

SENCO

Leigh Academy Minster



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 32 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 32 geographically organised academies (16 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 Minster. 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 Minster. 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.

Mathieu Stevens

Principal
Leigh Academy Minster
Bsc. (Hons) MA PGCE NPQH



Leigh Academy Minster

I am delighted to welcome you to Leigh Academy Minster, a brand new secondary academy opening in September 2024. We are an ambitious, disciplined and inclusive academy, where human-scale education, a dynamic curriculum, and excellent teaching and pastoral care, will maximise student achievement.

Our core values - ambition, achievement, responsibility and character - will be the foundations of everything we do. We believe in the potential of every student no matter their background. We champion the highest outcomes for all young people, and our staff will be driven by the belief that education can transform our students' lives. We take our role as educators seriously and sincerely - we know that the culture of our academy will affect the character of our students, which in turn shapes the culture of our society.

It is for this reason why we are so proud to be a community where everybody feels empowered and supported to be the best version of themselves. Through our 'Minster Way', students will be inspired to work hard, play an active role with the world around them, and to be ambitious about their future successes. Safeguarding is of paramount importance; our students will be happy, safe and successful in our care.

We build strong partnerships with families through our small school college model, working closely together to ensure all students enjoy a fulfilling and rewarding education. Our teachers will lead with expertise and professionalism, ensuring that every lesson enhances a student's understanding and depth of their subject knowledge. Staff at Leigh Academy Minster must recognise the career defining opportunity they have to shape an entire community, with colleagues sharing boundless ambitions for those they work with and a hold and promote a deep commitment to learning and self-improvement.

Leigh Academy Minster will be built with a dynamic staffing body of committed, creative and hardworking educators who enjoy coming to work as they will benefit from:

- A calm, organised and professional learning environment that embodies The Minster Way;
- An academy culture that is committed to the holistic development of children;
- Evidenced-based teaching and learning policies rooted in the strongest possible evidence about how children learn best;
- A clear and consistent behaviour policy which ensures that disruption to learning is minimal;
- A visible and approachable leadership team;
- A comprehensive weekly CPD programme that supports all staff in their academic and pastoral roles;
- Opportunities to collaborate with, and learn from, colleagues across the Leigh Academies Trust.

Our ambitious, world-class curriculum will deliver an education of excellence for all. Leigh Academy Minster will open in September 2024 and become an International Baccalaureate candidate school, ensuring that all staff and students are able to experience this gold standard curriculum and approaches to high quality learning. As well as this, staff and eligible students will have the experience of a true Grammar School curriculum, developed in partnership with the Sir Joseph Williamson Maths School. This curriculum will be delivered to students within the academy's dedicated Grammar College, ensuring that these students are able to access a highly adapted curriculum that meets their academic needs.

We are committed to ensuring our students engage deeply and comprehensively with both substantive and disciplinary knowledge so that they achieve strong outcomes throughout each phase of the curriculum: the Middle Years Programme (MYP) in Years 7, 8 and 9; a two year Key Stage 4 where students study a range of GCSE and vocational qualifications in Years 10 and 11; and a range of A Level and Level 3 qualifications in Years 12 and 13.

We know that happy and supported students will be successful and engaged in their learning. This is why students between Years 7-11 join one of our three small school colleges - Cody (Grammar), Johnson or Wright - each with a team of leaders and staff dedicated to helping them surpass their potential. Our fourth small school - Hewlett - will offer bespoke academic and pastoral support to our Sixth Formers.

We have enjoyed unprecedented investment and refurbishment as part of Leigh Academies Trust, providing excellent learning facilities in an expansive site with extensive green spaces. All students at Leigh Academy Minster will be given access to a personal Chromebook, which they use every day in lessons and at home to support their learning. All physical classrooms will have a corresponding digital classroom, and all teaching staff are trained to use technology to enhance the learning experiences of students. Students and staff will also benefit from a modern sports complex, fully refurbished teaching and communal spaces, and a number of cutting edge science laboratories.

Our curriculum is rich and dynamic because it invests deeply in the holistic development of our students. We will offer a wide range of enriching extracurricular clubs both before and after school. We maximise opportunities for learning outside of the classroom to open our students' minds to the possibilities and opportunities in the world around them. Our Enrichment programme will help develop the global mindedness and well-being of our students, whilst IT classes ensure that they can use technology safely and responsibly

This is an exciting time to join Leigh Academy Minster and be part of a truly career-defining journey. The impact we have will be felt at an individual, local, and national level, with a commitment to ensure that every one of our students leaves us with the ambition, knowledge, skills, and character to be truly successful in their adult lives. I would be honoured for you to join us and be part of this success.



Vacancy

From September 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.

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. As a community we believe in working collaboratively and sharing good practice. If you want to be part of a team which embraces innovation and creativity then we are interested to hear from you.

What we are offering:

- A competitive salary commensurate with the profile of the post
- Bespoke CPD with mentoring and coaching opportunities
- The opportunity to work laterally across a number of Leigh Academies Trust schools to benchmark best practice and to be involved in teaching and learning innovation

We'd like to hear from candidates who are:

- An excellent leader who is passionate about learning and has strong SEN knowledge
- Collaborative, able to build strong professional relationships
- Able to motivate and inspire students and staff to achieve their full potential
- Energetic and have a can-do attitude
- Confident and has strong career aspirations
- Committed to safeguarding and the happiness and wellbeing of everyone at the Academy

Position	SENCO
Location	Leigh Academy Minster
Responsible to	Principal
Basis	Permanent, Full-Time
Commencement	September 2024
Salary	Leadership scale 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 find out more about the academy before making a formal application, you can arrange a call with Mathieu Stevens (Principal Designate) by contacting Lauren Crawley, via lauren.crawley@Laminster.org.uk. Please ensure to offer Lauren a range of dates/times that you would be available for a phone call.

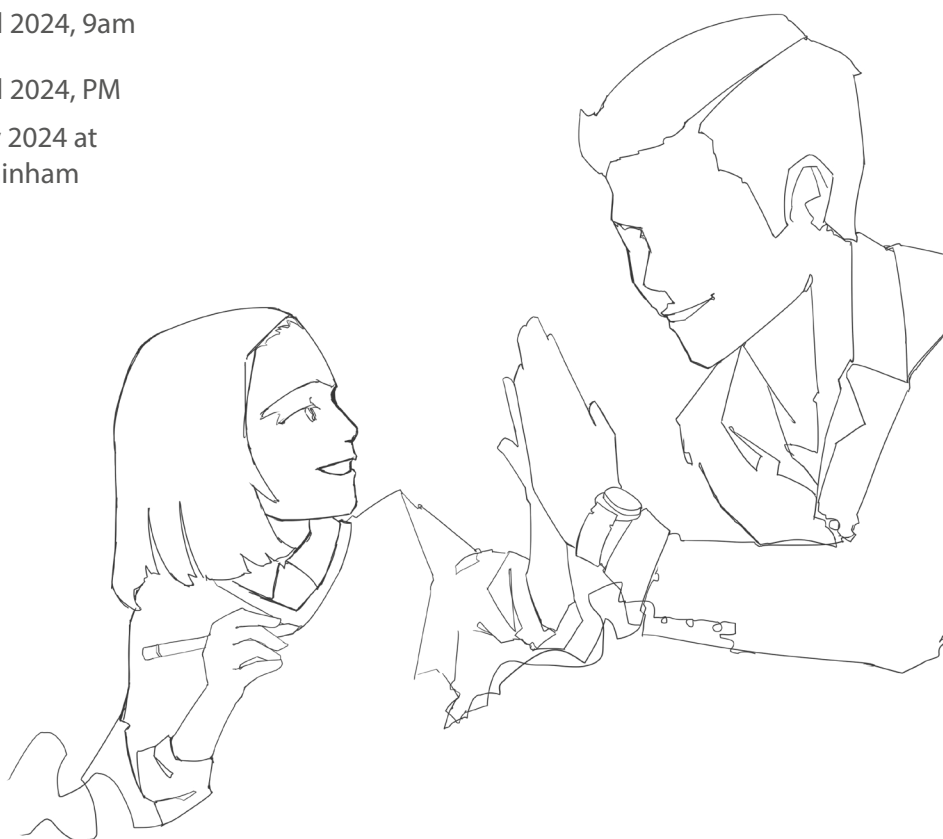
When ready to apply, suitable and interested candidates are invited to complete an online application detailing why they are suitable for the role. This can be submitted on Jobtrain via the following link;

[SENCO - Leigh Academy Minster - Online Application Form](#)

If you have any queries on any aspect of the application process or need additional information, please contact Rachel Cribben (Recruitment Advisor) on rachel.cribben@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.

Closing date for applications	Tuesday 23rd April 2024, 9am
Shortlisting date	Tuesday 23rd April 2024, PM
Interviews and assessment activities	Thursday 2nd May 2024 at Leigh Academy Rainham



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Job Profile

Role: SENCO

Reporting to: Principal

Job 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:
 - assessment of needs
 - monitoring of teaching quality and student achievement
 - target setting, including IEPs
 - 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

- lead the SEN team, including LSAs, and the HI and SLCN specialists, overall responsibility for the HI and SLCN SRPs

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

As a Trust we seek to recruit talented individuals who can not only help to build the success of our academies but also people who are engaging and passionate about everything they do.

(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 (e)
- Evidence of other qualification/s eg BSL, SLCN (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)
- 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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We build strong partnerships with
parents and carers, working closely
together to ensure all students enjoy a
fulfilling and rewarding education.

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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 32 primary, secondary and special academies, across Kent, Medway, Bexley and Greenwich. Nearly 40% of academies are judged outstanding versus 15% nationally.

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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