

## JOB OUTLINE

<b>Job title:</b>	Special Educational Needs (SEND) Teaching and Learning Adviser
<b>Job ref:</b>	HFL1589
<b>Hours:</b>	37 hours per week (part-time hours considered), 52 weeks per year
<b>Salary:</b>	FTE £47,000 - £55,000 per annum
<b>Contract:</b>	Permanent
<b>Reports to:</b>	Lead SEND Adviser
<b>Team:</b>	Education Services
<b>Location:</b>	Hybrid working consisting of remote working, flexibility required to work across educational settings in Hertfordshire and neighbouring counties. Occasional visits to our Head Office in Stevenage will be required for meetings.

## OUR COMPANY

HFL Education (Formerly Herts for Learning) is an award-winning provider of products and services to schools and educational settings within and outside Hertfordshire. We believe that every young person, through access to a great education, should be able to realise their potential, regardless of where they live or their circumstances.

We focus on supporting the schools we work with to achieve successful long-term outcomes for their children. HFL is majority owned by Hertfordshire schools and operates with a not-for-profit ethos.

## JOB CONTEXT

Our SEND Teaching and Learning Advisers work with mainstream schools, settings and trusts to strengthen inclusive classroom provision for children and young people with SEND. The role focuses on building the capacity of SENCOs and developing the knowledge, skills and confidence of leaders, teachers, and support staff to deliver high-quality universal strategies and adaptations in lessons and across the curriculum.

Drawing on strong classroom expertise and knowledge and experience of effective SEN provision, SEND Teaching and Learning Advisers model effective approaches, develop high-quality resources, and deliver impactful training that builds staff confidence. The role involves both online and in-person delivery, and collaboration with other HFL advisers and Hertfordshire County Council (HCC) colleagues on SEND priorities.

### **PURPOSE OF THE JOB**

- To improve the quality of classroom provision for children and young people with SEND through modelling, coaching, and practical guidance.
- To raise standards and promote the achievement, engagement, and well-being of children and young people with SEND.
- To support SENCOs, teachers, and support staff to implement evidence-based inclusive teaching strategies.
- To develop and deliver high-quality professional learning, both online and in person, focusing on classroom practice, adaptive teaching, and meaningful assessment for SEND.
- To design tools, resources, and exemplification to support staff in implementing effective inclusive approaches with confidence.
- To work in partnership with HCC on local SEND initiatives and the delivery of Hertfordshire's SEND Strategy.

### **MAIN AREAS OF RESPONSIBILITY**

- To act as a SEND Teaching and Learning Adviser to schools, providing advice, modelling and practical support to teachers, SENCOs, support staff, and leaders.
- To maintain a strong understanding of national SEND research, guidance and evidence-based classroom practice and disseminate this to schools.
- To undertake lesson visits, learning walks and work scrutiny to identify strengths and areas for development related to high quality inclusive classroom provision.
- To support SENCOs with operational aspects of their role, including provision mapping, classroom adaptations, and approaches to monitoring pupil progress.
- To design and deliver an accessible and impactful programme of digital and in-person SEND training.
- To develop high-quality resources, exemplars and guidance that support effective teaching and learning for pupils with a range of needs.

- To build trusted relationships with schools and provide excellent customer service to encourage engagement with HFL SEND services.
- To work collaboratively with HCC officers and HFL colleagues to support the best interests of children and young people with SEND.
- To contribute to planning, evaluation and income generation activities across the SEND team and Education Services.
- To provide written reports as required.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time become necessary.

## PERSON SPECIFICATION

### **Knowledge, Experience and Qualifications - essential requirements:**

- A degree and relevant teaching qualification with QTS, with substantial experience as an outstanding classroom practitioner.
- Experience working as a SENCO or as a key member of a school's SEND team.
- Strong expertise in adapting teaching for pupils with a range of additional needs.
- Excellent knowledge of the SEND Code of Practice: 0–25 years and related guidance.
- Experience modelling or coaching effective classroom strategies with colleagues.
- Successful experience designing and delivering professional development or training.
- Experience of observing and evaluating classroom practice and providing developmental feedback.
- Ability to analyse and interpret information about pupils' learning and progress.

### **Knowledge, Experience and Qualifications - desirable requirements:**

- Additional qualifications in SEND such as the National Award for SEN Coordination or NPQ for SENCOs.
- Experience developing teaching resources or guidance for colleagues.
- Experience contributing to whole-school approaches to SEND.

### **Skills and abilities – desirable requirements:**

- High-quality communication skills, both written and oral.

- Strong presentation and training skills.
- Highly effective interpersonal and coaching skills.
- Ability to prioritise and organise workload.
- Creative thinking and strong problem-solving skills.
- An ability to contribute to the traded income of the team.
- Strong ICT skills required to carry out the core tasks of the job.
- Effective team skills with the ability to work collaboratively.

### **Personal Qualities:**

- A passion for improving the life chances of children and young people with SEND.
- High professional standards, strong moral purpose, credibility, and integrity.
- Flexible, highly organised, and resilient to change.

### **Special requirements:**

You will be self-motivated, flexible, and prepared to travel to schools across Hertfordshire and beyond. The ability to reach different locations by car will be essential for this role. If you drive, then a full driving licence and appropriate car insurance will be required.

### **APPLICATION PROCESS**

For an informal discussion regarding the role, please contact Louise Barrell, Lead SEND Adviser via email at [louise.barrell@hfleducation.org](mailto:louise.barrell@hfleducation.org)

To apply, please download and complete the HFL application form along with the supporting statement, explaining how you meet the requirements of the job outline and person specification. We would also be keen to hear why you are interested in becoming part of the HFL team.

As part of our move towards eradicating unconscious bias within the recruitment process, we ask that you follow the guidance stated in the application forms and submit these in a word format to enable your application to be anonymised.

To help HFL make sure our policies and working practices are inclusive and non-discriminatory we would like you to complete the HFL equal opportunities form. This will not be stored with your application and will only be used by HR.

To submit your application or to discuss any recruitment queries please email our Central recruitment team at [hfl.recruitment@hfleducation.org](mailto:hfl.recruitment@hfleducation.org)

**Closing Date:** Monday 20<sup>th</sup> April 2026

**Online Screening Interview:** Tuesday 28<sup>th</sup> April 2026, afternoon

**Face to Face Interview:** Wednesday 6<sup>th</sup> May 2026 in Stevenage

**Start Date:** 1 September 2026, or earlier.

### **EQUAL OPPORTUNITIES**

HFL is committed to being an equal opportunities employer. We insist on the equal treatment of all current and prospective colleagues and will never condone discrimination based on age, disability, sex, sexual orientation, pregnancy and maternity, race or ethnicity, religion or belief, gender identity, or marriage and civil partnership.

HFL is also equally committed to becoming an anti-racist organisation and we encourage you to view our [Anti-racist position statement](#) which gives clarity on our anti-racist stance. In our relentless efforts to be an anti-racist organisation, we recognise the negative impacts of under representation and lack of diversity in our organisation, our education system and in all aspects of our society. Therefore, for recruitment into any HFL post, where we have two or more candidates of equal merit, candidates with protected characteristics will be given advantage over candidates without such characteristics. This is sometimes referred to as a 'tiebreaker' and is referred to as 'positive action' in the Equality Act 2010.

To help us meet our high standards and aspirations of a fully diverse and inclusive workplace, we strongly encourage suitably qualified applicants from all backgrounds to apply and to join us.

Please note that if you are invited to interview, we will expect you to be prepared to discuss unconscious bias with us; we find these conversations more than any others give us all a good idea of what working together will be like.

### **DISCLOSURE AND BARRING SERVICE**

This post may be subject to full pre-employment checks and is exempt from the Rehabilitation of Offenders Act 1974. Please note that additional information referring to the Disclosure and Barring Service is in the guidance notes to the application form. If you are invited to an interview, you will receive more information.



## INTELLECTUAL PROPERTY RIGHTS

It is a contractual requirement of all employees of HFL to protect the intellectual, property rights of the company and to adhere to our company policy regarding IP.