

## SENCO

Based at The Forest Academy-IG6 3TA

Required: Easter 2026

Closing date 5<sup>th</sup> January 2026

Salary: M1-6, UPS1-3 plus TLR 2c (Outer London)

### **Thank you for your interest in becoming SENCO at The Forest Academy.**

We are incredibly proud of our recent achievements: The Forest Academy is a rapidly improving school and is well on its way to becoming a truly exceptional school. We now need a SENCO who has the knowledge and skills to help us to deliver an exceptional provision for our students with SEND needs. We are seeking to recruit a highly motivated and inspiring Teacher who is a qualified SENCO to manage and lead the SEND provision across The Forest Academy.

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 that 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 Forest Academy is a mixed academy for students aged 11-16, committed to excellence for all and to improving the life chances of every student across the ability spectrum. We have a shared-site sixth form with Beal High School, with approximately 200 students educated in the sixth form at TFA.

We provide a learning environment that challenges, supports, and inspires, where all students are entitled to a consistently high-quality experience within a harmonious community. In January 2023 Ofsted said "Pupils with SEND have access to the same curriculum as their peers. Leaders ensure that pupils with SEND are quickly and accurately identified. They know the pupils well and work closely with external agencies to provide professional specialist support when required. Leaders provide training for staff to enable them to meet the needs of pupils with SEND effectively."

The proportion of students with special educational needs at The Forest Academy is above the national average. The Beacon Communication School (BCS) is an Additionally Resourced Provision that supports students with an EHCP for Autism Spectrum Conditions and/or social communication needs. The provision is suitable for students whose needs cannot be met solely within mainstream schools but for whom a special school placement would limit their potential. The aim of the provision is to develop independence, prepare for adulthood and access enough level 2 courses at



KS4 with a view to progress to level 3 courses at KS5. At present, the provision runs from year 7-11 and each year group can accommodate six students in the provision.

The successful applicant will have high expectations and will be a reflective practitioner who is always keen to develop and improve. They will appreciate their role in helping our students to have high aspirations, and they will share our belief that our students deserve an exceptional curriculum and the very best teaching. They will, like us, believe in our students.

**To organise an informal role discussion with senior leadership prior to applying, please contact [recruitment@beaconacademytrust.co.uk](mailto:recruitment@beaconacademytrust.co.uk)**

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](mailto: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

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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



### Purpose of Role

- Perform a key role as a SENCO alongside the team of fully qualified SENCOs within the Trust
- 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 SENCOs and Principal 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, Principal, 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 Principal and SLT, 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 Principal 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/Principal
- 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 Em	Intvw	Ref
<b>Teaching Qualifications and Experience</b>				
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 (or willingness to undertake this qualification)	E	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Leadership skills, Attributes and Professional Competence</b>				
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"/>
<b>Professional Competence</b>				
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"/>
<b>Decision-making skills</b>				
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"/>
<b>Communication Skills</b>				



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"/>
<b>Self-Management</b>				
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"/>
<b>Attributes</b>				
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"/>
<b>Commitments</b>				
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"/>
<p>BMAT is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment.</p> <p>Enhanced DBS Disclosure is required for this post.</p>				

