

SENCo

Based at the Beal Campus- IG4 5LP

Required: April 2026 or September 2026

Closing date 6th February 2026

We are seeking to recruit a highly motivated and inspiring Teacher who is a qualified SENCO to work closely with our experienced SENCO at Beal High School, managing and leading the SEND provision across the campus.

We are seeking a SENCO to work at BBIH, at the heart of the Beacon Multi Academy Trust. We are committed to working in partnership to provide high quality learning experience for all students. The BBIH is a 12-19 aspirational alternative provision which puts young people at the heart of their success. The school is co-located on the Beacon Campus with Beal High School and the NELTA SCITT.

The SEND Team is committed to providing high quality teaching and learning support for all students. This role will lead, develop and support effective practice for pupils with particular learning needs to ensure their learning needs are addressed in the most effective way and they are able to make rapid progress in line with the Trust's expectations.

The below documents must be read prior to applying for this role and will be factored into interviews:

[Keeping Children Safe in Education](#)

[BMAT – Safeguarding and Child Protection Policy](#)

Further information and an application form can be found at [Vacancies - Beacon Academy Trust](#)
Please forward your electronic applications to recruitment@beaconacademytrust.co.uk

Please note we reserve the right to close or extend this position depending on application numbers, therefore we would urge candidates to submit an application as soon as possible.



Beacon Multi Academy Trust Benefits

SCAN THE QR CODE
TO VIEW **CURRENT**
VACANCIES



Benenden Private Healthcare

Responsive medical care which can be extended to include family and friends - taxable benefit

Busy Beacons Nursery

Access to a BMAT term time only on-site nursery for all BMAT staff

Pay and Conditions:

16% PPA minimum for teaching staff

Retained School Teachers Pay and Conditions 2012 including automatic main scale progression for teaching staff

Access to Teachers' Pension Scheme (TPS) or to Local Government Pension Scheme (LGPS)*

CPD:

BMAT CPD Hub - Investment in training and professional development

A range of career opportunities across the Trust

*Where applicable

Staff Wellbeing:

Free access to a fully fitted on-site fitness suite on both campuses and staff shower facilities

Interest-free beneficial loans to spread the cost of computer equipment, bikes, transport season tickets and visa applications

Free hot drinks

Free on-site parking and electric vehicle charging points on campus

Winter wellbeing additional day holiday for all staff

Employee Assistance Programme. 365 days/24 hour helpline and additional support with legal, financial advice and counselling

Two weeks' full pay paternity leave*

Generous leave for full-time support staff

Team building and sports events to build cohesion and BMAT community

Microsoft Office 365 individual access from personal devices



SENCo

Purpose of Role

- Perform a key role as a SENCo alongside the team of fully qualified SENCos already on the Campus
- Promote and develop inclusive learning and teaching throughout the Campus
- Ensure that practice improves the quality of education provided, meets the needs and aspirations of all pupils, and raises standards of achievement in the school
- Have shared accountability for the performance of all staff and overall performance of vulnerable students within the school
- Ensure that the identified learning needs of all students are provided for
- Develop and co-ordinate targeted programmes of support for students at risk of permanent exclusion
- Lead the development of differentiated and personalised learning across the school
- To disseminate good practice in inclusion across the School

General Duties and Responsibilities

- Ensure that the Schools carry out its statutory responsibilities regarding all students with an ECHP Statement of Special Educational Needs
- Exercise a key role in assisting the SENCO's and Co-headteacher/Head of School with the strategic development of SEN provision across the campus
- Provide a model of excellent classroom practice through whole class and team teaching
- Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN.
- Identify and adopt the most effective teaching approaches for students with particular needs
- Liaise with other schools to ensure continuity of support and learning when transferring students with particular needs
- To plan transition and mainstream student access by liaising with the SENCOs, Co-headteachers/Head of School, parents/carers and other multi agency professionals to promote the inclusion and equality of opportunity for all children, offering training, information and advice where appropriate.
- Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies
- Maintain and develop systems for identifying, assessing and reviewing provision and progress
- Analyse, interpret and evaluate data to track students' progress and carry out appropriate interventions to address underperformance in relation to Teaching and Learning for SEND
- Collect and interpret specialist assessment data to inform practice.
- Work with the Co-headteachers, Heads of School, teachers and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.
- Provide professional guidance to staff to secure quality first teaching of SEN pupils
- Provide regular information to the Co-headteachers/Head of School and governing body on the evaluation of SEN provision.
- Maintain up-to-date knowledge on related issues, legislation and local policy, contributing to whole Campus and department training and development
- Undertake any other reasonable professional task as directed by SLT/Headteacher/Head of School
- Play an active role in BMAT SEND meetings to share excellent practice and enhance provision across the Trust.
- Develop strategic SEND Plans which support BMAT SEND Strategy.

Duties and responsibilities of the post may change over time and requirements and circumstances change.

The post holder will be required to carry out such other duties consistent with the level of the post.



Role Description

This Recruitment Pack should be read alongside the range of professional duties of teachers as set out in the contract of employment, Teachers' Standards and BMAT Policies and Procedures.

Teachers make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their students.

Teachers must meet all of the requirements in the [Teachers Standards](#) document.

- 1 A teacher must set high expectations which inspire, motivate and challenge pupils
- 2 Promote good progress and outcomes by pupils
- 3 Demonstrate good subject and curriculum knowledge
- 4 Plan and teach well-structured lessons
- 5 Adapt teaching to respond to the strengths and needs of all pupils
- 6 Make accurate and productive use of assessment
- 7 Manage behaviour effectively to ensure a good and safe learning environment
- 8 Fulfil wider professional responsibilities
- 9 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- 10 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- 11 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Other Duties and Responsibilities

The above mentioned duties are neither exclusive nor exhaustive, duties and responsibilities of the post may change as requirements and circumstances change.

The post holder may be required to carry out such other duties as requested by management that are broadly within the level of the post.



| Person Specification | Essential (E) | App Erv | Intvw | Ref |
|--|------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Teaching Qualifications and Experience | | | | |
| Qualified Teacher Status | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Degree | E | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Demonstrates successful practice as a teacher in a secondary school, qualified or as a trainee | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| SENCO Qualification | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Leadership skills, Attributes and Professional Competence | | | | |
| Secure commitment to a clear aim and direction for the department | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Prioritise, plan and organise | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Work as part of a team; lead a team | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Deal sensitively with people, recognise individual needs and take account of these in securing a consistent team approach to raising achievement | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Acknowledge and utilise the experience, expertise and contribution of others | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Set standards and provide a role model for pupils and other staff, in the teaching and learning of a subject | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Devolve responsibilities and delegate tasks, as appropriate | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Seek advice and support when necessary | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Professional Competence | | | | |
| Command credibility through the discharge of their duties and use their expertise to influence others in relation to their subject | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Make informed use of research and inspection findings | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Apply good practice to and from other subjects and areas | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Decision-making skills | | | | |
| Judge when to make decisions, when to consult with others, and when to defer to the principal or senior managers | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Analyse, understand and interpret relevant information and data | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Think creatively and imaginatively to anticipate and solve problems and identify opportunities | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Communication Skills | | | | |



| | | | | |
|---|---|-------------------------------------|-------------------------------------|-------------------------------------|
| Communicate effectively, orally and in writing, with the principal, other staff, pupils, parents, governors, external agencies and the wider community | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Negotiate and consult effectively | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Ensure good communication with, and between, staff who teach and support the subject | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Chair meetings effectively | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Self-Management | | | | |
| Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by teaching, department management and involvement in school improvement | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Achieve challenging professional goals | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Take responsibility for their own professional development. | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Attributes | | | | |
| Personal impact and presence | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Adaptability to changing circumstances and new ideas | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Energy, vigour and perseverance | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Self-confidence | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Enthusiasm | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Intellectual ability | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Reliability and integrity | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Commitment | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Commitments | | | | |
| Equal opportunities for all in the school community | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Safeguarding and promoting the welfare of young people | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Maintaining appropriate relationships and personal boundaries with children and young people | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| A professional attitude to the use of authority and maintaining good behaviour. | E | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| BMAT is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. | | | | |
| Enhanced DBS Disclosure is required for this post. | | | | |

