget Value: N/A

Asset Responsibility: N/A

PERSON SPECIFICATION

Qualifications:	Essential or Desirable
- Fully Qualified Teacher Status. - Post-graduate SEN qualification, or qualification in supporting pupils with PD.	E D
Knowledge and Experience:	
- At least 2 years teaching experience work with pupils with physical disability. - Some experience of an advisory role. - Experience in designing and delivering training. - Experience of working with children with complex needs. - Knowledge of SEND policies, procedures & issues. - Knowledge of the range of research, guidance and practice available for pupils with physical disability. - Knowledge of and experience in use of resources required to support PD. - Knowledge of the curriculum both mainstream and special, teaching and learning pertaining to all Key Stages. - Knowledge of manual handling.	E D D E E D E E D
Aptitudes, Skills and Competencies:	
- Ability to identify, assess and advise on children young people with SEND. - Ability to write clear and concise reports. - Effective oral and written communication skills. - To be able to work creatively, within area of specialism, yet to stringent time & budget constraints. - Ability to; - work as part of a team, keep to agreed deadlines - be an effective time manager - achieve targets - problem solve effectively	E E E E E

○ Work with families in a sensitive manner that reflects different opinions, cultures and ideologies. • Ability to identify, assess and advise on pupils with physical disability.	E
Special Conditions of Recruitment:	
A candidate who is successfully appointed will need to complete a masterclass in manual handling training, funded by SBC, unless already qualified.	E

Other Key Features of the role

It should be noted that the duties and tasks associate with this post may change from time to time without altering their general character or the level of responsibility entailed. The above duties and activities associated with this job are neither exclusive nor exhaustive and the job holder may be called upon to carry out other such appropriate duties as may be required within the grading level of the job.

