

LIPA MULTI-ACADEMY TRUST

Job Description

JobTitle	Key Stage 3/4 Teacher
Salary Scale	Main/Upper Pay Range + £3000 SEN Allowance
Responsible To	Assistant Head Teacher
Responsible For	SEN Teaching Assistants
Number in Post	2
Date Drafted	June 2025

Job Purpose

The Secondary (KS3/KS4) SENCO, under the direction of the headteacher, will:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
 - Provide professional guidance to colleagues, working closely with staff, parents and other agencies
 - The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD

While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

Job Activities

Strategic development of SEN policy and provision

- Have a strategic overview of provision for KS3/KS4 pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for KS3/KS4 pupils with SEN or a disability

- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
 - Be aware of the provision in the local offer
 - Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies
 - Be a key point of contact for external agencies, especially the local authority (LA)
 - Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure records are maintained and kept up to date
- Review the education, health and care plan (EHCP) with parents or carers and the pupil
- Communicate regularly with parents/carers
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children (LAC), where a looked after pupil has SEN or a disability

Leadership and management

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the SIP and whole-school policy
- Identify training needs for staff and how to meet these needs

- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
 - Lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Safeguarding

- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

The SENCO will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct. Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the co-headteachers or line manager.

The Teacher as a Professional

- Be creative, innovative and resilient, whilst being fully supported as part of our Secondary Team
- Contribute to mutual support and work as a member of a team.
- Committed to personal professional development and to participate in our school's system of performance management.
- Contribute to the professional development of colleagues and, where appropriate, take a lead.
- To participate in meetings with other staff to review curricular, organisational and administrative matters.
- To supervise pupils outside the classroom as required by the Head of School and within the Conditions of Employment.
- To participate in cover for absent staff as required and within the terms of the Conditions of Employment.
- Promote and actively support our school's responsibilities for safeguarding.
- Co-operate with the leadership and management of the school as far as is necessary to enable the responsibilities placed upon it under the Health and Safety at Work Act to be performed e.g., operate safe working practices

Notes:

We reserve the right to alter the content of this job description, after consultation, to reflect the changes to the job or services provided, without altering the general character or level of responsibility.

It may be amended at the request of our Head of School or post holder but only after full consultation with the post holder.

Location:

The job is initially located on our main sites, Upper Duke Street and Hope Street, Liverpool. However, it may be that from time to time the post holder will be required to work on different duties, or in any other jobs, within his / her competence, such jobs being in his / her present or any other location as may be deemed appropriate. In all cases, regard will be paid to the qualifications, experience, current duties and responsibilities and personal circumstances of the post holder.

Equality, Diversity and Inclusion:

The duties described in this job description must be carried out promoting equality of opportunity and dignity for all employees and service users and is consistent with our Equality, Diversity and Inclusion Policy.

Hours:

The post-holder is expected to work such hours as are reasonably necessary to fulfil his/her responsibilities.

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Person Specification for SENco - Key Stages 3 and 4

		To be identified by:
Education and Qualifications:		
A relevant degree	Essential	Application Form/Qualification Certificates
Qualified Teacher Status	Essential	Application Form/Qualification Certificates
National Award for SEN Co-ordination	Essential	Application Form/Qualification Certificates
Experience: applicants should be able to demonstrate recent and relevant experience of:		
Experience of teaching at KS3/KS4	Essential	Application/Interview
Experience of working at a whole-school level	Essential	Application Form/Interview/References
Involvement in self-evaluation and development planning	Essential	Application/Interview
Experience of conducting training/leading INSET	Essential	Application Form/Interview

Knowledge: Applicants should be able to demonstrate a good knowledge and understanding of the following areas related to this post:		
Sound knowledge of the SEND Code of Practice	Essential	Interview/Observation of Teaching
Understanding of what makes 'quality first' teaching, and of effective intervention strategies	Essential	Interview/Observation of Teaching
Ability to plan and evaluate interventions	Essential	Application/Interview
Data analysis skills and the ability to use data to inform provision planning	Essential	Application/Interview
Effective communication and interpersonal skills	Essential	Application/Interview
Ability to build effective working relationships	Essential	Interview/Observation
Ability to influence and negotiate	Essential	Interview/Application Form
Good record-keeping skills	Essential	Application Form

Leadership and Management Skills: applicants should be able to demonstrate from their experience the ability to:		
Promote and sustain high standards for all children	Essential	Interview/Reference/ Application Form
Understand and value the process of monitoring, evaluating and review as an aid to raising standards	Essential	Application Form /Interview
Ability to contribute to self-evaluation exercises and whole school development	Essential	Application Form /Interview

Inspire and motivate the pupils and staff to influence the quality of learning and teaching and initiate change	Essential	Interview/Observation of Teaching
Share expertise, skills and knowledge and to encourage others to follow suit	Essential	Interview
Seek advice and support when necessary	Essential	Interview
Have personal impact and presence to be able to initiate change and achieve excellence	Essential	Interview/Application Form/Reference
Be creative, innovative and resilient whilst being fully supported by the Key Stage 3/Key Stage 4 teaching team	Essential	Interview/Application Form/Reference

Personal Skills and Attributes: applicants should:		
Demonstrate a high level of commitment and professionalism	Essential	Interview/Reference/Application Form
Have excellent written and verbal communication skills	Essential	Interview/Application Form
Commitment to maintaining confidentiality at all times	Essential	Interview/Reference
Commitment to safeguarding and equality	Essential	Interview/Reference/Application Form
Be able to work independently and on own initiative	Essential	Interview/Reference
Have good time management skills and an ability to plan and prioritise work and tasks for you and your phase team	Essential	Interview
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability	Essential	Interview

Demonstrate commitment to inclusive practise and equal opportunities	Essential	Interview/Observation of Teaching
Be approachable, positive, flexible and enthusiastic with a good sense of humour	Essential	Interview/Observation of Teaching/Reference
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school	Essential	Interview