



Appointment of Learning Support Co-ordinator

**Full-time, Permanent with 2 Special Educational Needs
Allowances**

Post available from Wednesday 20th August 2025

Candidate Information Pack



March 2025

Background and Context

Lough View is an all ability, co-educational primary and nursery school situated on a wonderful, green field site in the Castlereagh Hills overlooking Belfast. The school has a current population of around 470 pupils which equates to a double intake from P1-7 and a 52 place nursery. The school takes pupils from the immediate locality and up to a 5-mile radius from the school.

Our school has an excellent reputation within the local community and has grown from 20 children and 2 teachers on opening in 1993 to what we are today.

We are a diverse school community made up of children, staff and parents from both of the main faith/cultural traditions in Belfast as well as those from other or non - faith backgrounds and ethnicities. Our school is all ability and inclusive of all socio-economic backgrounds.



Our Integrated Ethos

Lough View Integrated provides a learning environment where children from Catholic and Protestant backgrounds as well as those of other faiths and non- faith backgrounds, can learn with, from and about each other. The promotion of good relations extends to everyone in the school and to their families regardless of their religious, cultural or social background. Integrated education is value driven and child centred. It is delivered through a holistic approach with an emphasis on developing every aspect of a child's potential.

Our ethos is informed by the NICIE Statement of Principles. The core principles enshrined in this document are: Equality, Faith and Values, Parental Involvement and Social Responsibility. It is a basic expectation that any potential candidate would be both informed about and can demonstrate commitment to these principles.

Lough View is also a UNICEF Rights Respecting School. The UNCRC Articles inform much of what we do and form the basis for our approach to pastoral care.

As an integrated school we aspire to achieving a religious balance within our pupil population and within our staff team. Our school is usually over-subscribed and in line with the religious balance recommended for integrated schools, we allocate places on the basis of 40% Roman Catholic, 40 % Protestant and 20% Others.

Our mission statement is **Learning and Growing Together.**

The school was inspected in 2011 and again in 2017. Both inspections have highlighted the many strengths of our school which include the high academic standards achieved by our children, our outstanding Nursery and the excellence of our pastoral care. The school demonstrates a high capacity for continued sustained improvement.

Learning Support at Lough View

The Learning Support Department is central to learning within our all-ability, integrated school community. It also serves to underpin the pastoral care and wellbeing of all our young people. As a school, we are fully committed to supporting each individual child to achieve their potential and remove barriers to learning for students of all abilities.

The Learning Support Department is made up of two teachers delivering a range of interventions and also working alongside peripatetic colleagues from the Education Authority.

We have a Learning Support Co-ordinator and the input of a dedicated newcomer support teacher, as well as and a team of highly dedicated and professionally trained Classroom Assistants, who work in support of our students with Statements of Special Educational Needs and their class teachers.

At present there are 45 children on the Special Educational Needs Register with 15 of these holding Statements of Special Educational Needs. 420 children attend Lough View Primary School with a further 52 children in our Nursery Unit.

Our Learning Support focuses on 4 key areas:

1. Support for the child
2. Support for the teacher
3. Support for the parent
4. Support for the school

As the successful candidate, you will be appointed for your inspirational leadership qualities, passion for working with pupils with Special Educational Needs, excellence as a teacher, experience, strategic thinking, enthusiasm for CPD, personal qualities and exceptional people management skills.

You will be committed to both your own and school's continuous professional development, you will be fully aware of and engaged with both the current and draft (2016) SEND

legislation and the changes and developments that Northern Ireland is working towards with the new SEN framework.

(<https://www.education-ni.gov.uk/articles/review-special-educational-needs-and-inclusion>)

You will be expected to be versatile, hardworking, clear thinking, innovative and an excellent communicator and motivator. You will show care and passion to see the children we are entrusted with thrive and excel. You will be a dedicated and enthusiastic team member. You will set an example as a leader to all staff in your professionalism.

You will take overall responsibility for the leadership and management of Learning Support throughout, in order to baseline, evaluate and drive forward a culture of inspiring every child to be the best that they can be.

You will be able to independently handle and sensitively manage stressful situations, putting the needs of the pupils first. You will uphold the high standards, expectations and policies of consistency and positively represent the school in the wider community.

You will have the opportunity to be innovative in your leadership role and have a reduced teaching timetable. You will be a member of the Senior Leadership Team and will have a significant input into the strategic vision, development and management of the school's priorities.

It is recommended in DE advice that the LSC must have at least 3 years' experience of working with children with SEN.

JOB DESCRIPTION

JOB TITLE: Learning Support Co-Ordinator – Primary

CONTRACT TYPE: Permanent

DURATION OF CONTRACT/CONTRACT END DATE: Start date Wednesday 20th August 2025

STATUS: Full-Time

HOURS PER WEEK: 32.4 hours per week

WORKING PATTERN: Monday-Friday

GRADE/SCALE: Teacher | Main Pay Scale, M2 - UPS 3 | £30,000 - £46,368 per annum

ALLOWANCE(S): 2 Special Educational Needs Allowances | £4,886 per annum

ANTICIPATED INTERVIEW DATE(S): wb 7th April 2025

ADDITIONAL INFORMATION: Shortlisted candidates will receive further information about the interview process by the email address provided on the application form.

REPORTS TO: Principal & Board of Governors

PROFESSIONAL DUTIES OF A TEACHER TEACHERS' (TERMS AND CONDITIONS OF EMPLOYMENT) REGULATIONS (NORTHERN IRELAND) 1987 Schedule 3 Regulation 5

Exercise of general professional duties

A teacher who is not a principal shall carry out the professional duties of a teacher as circumstances may require: -

(a) if he/she is employed as a teacher in a school under the reasonable direction of the principal of that school;

(b) if he/she is employed by a board on terms under which he/she is not assigned to any one school, under the reasonable direction of that board and of the principal of any school in which he/she may for the time being be required to work as a teacher.

Exercise of particular duties

(a) A teacher employed as a teacher (other than a principal) in a school shall perform, in accordance with any directions which may be reasonably given to him/her by the principal from time to time, such particular duties as may reasonably be assigned to him/her.

(b) A teacher to whom paragraph 1(b) refers shall perform, in accordance with any direction which may reasonably be given to him/her from time to time by the board or by the principal of any school in which he/she may for the time being be required to work as a teacher, such particular duties as may reasonably be assigned to him/her.

1. Planning

- 1.1. Planning and preparing courses and lessons;
- 1.2. Teaching, according to their educational needs, the pupils assigned to him/her, including the setting and marking of work to be carried out by the pupils in school and elsewhere;
- 1.3. Assessing, recording and reporting on the development, progress and attainment of pupils.

2. General

- 2.1. Promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned to him/her;
- 2.2. Providing advice and guidance to pupils on educational and social matters and on their further education and future careers including information about sources of more expert advice on specific questions, making relevant records and reports;
- 2.3. Making records of and reports on the personal and social needs of pupils except in instances where to do so might be regarded as compromising a teacher's own position;
- 2.4. Communicating and consulting with the parents of pupils;
- 2.5. Communicating and co-operating with such persons or bodies outside the school as may be approved by the employing authority and the Board of Governors;
- 2.6. Participating in meetings arranged for any of the purposes described above.

3. Assessment/Reporting

- 3.1. Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils except in instances where to do so might be regarded as compromising a teacher's own position.

4. Staff Development/Professional Development

- 4.1. Participating, if required, in any scheme of staff development and performance review;
- 4.2. Reviewing from time to time his/her methods of teaching and programmes of work;
- 4.3. Participating in arrangements for his/her further training and professional development as a teacher.
- 4.4. Advising and co-operating with the Principal and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

5. Discipline/Health and Safety

- 5.1. Maintaining good order and discipline among pupils in accordance with the policies of the employing authority and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- 5.2. Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements.

6. Public Examinations

- 6.1. Participating in arrangements for preparing pupils for public examinations and in assessing pupils for the purposes of such examinations; recording and reporting such assessments; and participating in arrangements for pupils' presentation for and supervision during such examination.

7. Review and Development of Management Activities/Administration

- 7.1. Contributing to the selection for appointment and professional development of other teachers, including the induction and assessment of probationary teachers;
- 7.2. Co-ordinating or managing the work of other teachers;
- 7.3. Taking such part as may be required of him/her in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.
- 7.4. Participating in administrative and organisational tasks related to such duties as described above, including the management or supervision of persons providing support for the teachers in the school and the ordering and allocation of equipment and materials.
- 7.5. Subject to the provisions of Article 22 of the Order, attending assemblies;
- 7.6. Registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions.

8. Number of days/Hours of work

- 8.1. A full-time teacher, other than a teacher employed in a residential establishment, shall be available for work on 195 days in any year of which not more than 190 days should involve teaching children in a classroom situation;
 - 8.2. A teacher, other than a teacher employed in a residential establishment, shall be available to perform such duties at such times and such places as may reasonably be specified by the Principal, or where he/she is employed by a Board on terms under which he/she is not assigned to any one school by the Board or the Principal of any school in which he/she may for the time being be required to work as a teacher, for 1,265 hours in any year exclusive of time spent off school premises in preparing and marking lessons and time spent travelling to and from the place of work;
9. A teacher may not be required to teach as distinct from supervise children in a classroom situation for more than 25 hours in any week in a primary or special school and 23.5 hours in any week in a secondary school;
 10. Unless employed under a separate contract as a mid-day supervisor, a teacher shall not be required to undertake mid-day supervision;
 11. Subject to paragraph (f) all teachers shall be required to have a break of at least 30 minutes between the hours of 12 noon and 2.00 pm;
 12. Teachers in nursery schools and nursery units in primary schools shall be required to have a break of at least 30 minutes between the hours of 12 noon and 2.30 pm;

13. For the purposes of this paragraph, a 'year' means a period of 12 months commencing on 31st July and a 'week' means a period of 7 days commencing on a Sunday.

14. Staff cover

14.1. Supervising and teaching any pupils whose teacher is not available provided that:

- a) In schools with an average daily enrolment of 222 or less, in primary 1 and primary 2 classes in schools with an average daily enrolment greater than 222 pupils and in nursery classes in primary schools a teacher other than a supply teacher shall not be required to provide such cover:
- b) In schools with an average daily enrolment greater than 222 pupils a teacher other than a supply teacher shall not be required to provide such cover after the second day on which a teacher, other than a teacher of primary 1 or primary 2 class or of a nursery class in a primary school, is absent or otherwise not available, or from the first day if the fact that the teacher would be absent or otherwise not available for a period exceeding 2 days was known to and agreed by the employing authority in advance.



Lough View Integrated Primary and Nursery School

Disclosure of Criminal Background

If you have applied for a post that involves “regulated activity” under the Safeguarding Vulnerable Groups (NI) Order 2007, Lough View Integrated Primary and Nursery School will be required to undertake an Enhanced Disclosure of Criminal Background. Please note that due to proposals set out in the Department of Education’s Budget, you **WILL** be expected to meet the cost of an Enhanced Disclosure Certificate, which is £33.

Further details in relation to legislative requirements can be accessed on www.nidirect.gov.uk/vetting or www.accessni.org.uk.

PERSON SPECIFICATION

NOTES TO JOB APPLICANTS

1. You must clearly demonstrate on your application form under each question, how, and to what extent you meet the required criteria as failure to do so may result in you not being shortlisted. You should clearly demonstrate this for both the essential and desirable criteria, where relevant.
2. You must demonstrate how you meet the criteria by the closing date for applications, unless the criteria states otherwise.
3. The stage in the process when the criteria will be measured is outlined in the table below.
4. Shortlisting will be carried out on the basis of the essential criteria set out in Section 1 below, using the information provided by you on your application form.
5. Please note that the Selection Panel reserves the right to shortlist only those applicants that it believes most strongly meet the criteria for the role.
6. In the event of an excessive number of applications, the Selection Panel also reserves the right to apply any desirable criteria as outlined in Section 3 at shortlisting, in which case these will be applied in the order listed. It is important therefore that you also clearly demonstrate on your application form how you meet any desirable criteria.

SECTION 1 - ESSENTIAL CRITERIA

The following are **essential** criteria which will initially be measured at the shortlisting stage and which **may also be further explored during the interview/selection stage**. You should therefore make it clear on your application form how, and to what extent you meet the criteria. Failure to do so may result in you not being shortlisted.

Factor	Essential Criteria	Method of Assessment
Qualifications/ Professional Membership	<ul style="list-style-type: none"> • Hold a teaching qualification that meets the requirements for recognition to teach in grant-aided schools in Northern Ireland by the closing date for completed applications • Hold a teaching qualification that specialises in Primary Education 	Shortlisting by Application Form
Experience	<ul style="list-style-type: none"> • Demonstrable experience of providing tailored support for children with a range of barriers to learning. • Demonstrable experience of strategic planning including auditing, target setting, monitoring and reviewing. 	Shortlisting by Application Form
Knowledge	<ul style="list-style-type: none"> • Demonstrable Knowledge of the SEN Code of Practice for Northern Ireland. • Sound understanding of effective pedagogical interventions to help support children with SEN. 	Shortlisting by Application Form
Other	<ul style="list-style-type: none"> • Be registered with the General Teaching Council for Northern Ireland (GTCNI) before taking up post 	Pre-employment Check

SECTION 2 – ADDITIONAL ESSENTIAL CRITERIA

The following are **additional essential** criteria which will be measured during the interview/selection stage.

Factor	Essential Criteria	Method of Assessment
Knowledge	<ul style="list-style-type: none"> • Knowledge of support mechanisms available through the Education Authority including SEND, Educational Psychology, Literacy Service and Medical Needs. • Knowledge of the roles and responsibilities involved in the preparation, implementation and review of Personalised Learning Plans. • Knowledge of the Northern Ireland Primary Curriculum, specifically core curriculum areas. 	<p>Interview</p> <p>Interview</p> <p>Interview</p>
Skills / Abilities	<ul style="list-style-type: none"> • Effective teaching and classroom management skills to inspire and challenge pupils to raise achievement • Proven ability to provide a supportive, inclusive learning environment • Ability to work collaboratively to promote positive relationships with pupils, colleagues, parents and the wider community • Ability to make sound judgements and manage sensitive situations, achieving a positive outcome for all parties • Ability to think, plan and act strategically 	<p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p>
Personal Qualities	<ul style="list-style-type: none"> • Commitment to the Integrated ethos of the school • Excellent organisational skills and the ability to build positive relationships with all stakeholders • Outstanding communication skills • Hardworking and dedicated to achieving the best possible outcomes for all children at Lough View • Honesty and integrity • Team player 	<p>Interview</p>

SECTION 3 - DESIRABLE CRITERIA

Some or all of the desirable criteria may be applied by the Selection Panel in order to determine a manageable pool of candidates. Desirable criteria will be applied in the order listed. You should make it clear on your application form how, and to what extent you meet the desirable criteria, as failure to do so may result in you not being shortlisted.

Factor	Desirable Criteria	Method of Assessment
Qualifications and Experience	<ul style="list-style-type: none"> • A minimum of three years* paid teaching experience in a primary setting supporting children with Special Educational Needs. • Demonstrable professional qualifications to support the delivery of the role of Learning Support Co-ordinator • Experience of teaching/supporting children with special educational needs as either a Learning Support Teacher or Learning Support Co-ordinator <p>*year equates to school year 1st September to 31st August</p>	<p>Shortlisting by Application Form</p> <p>Shortlisting by Application Form</p> <p>Shortlisting by Application Form</p>

JOB DESCRIPTION

- The LSC will take responsibility for co-ordinating and implementing all special educational provision made by the school and provide professional guidance in the area of SEND in order to secure high quality teaching and learning and the effective use of resources to bring about improved outcomes for children.
- Set standards and provide examples of best practice for teachers in identifying, assessing and meeting the needs of children with SEN within and outside of the classroom.
- Implement, monitor and evaluate intervention strategies designed to address any barriers to learning through analysis of assessment outcomes and adjust these as necessary.
- Contribute to transition programmes to ensure that children with SEN are appropriately supported at key points in their school career.
- Take the lead in evaluating, developing and improving SEN Practice in the school and to oversee the day to day operation of the school's SEN policy, ensuring with the School Principal that it is kept up to date.
- Strategically lead, organise, evaluate and improve all SEN provision and contribute as appropriate to the strategic development, management, and improvement of the work of Lough View IPS as a whole, as a member of the Senior Leadership Team.
- Increase staff confidence, capacity building and competence in teaching children with SEN, working with staff in the development and dissemination of school special educational provision mapping.
- Lead, develop, monitor, evaluate and improve the delivery of Learning Support through effective pedagogy and the creation of an inclusive learning environment.
- Lead, manage, support, professionally develop and supervise Learning Assistants to ensure high levels of performance.
- Prepare lessons, mark class work and homework, assess, write reports and undertake formative and summative assessment of pupils.
- Work closely with the Board of Governors, Principal, senior management team and colleagues in the strategic development and delivery of the school's SEN policy.
- Co-ordinate special educational provision for groups/deliver small group support and interventions to support pupils and raise achievement.
- Monitor and review the progress of Newcomer support being provided including all relevant CEFR paperwork.

- Liaise with the EA and all other relevant external agencies and systems as appropriate.
- Ensure that each pupil with SEN and/or medical issues is included on the school's SEN and or/ medical register, maintain both registers on an ongoing basis.
- Manage all aspects of the Annual Review process for all children holding a Statement of Special Educational Need.
- Identify SEN related staff training requirements and ensure that these are included in the SEN Action Plan and the School Development Plan (SDP).
- Respond to requests for advice from other members of staff and advise staff on keeping records of concern about a child's progress including any actions teachers have taken to address those concerns using the school's CPOMS system.
- Provide information to SLT, Principal and Board of Governors about matters relating to SEN.
- Advise and support parents with concerns regarding provision for their child, if they have been identified as having barriers to learning.
- Ensure that all children for whom special educational provision is to be made have a PLP prepared and implemented. Support staff in involving the child in order to seek the views of the Child and inform their PLP.
- Undertake other duties as directed by the Principal.

The range of duties may be varied from time to time according to the changing needs of the post. It is expected that opportunities will exist for the professional development of the person appointed.