

SENCO

Leigh Academy Bexley



More than just a job. More than just an employer.

Leigh Academies Trust is a dynamic, vibrant multi-academy trust, founded in 2008. Today we encompass 31 academies across Kent, Medway and South-East London.



LEIGH
Academies Trust

Simon Beamish

BA (Hons) MSc PGCE NPQH NLE FCCT

Chief Executive
Leigh Academies Trust



Welcome

Through a model of education that creates a network of inspirational and inclusive academies that share the same values, the Trust provides the drive for educational improvement and dynamic transformation. All of the academies work closely and collaboratively together, along with our partners, seeking to exploit the key educational philosophy of human scale education. To maximise the levels of achievement across each of our learning communities, all activities are focused on improving the life chances of the young people in our care.

As of 1st September 2023, our Trust comprises 31 geographically organised academies (15 secondaries, 14 primaries and 2 special) educating 20,000 students, and employing 3,000 talented staff. The Trust is establishing four 'clusters' of academies: North Kent; Central Kent; South East London; Medway. In addition, the Trust is responsible for one of the region's biggest initial teaching training organisations, a large teaching school hub and is an accredited apprenticeship provider. Our future plans are found in our Vision 2030 document available on our website.

We are now recruiting to appoint a suitably experienced and qualified SENCO at Leigh Academy Bexley. The role of SENCO is a pivotal role in the school's future journey as our appointed leader will continue to build and evolve our unique and inspirational place of learning at Leigh Academy Bexley. The successful candidate will work closely with the Principal and other senior leaders across the academy and wider Trust.

Our ideal candidate will be an existing SENCO with considerable experience and you will need a strong commitment to raising educational attainment for children and young people with SEN and have a willingness and ability to develop specialist knowledge and keep up to date with local and national developments.

John Dixon

Principal
Leigh Academy Bexley



Leigh Academy Bexley

I am very privileged to be the Principal of Leigh Academy Bexley. Our vision is that regardless of background and regardless of their starting point, students will leave us as kind, resilient, independent learners with the right behaviour and attitudes to ensure continuous progress and achievement, ready for the next stage of their education and beyond. We want our students to be successful in their chosen careers, in their relationships and in their interaction with the world.

Safeguarding is of paramount importance at the school. Our number one priority is to ensure our students are safe, happy and valued as they navigate this very important phase of their educational journey. We are a caring and inclusive community where our passion for students' personal wellbeing and development is evident and permeates every aspect of school life. Our outstanding curriculum model offers all students the very best chance of academic success. We have the highest expectations and standards for our community, we encourage all members of the Leigh Academy Bexley community to aim high, equipping them with the tools and

knowledge they need to achieve their future dreams and aspirations.

We support them with excellent teaching and personal guidance, alongside a thriving co-curricular offer, to encourage participation and collaboration. In turn, leading our students to become confident, articulate and valued members of society. At Leigh Academy Bexley, our pastoral teams work closely with students and families ensuring we look after the whole student and enabling them to truly thrive as individuals. I look forward to working with you.

Vacancy

From January 2024, we are seeking to appoint an experienced and qualified SENCO who, with the support of the Principal, Academy Leadership Team and the SEN department will take responsibility for the day-to-day operation of the SEN policy, SEN information report and provision made by the school for pupils with learning difficulties or disabilities. The successful candidate will also work closely with staff, parents/carers and other agencies.

We understand that each student has different learning needs and experiences, but they must always have the same opportunities. Leigh Academy Bexley's goal is to always act quickly to identify undiagnosed needs and always support students with SEND needs. Our digital curriculum, which includes Chromebooks for students and an incredible team of teaching assistants, has removed barriers for children, laying the groundwork for this successful approach. We make every effort to ensure students with SEND thrive and grow in confidence alongside the rest of our community.

A flexible approach with a can-do ethos is necessary, as is drive, grit and boundless enthusiasm, as nearly everyday we experience something new for the first time. It is essential that our SENCO has a positive outlook, is supportive of others and openly shares best practice, modelling this constantly to the growing staff body. Our SENCO will need to embrace a forward thinking approach to raising standards in teaching for SEND, implementing a high quality intervention programme and working

with SE London and Kent teams to ensure we are doing the absolute best for our most vulnerable students at all times.

The role of SENCO can be highly rewarding, as you will have the opportunity to directly contribute to pupils receiving the support they need to achieve their full potential.

For our successful candidate, being a member of staff at Leigh Academy Bexley and the wider Trust means you'll receive access to a great range of employment benefits from day one. [Click here](#) to view the current benefits package, and be mindful that the list is always growing.

Position	SENCO
Location	Leigh Academy Bexley
Responsible to	Vice Principal
Basis	Permanent, Full-Time
Commencement	January 2024
Salary	Leadership commensurate with experience

Application Process

Naturally, we are seeking to appoint the best possible candidate and therefore the application process will reflect our desire to undertake all necessary measures to achieve this.

On the basis that interested candidates may be keen to visit the academy before making a formal application, you can arrange this by contacting Pam Morey (PA to Principal) - pamela.morey@labexley.org.uk. Visits will be offered and will be hosted by a member of the Senior Leadership Team. Please ensure you offer Pam a range of dates when you are available in your initial email to ensure we can coordinate a visit that works for both you and the academy.

Candidates wishing to have an initial conversation with the SLT about this role can also arrange for a telephone call. Those wishing to do so should also contact Pam Morey (as above) in the first instance.

To submit an application in full, please do so online via the following link;

[SENCO \(Leigh Academy Bexley\) - Online Application](#)

If you have any queries on any aspect of the application process or need additional information, please contact Charlotte Herberts (LAT Talent Team) on charlotte.herberts@latrust.org.uk

The academy is committed to safeguarding children and successful candidates will be subject to an Enhanced DBS check. Our commitment to safeguarding is underpinned by robust processes and checks which are in place across the Trust.



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Job Profile

Role: SENCO - Leigh Academy Bexley
Reporting to: Vice Principal

Core Purpose

To work closely with the Assistant Principal for SEND/ Inclusion, Senior Leadership Team and colleagues in the strategic development of the Academy's Special Educational Needs (SEN) policy and oversee the day-to-day operation of that policy with the aim of raising SEN student achievement.

Areas of Responsibility and Key Tasks

a) Strategic Direction and Development of SEN Provision in the Academy (with the support of, and under the direction of the leadership team)

- exercise a key role in assisting the senior leadership team and governors with the strategic development of SEN policy / provision
- support all staff in understanding the needs of SEN student and ensure the objectives to develop SEN are reflected in the school development plan
- monitor progress of objectives and targets for students with SEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
- analyse and interpret relevant school, local and national data and advise the senior leadership team on the level of resources required to maximise achievement
- liaise with staff, parents, external agencies and other schools to coordinate their contribution, provide maximum support and ensure continuity of provision

b) Teaching & Learning

- support the identification of and disseminate the most effective teaching approaches for students with SEN
- work with the senior leadership team and staff to develop effective ways of bridging barriers to learning through:
 1. assessment of needs
 2. monitoring of teaching quality and student achievement
 3. target setting, including IEPs
 4. developing a recording system for progress
- collect and interpret specialist assessment data to inform practice
- undertake day-to-day co-ordination of SEN students' provisions through close liaison with staff, parents and external agencies
- work with the senior leadership team, teachers, key stage co-ordinators and pastoral staff to ensure all students learning is of equal importance and that there are realistic expectations of students
- consider the range of teaching strategies / equipment that could be utilised for students at School Action Plus.

c) Leading and Managing

- provide professional guidance to staff to secure good teaching for SEN students, through both written guidance and meetings
- advise on and contribute to the professional development of staff, including whole Academy INSET provision



- provide regular information to the senior leadership team and governing body on the evaluation of SEN provision

d) Effective deployment of staff and resources

- advise the senior leadership team and governing body of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency
- maintain and develop resources, coordinate their deployment and monitor their effectiveness in meeting the objectives of Academy and SEN policies

e) Other professional requirements

- Coordinate all Annual Reviews and attend / chair when necessary

Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at

Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the Keeping Children Safe in Education document (Department of Education).

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

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Person Specification

(e) = essential (d) = desirable

Training and Qualifications

- A graduate in a relevant discipline (e)
- To hold a teaching qualification that is recognised by the DfE (e)
- To have evidence of continuing and recent professional development relevant to the post (e)
- National SENCO Award or willing to complete training (d)
- Evidence of ASD qualification/s (d)

Experience

- As SENCO/supporting children with special educational needs (e)
- Effective working with a variety of stakeholders (e)
- Monitoring and identifying areas for improvement (e)
- Leading, motivating and developing practice (e)
- Effective use of assessment and analysis of SEND children's progress in raising standards (e)
- Teaching experience across the primary range having taught at all levels of ability to at least a good standard (e)
- Experience as SENCO in more than one school (d)
- Working effectively with students with ASD (d)

Professional Knowledge, Skills and Understanding

- Previous experience of effective SEND development and pupils based learning (e)
- Thorough and up to date knowledge of SEND code of practice and SEND issues (e)
- Proven Management and SENCO skills to support inclusion teaching and learning (e)
- Ability to produce accurate work to tight deadlines under pressure (e)
- Ability to communicate clearly in writing and orally a variety of audiences (e)
- Ability to be able to deal sensitively with pastoral issues relating to staff and students (e)
- Extensive ICT skills that reflect the impact of technology on today's classrooms (e)
- Experience of managing successful change (d)


Personal Qualities and Abilities

- An enthusiastic, confident and able communicator with excellent interpersonal skills (e)
- An effective organiser who can get the most from all types of resources through their development and deployment (e)
- A positive and resilient individual with drive, initiative, vision and commitment to improve standards in the school (e)
- Can lead, motivate and inspire others including teachers, parents and governors (e)
- Commitment to inclusion and raising standards for all (e)

- Able to demonstrate strong leadership and management skills (d)

Management

- Ability to analyse and evaluate data on students (e)
- Ensure appropriate curriculum provision for all students across the Department (e)
- Ability to establish credibility with colleagues, students and parents (e)

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Benefits at Leigh Academies Trust

At Leigh Academies Trust, we want to provide you with a rewarding and enriching career and to help you to reach your full potential, both professionally and personally. As an employee of Leigh Academies Trust, here is a taster of the great benefits you can receive from day one;

- An open and collaborative working environment, not just within your academy but also across the Trust where innovation is encouraged
- A career in an organisation that values individuality and diversity
- Dedicated focus groups to ensure we have the optimal working environment in all aspects.

Professional development opportunities

- Regular training and access to a range of internal and external programmes tailored to your learning needs throughout your career
- Educational sponsorship (application required)
- Opportunities for career progression as we are willing and able to support moves from one academy to another.

Financial

- A competitive salary for both teaching and non-teaching staff whereby pay progression is possible on an annual basis, following successful performance
- Access to a highly attractive pension plan
- Neyber platform – support provided to build your financial confidence and support when needed with Neyber loans
- Access to a range of benefits and discounts that are sourced specifically for our staff.

Well-being

- Full-time associate staff receive 25 days annual leave plus bank holidays which increases to reflect your length of service
- The chance to work with a company who received a 'Gold' Workplace Wellbeing Award for the last two years
- Wellbeing champions and access to Mental Health First Aiders
- 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance
- Student Wellbeing support from our Educational Psychologist team
- Personal resilience and Wellbeing courses
- Access to our Wellbeing platform with a range of ever evolving benefits
- Wellbeing campaigns.

Facilities

- Great school buildings with many state-of-the-art facilities across our academies, providing positive working environments
- Free/discounted gym access
- Free car parking at every site
- On-site catering with great food, all reasonably priced for staff (with the option to buy evening meals so you don't have to cook!)
- Social networking opportunities across the trust to create new relationships both inside and outside of the work setting.



An overview of the Trust you'd be joining

Leigh Academies Trust is a non-profit making charitable company limited by guarantee, based in Strood, Rochester, Medway. The Trust exists to support and assist schools to build upon their existing strengths and to help them achieve educational transformation. It has significant experience in running schools, and today includes both sponsored academies and schools which have chosen to convert to academy status.

The Trust was formed in 2008 with the linking of The Leigh Technology Academy and Longfield Academy under one governing body. It now encompasses over 20,000 students, between the ages of 3 and 19, in 31 primary, secondary and special academies, across Kent, Medway, Bexley and Greenwich.

Leigh Academies Trust – Our Values:

- We care – about our pupils through our human scale approach to education, our staff and their well-being and the communities that we serve, driven by our high ideals and strong moral values.
- We have boundless ambition – to achieve excellence for all and create confident young adults with high levels of resilience and integrity.
- We work together – as one team in the belief that we are greater than the sum of our parts. We foster an enterprising culture through collaboration and in close partnership with industry and other educators.
- We keep getting better – using our 'can-do' attitude towards continuous improvement and innovation.

Trust Advantages:

- Expert central services for finance, HR, IT, facilities and business functions.
- Innovative approaches to teacher recruitment and retention.
- Fast track development of leaders for internal promotion opportunities.
- Central reserves protect individual school budgets.
- Substantial investment in cross-Trust initiatives to improve teaching and learning.
- Close collaboration between senior leaders across the Trust.
- Integration of primary and secondary approaches into all-through education.
- Adequate scale to design and test new ideas.
- High quality strategic governance with wide business and professional experience.
- Robust delivery models as government policies, rules and measures change.

Our Mission:
Education for a better world

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