



Liverpool College

*The Staff of Liverpool College are its greatest strength. Their dedication, flexibility, and commitment to the mission of the school ensure its excellence and form the foundation of its future. It is this spirit of service and professionalism which allows the school to inspire young people to achieve their true potential. The expectation of the College is that all staff view their employment at the school in that spirit.*

## **Job Description** **SENCO (Secondary Phase)**

Responsible for:	<ul style="list-style-type: none"> <li>• The quality and effectiveness of the provision for pupils in the secondary phase of the College identified as having Special Educational Needs (SEND), including promoting high quality teaching, effective use of resources, and high standards of learning, progress and achievement of pupils.</li> <li>• Working with staff, families and external agencies to remove barriers to learning and promote an inclusive, high expectations culture across the secondary phase</li> </ul>
Reporting to:	<ul style="list-style-type: none"> <li>• College SENCO</li> </ul>
Liaising with:	Vice Principal: Secondary, AP: Inclusion, AP: Safeguarding & Wellbeing, AP: Head of Sixth Form, AP: LCA Curriculum and Learning, AP: LC+ Curriculum and Learning, SEND Administrative Assistant, Academic and pastoral middle leaders, Examinations Manager, Teachers, Finance team and other operational staff, relevant external agencies.
Working Time:	Full Time
Salary:	Liverpool College Main Salary Scale Between M4 (£39,556) – UPR3 (£51,048) dependent upon experience
DBS:	Enhanced

### **Leadership:**

- In liaison with the College SENCO, to coordinate high quality SEND provision in the secondary phase, ensuring it is responsive, coherent and impactful with pupils' needs accurately identified and met through effective teaching, targeted support and statutory compliance.
- To direct and evaluate the work of LSAs assigned to pupils with SEND needs in the secondary phase.
- To support the writing, development and evaluation of the school's SEND policies ensuring compliance with statutory requirements and local and national best practice guidance.
- To work alongside the Principal, Secondary SLT and College SENCO to ensure their practice is aligned with the whole College vision for SEND pupils.

## **Pupil Outcomes and Support:**

- To maintain an accurate and up to date SEND Register and ensure that records of all pupils with SEND are kept up to date.
- To manage, maintain and evaluate provision mapping.
- To coordinate the specific provision made to support individual pupils in the secondary phase with SEN, including those who have EHC plans.
- To coordinate the programme of SEND assessment in the secondary phase to identify pupils' needs.
- To monitor and track the progress of pupils with SEND in the secondary phase
- To coordinate with AP: LCA Curriculum & Learning and Heads of Faculty in the secondary phase to ensure that effective intervention policies and practices improve progress for SEND pupils.
- To work with the AP: LC+ Curriculum & Learning and Chapter Deans to remove barriers to engagement and participation in the LC+ curriculum that arise as a result of pupils' SEND needs.
- To work collaboratively with relevant middle and senior leaders in the secondary phase to provide support at key transition points for pupils with SEND, including post-18.
- To support pastoral staff with identifying and addressing barriers to attendance, engagement, belonging and participation for pupils with SEND in the secondary phase.

## **Learning & Teaching and Staff Development:**

- To teach classes in a curriculum subject and/or intervention groups as allocated.
- Work with the Assistant Principal: LCA Curriculum & Learning and T&L Lead to provide expert guidance, training, modelling and practical support to staff in providing quality first teaching and differentiation and in the implementation of pupils' individual learning programmes in the secondary phase
- To contribute to the development and evaluation of curricula and programme of studies to promote an inclusive curriculum in the secondary phase
- To coordinate the development and management of appropriate curriculum resources in the secondary phase to ensure that pupils identified as having SEND have the required level of support.

## **Examinations & Access Arrangements**

- To manage the provision for Exam Access Arrangements (internal and external examinations and class-based assessments) effectively in the secondary phase
- To identify pupils requiring access arrangements and coordinate timely assessment.
- To gather evidence to support the Access Arrangements application from teaching staff and external agencies.
- Work with teaching staff throughout the year to build knowledge of the JCQ criteria and possible Access Arrangement support for specific pupils.
- To work collaboratively with the Examinations Manager to organise and allocate the provision of appropriate EAA.
- Work closely with the Examinations Team and Vice Principal: Secondary to ensure access arrangements for internal and external assessment meet pupil's needs.

## **Working with Parents, Carers & External Agencies**

- Foster strong partnerships with parents and carers and external professionals to support pupils with SEND effectively.

- Working with the College SENCO and Assistant Principal: Inclusion, develop effective strategies for parental engagement and communication.
- Gather information and produce reports for a range of audiences including the local authority, school leadership, governors and staff.
- To liaise with relevant external agencies and commissioned services to ensure the requirement for the provision of SEND at Liverpool College is met, including requesting statutory assessments where appropriate and attending multi-disciplinary planning and review meetings for designated pupils, including Annual Reviews as required.
- To ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.

### **Operations and Resources:**

- To make funding applications (e.g. for High Needs Funding) where appropriate.
- In coordination with the College SENCO and Assistant Principal: Inclusion ensure the effective allocation of support time of learning support assistants to meet the provisions for pupils as set out in their EHC Plans and to secure the best outcome for pupils with SEND.
- To advise on the effective use of resources to meet SEND pupils' needs.

***All employees are expected to play a full part in the life of the College community, to support its distinctive mission and ethos as a diverse and inclusive co-educational 4-19 academy, and to encourage colleagues and pupils to follow this example.***

### **General Duties:**

- To ensure a duty of care at all times to safeguard and promote the welfare of all pupils
- To maintain high professional standards of attendance, punctuality, appearance, conduct and courteous, positive relations with pupils, parents, colleagues
- To provide a welcoming environment for all visitors to the College
- To adhere to school policies and procedures as set out in the staff handbook and other documentation available
- To support the College and its leadership
- To ensure the confidentiality of the communications and records in line with College policy and GDPR requirements
- To actively engage with the performance management process and continue with personal and professional development
- To comply with any reasonable request from the Principal to undertake work not specified in this job specification.

***While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be specifically identified. This Job Specification is current at the date shown but, in consultation with the post holder, it may be changed by the Principal to reflect or to anticipate changes in the job commensurate with the grade and job title.***

## Person Specification

Characteristics	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>▪ Qualified Teacher Status.</li> <li>▪ Relevant degree or equivalent</li> <li>▪ Recent and relevant continuous professional development.</li> <li>▪ Hold the NPQ SENCO (or hold the National Award in SEN co-ordination (NASENCO)</li> </ul>	<ul style="list-style-type: none"> <li>▪ A recognised Level 7 Access Arrangements Assessor qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>▪ Successful, recent teaching experience with a proven track record of strong progress outcomes for SEND pupils.</li> <li>▪ Experience of planning sequences of learning and adapting curriculum for diverse needs.</li> <li>▪ Experience establishing effective procedures for identifying and supporting pupils with SEND, including pupil profiles and targeted interventions.</li> <li>▪ Experience leading staff training.</li> <li>▪ Experience providing guidance, coaching and challenge to colleagues to improve inclusive practice and pedagogy</li> <li>▪ Experience working with pupils with a range of SEND needs, including SEMH, communication and learning needs.</li> <li>▪ Demonstratable experience of building effective relationships.</li> <li>▪ Experience liaising with and coordinating external agencies, such as educational psychologists, therapists and local authority SEND teams.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Working knowledge of JCQ regulations and requirements for exam access arrangements, ensuring compliance and appropriate support for pupils during assessments.</li> <li>▪ Experience managing a team or leading SEND provision.</li> <li>▪ Experience of leading others</li> <li>▪ Experience analysing national, local and school pupil data to inform strategic decisions and improve outcomes for SEND pupils</li> </ul>
<b>Abilities, Skills and Knowledge:</b>	<ul style="list-style-type: none"> <li>▪ Strong understanding of effective SEND pedagogy and intervention strategies.</li> <li>▪ Ability to identify potential barriers to learning and to devise strategies to enable pupils to overcome these barriers</li> <li>▪ Full understanding of the SEN Code of Practice</li> <li>▪ Knowledge of behaviour management strategies and SEMH support.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ability to effectively use performance data to evaluate impact and enhance learning and teaching, intervention strategies and improvement planning.</li> <li>▪ Knowledge of Ofsted inspection frameworks and the strategies for school self-evaluation and how these can be used to enhance practice</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Proven ability to build positive relationships with pupils, staff, parents and agencies.</li> <li>▪ Strong IT skills, including the ability to use Microsoft 365, management information systems and data analysis software</li> <li>▪ Excellent verbal and written communication skills including the ability to represent the school in a wide variety of contexts and with a broad range of stakeholders</li> <li>▪ Knowledge and comprehensive understanding of the requirements for effective safeguarding of children and commitment to safeguarding and promoting the welfare of children</li> <li>▪ A proven record of loyal, positive, and effective membership of a team</li> </ul>	
<p><b>Personal Attributes</b></p>	<ul style="list-style-type: none"> <li>▪ Demonstrate positivity, enthusiasm, determination and a strong work ethic</li> <li>▪ Commitment to, and advocacy for, inclusion and equal opportunities for all pupils</li> <li>▪ Excellent organisational skills and attention to detail.</li> <li>▪ Strong communication, presentation and interpersonal skills</li> <li>▪ Emotional resilience and ability to work under pressure and be able to meet deadlines</li> <li>▪ Able to operate as a member of a team but also work on own initiative as circumstances dictate</li> <li>▪ Demonstrably professional, honest and loyal</li> </ul>	

**This post is subject to an Enhanced Disclosure & Barring Service (DBS) check.**