Dear Applicant,

SENCO [Leadership] – Temporary maternity cover

This is an exciting time to work at Holly Lodge. Our Headteacher and Leadership team are leading a settled, happy and experienced staff towards the next phase of our history. We are the only non-denominational community girls' school in Liverpool and we are happy to serve students from all communities across the whole city

We are proud of our school - its' long history of academic and pastoral success, our commitment to offering a dynamic curriculum enhanced by high quality teaching and supported by an ethos of wraparound care.

The governors are seeking an inspirational, strategic, and compassionate leader to oversee our SEN provision during the maternity leave of our SENCO. The post will likely end in Spring 2028

As SENCO, you will play a pivotal role in shaping whole-school inclusive practice, working with our Lead Practitioners to empower our teaching staff through high-quality CPD, and ensuring that our students with Education, Health and Care Plans (EHCPs) and SEN Support thrive both academically and pastorally.

We are looking for a colleague who will embody our mission statement - Expect to Achieve.

The successful candidate will join a dedicated team who support our students, including the SEN Team Manager, Assistant SENCO's, class teachers and learning support colleagues, to promote learning and progress for our SEN students. You will also be a member of our extended Senior Leadership Team, and will undertake duties to support the team.

Key Responsibilities:

- Lead the strategic development and day-to-day operation of the school's SEND policy and provision in accordance with the SEN Code of Practice (0–25).
- Champion an inclusive culture across the secondary curriculum, ensuring high expectations and strong academic and personal outcomes for all students with SEND.
- Act as a key member of the extended Leadership Team, advising the Headteacher and Governing Body on statutory compliance, SEN funding, and strategic priorities.
- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students with SEN, in accordance with the school's aims and curricular policies.
- Co-ordinate the provision for students with SEN.

Grade : Leadership L8 – £63688

Our school is committed to safeguarding and promoting the welfare of children and young people and the appointed person will be expected to support the life of the school.

We can offer you ;

- Membership of our employee assistance proramme, with access to health support and initiatives
- Wellbeing support through
    - Dedicated wellbeing weeks to encourage a healthy work-life balance
    - Supportive line management structures

- Positive working relationships with all stakeholders
- The opportunity to work with our amazing students and to help them to achieve their potential.

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Appointment for this post is subject to an enhanced DBS disclosure and references will be sought for shortlisted candidates in advance of an interview.

If you are invited to interview, you will be asked to complete a Safeguarding self-disclosure form in advance of the meeting and an on-line due diligence search will be undertaken.

All teachers aged between 16 and 75 will be enrolled into the Teachers' Pension Scheme and contributions of salary are deducted from monthly salary payments at the current rate of deductions. Once enrolled, if you do not wish to be in this scheme you will need to complete the necessary "opt out" forms which can be obtained from the teachers' pensions scheme website on www.teacherspensions.co.uk. Further information about the teachers' pension scheme can also be found on the website.

Job description, person specification, application documents and guidance information are shown below and may be found on our school website at www.hollylodge.liverpool.sch.uk

Please ensure the following completed documents are returned by email to us at recruitment@hollylodge.liverpool.sch.uk

- application form,
- equal opportunity form

Closing date: 4 December 2026

Candidates shortlisted for interview will be contacted in due course. It is not our school policy to contact unsuccessful candidates, and you do not hear from us by 9 December 2026, you may assume you have not been successful on this occasion.

I would like to thank you for your interest in this post in our school and wish you luck with your application.

Kind regards,

Andy Keen
Headteacher

Safer working practices code of conduct for adults

Holly Lodge Girls' College understand that it is important that staff and volunteers are provided with opportunities to consider the implications of the guidance for their setting and their own role and seek clarification.

Introduction:

Keeping Children Safe in Education (DFE 2026) sets out the requirement for all schools to have a staff code of conduct, sometimes referred to as a staff behaviour policy. This code of conduct should be followed by all staff (including visiting staff), volunteers and governors.

Holly Lodge Girls' College is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers, and visitors to share this commitment and maintain a vigilant and safe environment. It is our willingness to work in a safe manner and challenge inappropriate behaviour that underpins this commitment.

Everyone is expected to adhere to this 'Code of Conduct' along with the Safer Recruitment Consortium Guidance for Safer Working Practice for those working with Children and Young People in Education Settings '

Everyone must also read and understand part one of Keeping Children Safe in Education (DFE 2025). This code of conduct aims to support adults so they don't work in a manner which might lead to an allegation against them by raising awareness of illegal, unsafe, unprofessional and unwise behaviour and by supporting staff and volunteers to understand what safe, professional conduct is. Equally it aims to reduce the opportunity for any adult intent on grooming or harming a young person. The policy aims to reduce the risk of incidents or misunderstandings occurring by developing and setting out clear guidelines and boundaries. It encourages you to work in an open and transparent way that should avoid someone questioning your motives, intentions or suitability to work with young people.

It is a key principle of this code of conduct that **everyone** understands their responsibility to share **without delay** any concerns they may have about a child's welfare or an adult's behaviour towards a young person. In addition, **everyone** has a responsibility to escalate their concerns to the Local Authority Designated Officer if they feel that safeguarding concerns they have raised about a child or adult working at the school are not being addressed by the school.

Our school promotes an open and transparent culture in which all concerns about adults working in or on behalf of the school are dealt with promptly and appropriately. Creating this culture in which all concerns are shared responsibly, in a timely way with the right person, and are recorded and dealt with appropriately is critical to effective safeguarding practice. This culture enables the school to identify concerning, problematic or inappropriate behaviour at the earliest possible stage, minimises the risk of abuse and ensures that all adults working in or on behalf of the school are clear about professional boundaries and act within these, in accordance with our ethos and values. This culture also empowers individuals to share concerns with key staff about their own behaviour at the earliest possible opportunity.

Code of Conduct:

Holly Lodge Girls' College will create a culture of openness, transparency, trust and support where all members of the school community feel empowered to share relevant information about themselves or someone else.

- Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.
- If you have any concerns that a child is being harmed, abused, or neglected you **must share your concerns immediately** both verbally and in writing primarily with the school's Designated Safeguarding Lead (Faye McDermott), Deputy Designated Safeguarding Lead (Lisa Harland) or Headteacher. Always listen carefully to the child and report what they tell you in the child's own words. Never promise to keep a secret.
- If you receive an allegation against an adult working in the school or observe behaviour that concerns you, you must discuss your concerns **without delay** with the Headteacher or Designated Safeguarding Lead. Concerns regarding the Headteacher should be directed to the Chair of Governors (Cog@hollylodge.liverpool.sch.uk) or Local Authority Designated Officer. (The School's whistleblowing helpline and The NSPCC whistleblowing helpline are available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk. Safeguarding-Mate can also guide staff should they have a concern about an adult's behaviour.
- If you are worried that the behaviour of an adult working in the school (including all third party staff, supply staff and volunteers) is giving cause for concern, no matter how small the concern is and even if it does not meet the harm threshold, you must share your concerns with the designated safeguarding lead without delay. This is in line with the low-level concern procedures set out within our child protection policy. Concerns regarding the designated safeguarding lead should be directed to the headteacher.
- Anyone (in emergencies or if they are required to) can make a referral about their concerns for a child directly to Children's Services.
- Internet Filtering occurs and is led by the Designated Safeguarding Lead. As part of this, blocks are placed on specific content on school devices. Barracuda is the website filter and includes live filtering of pupil and staff content that is accessed. For queries regarding this see DSL.
- There is a separate Baracuda email filter also for staff.
- Monitoring – Impero is computer monitoring software that is installed on all Holly Lodge computers and laptops.

You should:

- Follow the school's child protection policy and procedures and in line with this share safeguarding information appropriately but also act accordingly with sensitive and confidential information.
- Be alert to the indicators of harm and abuse towards a child, including child on child to abuse.
- Dress appropriately according to your role, ensuring that clothing is compliant with professional standards and is not likely to be viewed as offensive or revealing and that it is absent of any political or other contentious slogans or images. This applies to online or virtual teaching as well as face to face.
- Act as an appropriate role model, treating all members of the school community with respect and tolerance.
- Always maintain appropriate professional boundaries and avoid behaviour which could be misinterpreted by others. This includes within school, in your personal life and in any online activity. All staff have a responsibility to model safe practice at all times.
- Ensure that you appropriately challenge any form of derogatory and sexualised language or behaviour to ensure that everyone is respectful at all times.
- Ensure gifts given or received are recorded and discussed with your Line Manager.

- Respect others' confidentiality unless sharing information is appropriate to ensuring their welfare.
- Adhere to the school's policies, particularly those related to safeguarding - including child protection, behaviour, attendance, physical intervention, intimate care, anti-bullying, equal opportunities, data protection, health and safety and online safety (acceptable user policy).
- Ensure that you understand your responsibilities under the General Data Protection Regulation and Data Protection Act 2018 and be clear that where personal information is recorded electronically, systems and devices are kept secure.
- Report any behaviour or situations which you may feel give rise to a complaint or misunderstanding in respect of your own actions. Also share situations with your Line Manager if you feel your actions might have sat outside this code of conduct, or may appear to others that they have done so.
- Share with the Headteacher (or Designated Safeguarding Lead in their absence) any behaviour of another adult in the school where it gives you cause for concern or breaches this code of conduct or the school's safeguarding policies in line with the low level concern procedures set out in our child protection policy. Examples of such behaviours include, but are not limited to, being over friendly with children, having favourites, using inappropriate sexualised, intimidating or offensive language, taking photographs of children on their mobile phone or engaging with a child on a one to one basis in a secluded area or behind a closed door. Your intervention may allow for their practice to be supported and developed and/or prevent a child from being harmed.
- Understand that it may be appropriate to discuss with the Head teacher matters outside of work, including online, which may have implications for the safeguarding of children in the workplace. This includes information about yourself. You must ensure that you are aware of the circumstances where this would be applicable.
- Be aware that behaviour by yourself, those with whom you have a relationship or association, or others in your personal life (in or out of school or online), may impact on your work with children.
- Staff are encouraged to declare any relationships which exist outside of the workplace with any children, families or staff. This is in line with our school culture and enables any implications for practice to be considered and staff to be provided with appropriate advice to support safer working practices.
- Understand the circumstances where it may be necessary to 'self-report' incidents where they could have found themselves in a situation which could be misinterpreted, or may appear compromising to others, or if they have behaved in a manner which, on reflection, they consider to fall below the standards set out within the code of conduct for staff.
- Inform the head teacher of any cautions, convictions or relevant orders accrued during your employment, and/or if you are charged with a criminal offence.

- Understand that if you commit a relevant offence that would appear on your DBS certificate or you become disqualified under the Childcare Act 2006 (those staff covered by the scope of the guidance): www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006 then you must inform your headteacher. (The Childcare Act 2006 does not cover all settings or even all staff within a setting.)

Never:

- Act in a way both at work and/or in your personal life that brings yourself, school or the teaching profession into disrepute.
- Make, encourage or ignore others, making personal comments which scapegoat, demean or humiliate any member of the school community including ignoring any form of peer to peer abuse.
- Use your position to intimidate, bully, humiliate, coerce or undermine any member of the school community. This includes shouting in anger and aggressively to punish them rather than raising your voice to be heard or avoid danger.
- Undermine fundamental British values including democracy, rule of law, individual liberty and mutual respect, and tolerance for those with different faiths, beliefs or from different cultures.
- Develop 'personal' or sexual relationships with children and young people, including making sexual remarks or having inappropriate sexual banter. In addition, the Sexual Offences Act 2003 makes it clear that all members of staff are in a position of trust and would therefore be committing a criminal offence to have a sexual relationship with a young person in full time education/below the age of 18, even if that pupil is over the age of consent.
- Engage in inappropriate conversations with students or share inappropriate personal information about yourself or others.

- Discriminate favourably or unfavourably towards a child.
- Give personal contact details to pupils or communicate outside of school using social networks, email, text, twitter, etc. or meet a young person out of school unless part of a planned school activity with the knowledge of your Line Manager.
- Have conversations on social networking sites that make reference to children, parents or other colleagues at the school or be derogatory about the school. Never make any statements or post images on social networking sites that might cause someone to question your suitability to act as a role model to young people or bring your own or the school's reputation into disrepute. You should never communicate with parents through social network sites and you are strongly advised to declare any existing friendships/relationships to your Line Manager.
- Use personal equipment to photograph children (always use the school's equipment) and ensure any photographs are only stored on the designated secure place on the school's network and not on portable equipment.
- Should not post on the school's website or social media accounts any photographs of children without their consent. (Some children may be put at risk by their whereabouts being made publicly)
- Use your personal mobile phone (or other personal IT equipment) in areas used by children unless in emergencies or under an agreed protocol set out by the headteacher.
- Undertake 'one to one' activities out of the sight of others unless it is a planned activity with the knowledge of your Line Manager and in keeping with your own responsibilities. You should not cover windows or door panels but always act in an open and transparent way.
- Transport children unsafely, for example by driving whilst using your mobile phone, consuming alcohol, failing to ensure that seat belts are worn or driving without appropriate insurance. Any trips should be planned and with the knowledge of your Line Manager. Unforeseen events should be reported to your Line Manager. It is good practice to have another adult to act as an escort during the journey
- Have physical contact with young people that might be misconstrued or considered indecent or harmful. Ensure you are always able to give an account of the reasons for physical contact or physical intervention. Where physical contact is required it is good practice for it to be within the sight of others. Any physical contact with a child that was needed to control or restrain a child should always be the minimum required.

All school employees should have a clear understanding of their responsibilities under this code of conduct. It aims to help avoid poor working practices that may lead to a person's behaviour being *investigated* and the *consideration* of disciplinary procedures.

Our Child Protection Policy may be found on our website here

Post Title:	Special Education Needs Coordinator [Maternity cover]
Purpose:	• Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD). • Lead the strategic development and day-to-day operation of the school's SEN policy and provision in accordance with the SEN Code of Practice (0–25). • Champion an inclusive culture across the curriculum, ensuring high expectations and strong academic and personal outcomes for all students with SEND. • Act as a key member of the extended Senior Leadership Team, advising the Headteacher and Governing Body on statutory compliance, SEND funding, and strategic priorities. • Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students with SEN, in accordance with the school's aims and curricular policies. • Co-ordinate the provision for students with SEN. • Provide professional guidance in the area of SEN. • Monitor and support the overall progress and development of SEN students. • Ensure that School meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
Reporting to:	Headteacher/ Deputy Headteacher
Responsible for:	The provision of a full learning experience and support for students. Teaching and support staff
Liaising with:	Head/Deputies, teaching/support staff LA representatives, external agencies and parents.
Working Time:	195 days per year. Full-time
Salary/Grade:	Leadership L8
Disclosure level	Enhanced
Main Core Duties	
Teaching	• To lead on the evaluation and monitoring of the progress of students and keep up-to-date student records as may be required. • To contribute to the preparation of Action Plans, progress files and other reports. • To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff • To contribute to PSHE, Citizenship and Enterprise according to school policy • To apply the Behaviour management systems so that effective learning can take place. • To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere. • To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.

	• To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students • To undertake a designated programme of teaching. • To ensure a high-quality learning experience for students which meets internal and external quality standards. • Undertake assessment of students as requested by external examination bodies, departmental and school's procedures, including marking of work. • To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework. • To undertake assessment of students as requested by external examination bodies, departmental and school procedures. • To mark, grade and give written/verbal and diagnostic feedback as required
Management	• Make explicit to all stakeholders the school's high expectations that all students can succeed. • Seek and use national, local and school data, OfSTED evidence and research findings in professional and school development. • Provide information to support the school's SEF. • Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school and the students.
Strategic Leadership & Statutory Compliance	Manage the maintenance and regular updating of the school's SEND Register and statutory SEN Information Report. • Lead on the Education, Health and Care Plan (EHCP) process, including preparing applications, coordinating statutory assessments, and chairing Annual Reviews. • Manage the Assess, Plan, Do, Review (graduated approach) cycle across all year groups and subject departments. • Ensure the school meets its statutory duties under the Equality Act 2010 and Children and Families Act 2014. • Oversee the delegated SEND budget and notional funding, ensuring cost-effective deployment of resources and interventions.
Curriculum Provision/ Development	• Analyse whole-school attainment, progress, attendance, and behaviour data for students with SEND to identify gaps and evaluate intervention impact. • Work alongside Heads of Department and classroom teachers to embed Quality First Teaching and effective adaptive teaching strategies. • Contribute to our delivery of high-impact whole-school CPD on SEND needs (e.g., Autism, ADHD, Speech, Language and Communication Needs, Dyslexia, SEMH). • Coordinate Exam Access Arrangements alongside the Examinations Officer, ensuring timely specialist assessments and JCQ compliance. • Undertake a teaching commitment to model inclusive classroom practice.

<u>Staffing</u> **Staff Development:** **Recruitment/ Deployment of Staff**	• To take part in the school's staff development programme by participating in arrangements for further training and professional development. • To continue personal development in the relevant areas including subject knowledge and teaching methods. • To engage actively in the Appraisal process, both as appraiser and appraisee. • Lead, deploy, and oversee performance management for the SEND support team • Build strong, transparent partnerships with parents and carers, acting as a central point of contact for families of students with SEND. • Liaise effectively with external agencies, including Educational Psychologists, Speech and Language Therapists, CAMHS, Social Care, and Local Authority SEND teams. • Lead structured transition programmes for incoming Year 7 students (working with feeder primary schools) and post-16 pathways (working with the Careers Lead to meet Gatsby Benchmarks
Quality Assurance:	• Assist the Headteacher in monitoring, evaluating and reviewing the effects of policies, priorities and targets in practice, and take action as necessary. • Assist the Headteacher in monitoring, evaluating and reviewing the effects of the school improvement plan to secure progress and school improvement. • Ensure the effective operation of quality control systems. • Contribute to the school procedures for lesson observations, drop ins and learning walks • Implement the school quality procedures and to ensure adherence to those as delegated by the Headteacher. • Assist the Headteacher in developing, implementing and reviewing the monitoring and evaluation of the curriculum in line with agreed procedures including evaluation against quality standards and performance criteria. • Support the Headteacher in ensuring that resourcing and staffing are dedicated to promoting the highest standards of achievement for all students. • To aid the monitoring, review and evaluation of curriculum areas and SEND provision • Review methods of teaching and schemes of work.
Management Information:	• To maintain appropriate records and to provide relevant accurate and up-to-date information for Arbor, registers, etc. • To lead on the completion of the relevant documentation to assist in the tracking of students.
Communications:	• To communicate effectively with the parents of students as appropriate. • Where appropriate, to communicate and co-operate with persons or bodies outside the school. • Support the Headteacher in managing and organising accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations. • Maintain existing resources and explore opportunities to develop or incorporate new resources from sources inside and outside the school
Marketing and Liaison:	• To take part in marketing and liaison activities such as Open Evenings; Parents Evenings; Review days and liaison events with partner schools. • To contribute to the development of effective subject links with external agencies.
Pastoral System:	• Support the Headteacher in ensuring that effective mentoring systems are in place to support student progress and achievement. • Implement the Behaviour Management Policy so that effective learning can take place. • Implement and promote the Child Protection Policy so that children and adults are safeguarded across school
Other Specific Duties:	

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To promote actively the school's corporate policies.
- To continue personal development as agreed.
- To comply with the school's Health and safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCD not mentioned in the above.

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.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

HOLLY LODGE GIRLS' COLLEGE
Person specification – SENCO

	Criteria	Method of assessment
Qualifications	Qualified Teacher Status (QTS) • Honours Degree or equivalent • National Award for SEN Coordination (NASENCO) or NPQ for SENCOs • Specialist qualification in assessing for Exam Access Arrangements is desirable	App/certificates
Knowledge, Skills and Competencies	• Thorough knowledge of the SEND Code of Practice and Equality Act 2010 • Ability to analyse student progress and attendance data to inform strategic interventions • Strong interpersonal and communication skills for engaging parents and external agencies • High-level organisational and IT skills (e.g., Arbor,) Knowledge of secondary curriculum design and adaptive pedagogy • Understanding of local authority EHCP funding panels and high-needs top-up funding • Knowledge of Gatsby Benchmarks for SEN careers guidance	App/ Int/tasks
Experience	Proven track record of successful classroom teaching in a secondary setting • Experience working with students with a wide range of SEND (Cognition & Learning, SEMH, Communication & Interaction, Sensory/Physical) • Experience managing the graduated approach and supporting EHCP processes Previous experience as a SENCO, Deputy SENCO, or Head of Department • Experience line managing and developing a team of Teaching Assistants • Experience coordinating JCQ Exam Access Arrangements	App/ Int/references
Personal qualities	Deep commitment to inclusion, equity, and raising aspirations for vulnerable learners • Empathy, resilience, and calm decision-making under pressure • Deep commitment to inclusion, equity, and raising aspirations for vulnerable learners • Empathy, resilience, and calm decision-making under pressure • Ability to inspire, challenge, and support colleagues across all levels	App/ Int/references

App- Application form Int- Interview

The school is committed to safeguarding and promoting the welfare of children and young people and therefore the appointed person will be expected to support the life of the school. Appointment for this post is subject to an enhanced DBS disclosure and references will be sought for shortlisted candidates in advance of an interview.

EXPECT TO ACHIEVE