



LEIGH
Academies Trust

Job Pack

Assistant Principal -
SENCO/Inclusion
Leigh Academy Marden

Introduction

Thank you for your interest in joining Leigh Academies Trust. This job pack is designed to give you a deeper understanding of who we are, what we stand for, and what you can expect as a valued member of our team.

Inside, you'll find key details about our Trust, the academy where the role is based, and the position itself. We've also included insights into our culture, values, and the many benefits of working with us. Whether you're an experienced educator or just beginning your journey in education, we hope this pack helps you see how your goals align with ours.

We're excited to learn more about you and we hope this pack helps you decide if this is the right opportunity for your next career step.

For further information and support on our hiring processes, please view our [Careers Page](#).

Any questions? Contact us on:
joinus@latrust.org.uk | 01634 412 263



Welcome from our CEO



Leigh Academies Trust (LAT) is one of the largest and most successful school groups in England. Starting in 2008 in Dartford, the Trust is now responsible for 33 academies of all types, educating over 24,000 pupils, employing almost 4,000 talented staff and with access to an annual income of over £250m. Our Ofsted track record is impressive. Currently, 56% of our academies are considered to be “Outstanding” whilst inspected as part of the Trust.

LAT has remained local with all of its academies located in the South East (Kent, Medway, Bexley and Greenwich), within a one hour drive across the South Thames Corridor. This helps us to share resources and expertise much more easily and offer abundant training and progression opportunities to staff. We invest heavily in our workforce and enjoy strong retention across all job roles. The Trust has embedded various advantages which mean that LAT is an excellent place to develop a career in education. This includes being a highly inclusive employer which celebrates the diversity of its workforce.

Our scale and experience means we have been able to develop several well-chosen approaches to running schools which we know work well. These include:

- A small school approach to education where larger academies are organised into colleges. This ensures high quality pastoral care for pupils.
- A world class digital strategy where all staff and pupils have their own device making teaching, learning and operations efficient and highly impactful.
- Disruption free learning and a “warm strict” approach to behaviour management so that teachers can teach and pupils can learn.
- An all-through International Baccalaureate curriculum equivalent in quality to some of the best fee-paying schools and grammar schools in the UK and further afield.

In addition, The Leigh Institute - which is part of LAT - is responsible for Kent and Medway Training, one of the region’s biggest initial teacher training organisations, a large teaching school hub called Thames Gateway and an accredited apprenticeship provider. This powerful organisation trains, develops and supports 1,000s of teachers, support staff and leadership teams across the region each year. Our future plans are found in our [Vision 2030](#), available on our website.

Simon Beamish, BA (Hons) MSc PGCE NPQH NLE
CHIEF EXECUTIVE



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 Vikki Holness, Office Manager (vikki.holness@marden.latrust.org.uk). Visits will be offered and will be hosted by the Principal, Stephanie Goodall. Please ensure you offer Vikki 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 Principal about this role can also arrange for a telephone call. Those wishing to do so should also contact Vikki Holness (as above) in the first instance.

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

[Assistant Principal - SENCo/Inclusion | Leigh Academy Marden](#)

If you have any queries on any aspect of the application process or need additional information, please contact Amy Wenban (Recruitment Advisor) on **01634 412 205** or amy.wenban@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 30th June 2026
Shortlisting date	Tuesday 30th June 2026
Interviews and assessment activities	Monday 6th July 2026
Start date	January 2027 or sooner



Our Benefits

At Leigh Academies Trust, we believe that our people are our greatest asset. That's why we offer a comprehensive and competitive benefits package designed to support your wellbeing, reward your contribution, and help you thrive both professionally and personally.

From continuous professional development and career progression opportunities to flexible working arrangements, health and wellbeing support, and exclusive staff discounts - you'll find that working with us is about more than just a job.

Explore our full range of benefits here: latcareers.org.uk/benefits

Our Mission: *Education for a better world*

At Leigh Academies Trust, our vision is to transform lives through education. We strive to ensure that every young person - regardless of background - has access to an outstanding education and the opportunity to thrive in an ever-changing world.

We are guided by four core values that shape everything we do:

- **We care** – about our pupils and their families through our human scale approach to education, our staff and their well-being and the world around us, 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 because we are greater than the sum of our parts. We foster an enterprising culture through global collaboration with partners in business and education.
- **We keep getting better** – using our 'can-do' attitude and research informed approach to continuous improvement and innovation.

This shared vision unites our academies and teams, creating a strong, collaborative environment where staff and students can flourish.



Job Description

Job Title: Assistant Principal - SENCO/Inclusion

Reports to: Principal

Location: Leigh Academy Marden

Leigh Academies Trust is a highly successful multi-academy trust. Our model of education enables students to reach their full potential, transforming their lives and ultimately the communities in which they live.

Main purpose of role:

To work closely with the Principal, 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.

Area 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 Principal)**
 - Exercise a key role in assisting the senior leadership team and governors with the strategic development of SEN policy / provision.
 - Support the Principal in ensuring that students within the centre continue to make excellent progress and that their families are appropriately supported.
 - Support all staff in understanding the needs of SEN students 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 and 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.
 - 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 have overall responsibility for the SRP.

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/Academies 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.





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.

For the role of Assistant Principal - SENCO/Inclusion, we would expect candidates to demonstrate:

Training & Qualifications

Essential

- A graduate in a relevant discipline.
- To hold a teaching qualification that is recognised by the DfE.
- To have evidence of continuing and recent professional development relevant to the post.

Desirable

- National SENCO Award or willing to complete the new NPQ SENCO course.
- Evidence of other qualification/s eg BSL, SLCN.

Experience

Essential

- As SENCO/supporting children with special educational needs.
- Effective working with a variety of stakeholders.
- Monitoring and identifying areas for improvement.
- Leading, motivating and developing practice.
- Effective use of assessment and analysis of SEND children's progress in raising standards.
- Teaching experience across the primary phase, having taught at all levels of ability to at least a good standard.

Desirable

- Experience as SENCO in more than one school.

Management

Essential

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

Professional knowledge, skills and understanding

Essential

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



Desirable

- Experience of managing successful change.

Personal qualities and abilities

Essential

- An enthusiastic, confident and able communicator with excellent interpersonal skills.
- An effective leader who is able to drive strategy and measure impact linked to the priorities of the academy.
- A leader who can maximise resources through their development and deployment.
- A positive and resilient individual with drive, initiative, vision and commitment to improve standards across the academy.
- Can lead, motivate and inspire others, including teachers, parents and governors.
- Commitment to inclusion and raising standards for all.

Desirable

- Able to demonstrate strong leadership and management skills.

The post holder will also be expected to undertake any other tasks as reasonably required by the Principal or Governors to ensure the efficient and effective operation of the academy.



Your Application

We recommend taking the time to review the job description and person specification in order to also tailor your application to show how your skills and experience align with the role.

You'll need to have the following ready when applying:

- Personal details/contact information
- An up-to-date CV and/or personal statement
- Employment and education history
- Contact details for a minimum of 2 references

Join our Talent Network

If this is not quite the right opportunity for you, but you would like to stay in touch, you can join one of our Talent Networks today by [clicking here](#).

A member of the Recruitment Team will be in touch to help find the right role for you!

