



Lever Edge Primary Academy

Lever Edge Lane, Bolton BL3 3HP

JOB DESCRIPTION

Job Details	
School Name	Lever Edge Primary Academy
Job Title	SEND Unit Lead Teacher
Grade	MPS/UPS + TLR (responsibility)
Primary Purpose of Job	To maintain consistently high standards in relation to all aspects of the Teachers' Standards
	Coaching and mentoring other members of staff
	Demonstrating effective practice and helping others to evaluate the impact of their teaching on learners' achievement
	Contributing significantly to implementing workplace policies
	Being a role model for learners and other staff
Responsible to	Head Teacher, Members of the SLT and the Academy Trustees
	Responsible for
	Leading and developing <i>The Haven</i> SEND Unit, ensuring high-quality provision, EHCP compliance and positive outcomes for pupils.
Principal Responsibilities	To provide strategic leadership and operational management of The Haven, ensuring consistently high-quality specialist provision for pupils with profound and complex needs, and ensuring robust systems for EHCP implementation, review and multi-agency collaboration.

Main Duties	
Set high expectations which inspire, motivate and challenge	
1.	Set an example in all aspects, share good practice and support other colleagues in maintaining the standards
2.	Actively support the ethos of the school in relationships with children, colleagues and parents, both in class and around the school
3.	Teach within The Haven as required, modelling high-quality specialist teaching and ensuring learning is well-structured, meaningful and ambitious for all pupils
4.	Support staff to deliver high-quality practice through coaching, feedback and collaborative planning.

Main Duties	
Strategic leadership & provision development	
5.	Lead the strategic direction and day-to-day running of The Haven, ensuring provision is safe, purposeful, structured and responsive to pupils' needs.
6.	Translate whole-school inclusion priorities into practical systems within the unit and contribute to wider school improvement as required
7.	Monitor impact and standards within The Haven (progress, engagement, attendance, wellbeing) and report to SLT/Trustees where appropriate.
EHCP oversight, annual reviews & support planning	
8.	Hold oversight of EHCP implementation, ensuring provision aligns with outcomes and required support.
9.	Lead/coordinate annual reviews and associated documentation; ensure high-quality advice is gathered from staff and professionals and submitted within required timescales
10.	Lead the writing and review of support plans and unit-level provision planning (ensuring clarity, consistency and measurable outcomes).
Multi-agency working & professional liaison	
11.	Coordinate the work of visiting professionals (e.g., therapists, health professionals, advisory services), ensuring communication is timely and plans are implemented consistently
12.	Build strong relationships with parents/carers and contribute to a person-centred approach to planning and review.
Collaboration with mainstream SENCo and inclusion across school	
13.	Work closely with the mainstream school SENCo to ensure consistent approaches, shared systems, and smooth inclusion pathways where appropriate (integration, transition, shared practice).
14.	Contribute specialist expertise to whole-school SEND practice through modelling, advice and staff development.
Leadership of staff, systems and culture	
15.	Line manage and develop The Haven team (including performance management where applicable), ensuring roles are clear and practice is consistent.
16.	Lead a culture of high expectations, dignity, and positive relationships, ensuring pupils' needs are understood and met effectively.
Fulfil wider professional responsibilities	

EHCP oversight, annual reviews & support planning

Main Duties

17. Be positive and encouraging during times of change
18. Fully engage in reflection, self-evaluation and appraisal, recognising the need to base conclusions on robust evidence
19. Take responsibility for own CPD through research and independent learning and actively participate in school based CPD to support school and personal professional improvement
20. Uphold the highest standards of safeguarding and pupil welfare in line with statutory requirements and school policy; ensure safe working practices within the unit and during professional visits.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Head Teacher and to meet the needs of the school.

Version Control

Job Description prepared by:	Lever Edge Primary Academy
Job Description updated:	23 April 2026



Lever Edge Primary Academy

Lever Edge Lane, Bolton BL3 3HP

PERSON SPECIFICATION

Job Details	
School Name	Lever Edge Primary Academy
Job Title	Class Teacher
Grade	MPS/UPS + TLR (responsibility)

Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

Skills and Knowledge		Method of Assessment
1.	Excellent communication skills	Application Form / Interview
2.	Excellent classroom practitioner	Application Form / Interview
3.	Excellent organisational skills	Application Form / Interview
4.	High level of behavioural management skills	Application Form / Interview
5.	Understanding of recent Educational Legislation	Application Form / Interview
6.	Commitment to inclusion and improving outcomes for pupils with SEND.	Application Form / Interview
7.	Ability to set and review targets and make decisions	Application Form / Interview
8.	Enthusiastic committed approach to teaching and learning	Application Form / Interview
9.	Warm, calm, solution-focused approach; resilient and reflective practitioner.	Application Form / Interview
10.	Capable and confident with computers as a learning tool	Application Form / Interview
11.	Smart appearance, punctual and a good attender	Application Form / Interview
12.	Significant experience working with pupils with profound and complex needs (e.g., high-level communication, cognition, sensory/physical needs, complex learning profiles).	Application Form / Interview
13.	Experience of leading/implementing specialist provision or taking responsibility for a key area within SEND	Application Form / Interview
14.	Experience collaborating with external professionals and agencies to implement programmes/support	Application Form / Interview
15.	Experience of EHCP processes, including annual reviews and contributing to plan writing and/or recommendations (Desirable).	Application Form / Interview

Skills and Knowledge		Method of Assessment
16.	Experience writing or overseeing support plans with clear outcomes and provision detail (Desirable).	Application Form / Interview
17.	Strong understanding of effective practice for pupils with complex needs and how to plan, adapt and assess appropriately.	Application Form / Interview
18.	Understanding of the EHCP cycle, including annual reviews and the importance of multi-agency advice.	Application Form / Interview
19.	Competencies Please note the school's competencies, which are considered to be essential for all roles, are in the attached Core Competencies document.	Interview

Experience, Qualifications and Training		Method of Assessment
1.	Teachers Certificate	Application Form / Interview /Certificate
2.	SEND leadership training/NPQ (Desirable)	Application Form / Interview /Certificate
3.	Relevant SEND qualifications/training (e.g., autism, PMLD/complex needs, communication approaches) (Desirable)	Application Form / Interview /Certificate

Work Related Circumstances		Method of Assessment
1.	High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements	Application Form / Interview
2.	Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners	Application Form / Interview
3.	Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work	Application Form / Interview
4.	Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice	Application Form / Interview
5.	Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning	Application Form / Interview
6.	Able to improve their own practice through observations, evaluations and discussions with colleagues	Application Form / Interview

Stage Two

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

Skills and Knowledge		Method of Assessment
1.	To have taught children from a wide socio-economic backgrounds	Application Form / Interview
2.	Strong leadership and organisation; able to manage competing demands and maintain high standards	Application Form / Interview

Version Control	
Person Specification prepared by:	Lever Edge Primary Academy
Person Specification updated:	23 April 2026

Core Competencies

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

Developing Self and Others

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

Civil Contingencies

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

Equality and Diversity

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer's race, religion, gender, sexuality, disability or age.

Customer Care

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

Health and Safety

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

Data Protection and Confidentiality

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

Fluency Duty

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

Working Hours

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

Safeguarding

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.