

Bishop Justus CE School

www.bishopjustus.bromley.sch.uk

Application Pack

SENCO

Leadership L8 – L18 (Outer London)

(£65,642.00 - £82,816.00)

Required: September 2026





SENCO

Bishop Justus is seeking to appoint an enthusiastic, energetic and adaptable SENCO to join our team. This is an exciting opportunity for a skilled professional who is passionate about Inclusion and committed to ensuring every young person thrives. The successful candidate will be an excellent communicator with strong interpersonal and organisational skills. They will be appropriately qualified in supporting students with Special Educational Needs and will bring experience from a secondary school, college or similar setting. They will work effectively with colleagues, build strong relationships with pupils and communicate clearly and confidently with parents and carers.

The SENCO will take on leadership of SEND provision across the school. This includes developing and evaluating provision, line managing the operational SEND Lead, the Access Arrangements Co-ordinator, and continuing to strengthen our inclusive practice. The role is non-teaching, allowing dedicated time to lead, coordinate and develop high-quality support so that every student is encouraged to fulfil their potential and achieve success. You will join a committed and highly supportive staff team, rich in experience and perspective, who share a strong belief in belonging, high expectations and opportunity for all.

Our ideal candidate will:

- Be an experienced and highly effective SENCO, with a strong track record in a secondary school or similar setting.
- Understand the needs of students across Key Stages 3, 4 and 5, and be confident supporting a wide range of abilities.
- Demonstrate secure knowledge of effective SEND strategies and the SEND Code of Practice.
- Provide clear guidance and inspiration to teaching staff, while leading and coordinating Teaching Assistants to ensure high-quality support for pupils with SEND.
- Lead and further develop our internal alternative provision, ensuring it is well structured, inclusive and responsive to students' needs.
- Champion and strengthen inclusive practice across the school.
- Bring energy, enthusiasm and a willingness to innovate.
- Communicate with clarity and empathy, showing strong emotional intelligence in all interactions.
- Use ICT confidently and embrace new technologies to enhance practice and efficiency.
- Contribute positively to the wider life of the school, including enrichment and lunchtime provision.
- Be committed to ongoing professional development and reflective practice.
- Demonstrate integrity, optimism and a good sense of humour.
- Hold a good honours degree, Qualified Teacher Status and a relevant SENCO qualification (NASENCO or NPQ).

In return, we offer:

- A happy community committed to the professional development of all colleagues.
- A distinctive local context ensuring we place inclusivity at the heart of all we do.
- A skilled and experienced team of teachers and other professionals.
- A motivated leadership team leading rapid improvement to the students' life chances.
- A school in which the students are enthusiastic, engaging and thoughtful.

We would be pleased to welcome you for an informal visit prior to application.

We are committed to safeguarding the young people in our care and we expect all our staff to share this commitment. The successful applicant will be required to undergo an enhanced DBS check.

As an employee of the Aquinas Church of England Education Trust you are required to have regard to the character of the Trust and its foundation and to undertake not to do anything in any way contrary to the interests of the foundation.



THE APPLICATION PROCESS AND TIMETABLE

CLOSING DATE

You are invited to submit an application form, available with this pack, along with a personal statement outlining your suitability for the role against the person specification and job description.

- **Closing date for applications:** Monday 16th March 2026 - noon
We reserve the right to withdraw a Vacancy advert, should we find a suitable candidate

SHORT LISTING

The candidates selected for interview will be informed after short listing and full details of the interview programme will be provided. If you have not heard anything from us after the interview date below, please assume your application has not been successful.

INTERVIEWS

Candidates will be invited for interview.

- **Interviews:** Tuesday 24th March 2026

APPOINTMENT

All candidates will be contacted following interview.

- **Appointment to commence:** September 2026

APPLYING

Please send your application, outlining your suitability for the role against the enclosed person specification and job description, by email to recruitment@bishopjustus.bromley.sch.uk

Please note a signed copy of your application form will be required prior to interview.

Shortlisted candidates will be asked to bring appropriate identification with them to interview. For the purpose of DBS clearance, only copies of the successful applicant's identification will be retained.

All candidates should provide two references. Permission should be sought prior to including any referee on your application form. Shortlisted candidates will have their references taken up before any interview.

Bishop Justus is committed to safeguarding the young people in our care and we expect all our staff to share this commitment. The successful applicant will be required to undergo an enhanced DBS check. As an employee of the Aquinas Church of England Education Trust you are required to have regard to the character of the Trust and its foundation and to undertake not to do anything in any way contrary to the interests of the foundation.



JOB DESCRIPTION

DETAILS

Job Title: SENCO

Salary: Leadership L8 – L18 (Outer London) (£65,642.00 - £82,816.00)

Hours: Full time

Accountable to: Deputy/Assistant Headteacher

This job description has been compiled in accordance with School Teachers Pay and Conditions of Employment. In addition to the responsibility of classroom teacher as outlined in the STPC, key accountability for the SENCO includes the following:

THE ROLE

To take a strategic lead in developing and evaluating Special Educational Needs and Disability (SEND) and provision within the school and to line manage the operational SEND Lead and Access Arrangements Coordinator.

To develop the school's SEND provision and ensure each student is positively encouraged to develop their potential to the full and achieve. "Success through Faith, Love and Learning."

MAIN DUTIES

Shared leadership responsibilities

- Shared responsibility for the vision of Bishop Justus CE School and the Code of Conduct.
- Shared responsibility for the spiritual, moral, social and cultural development opportunities.
- Shared responsibility for the pastoral care and safety of pupils and ensuring good order in the school.
- Shared responsibility for support of the school's Ethos.
- Shared responsibility in ensuring all students and groups of students make progress.
- Shared responsibility for the completion of SLT duties, as required e.g. Removal from Class, bus duty supervision, attendance at weekly SLT strategic and operational meetings etc.
- Share and implement effective communication with colleagues, parents, partner schools, the wider community and external organisations.
- Reward student achievement and effort in line with the school's Behaviour Policy.

Objectives

- Provide efficient and effective coordination of Special Educational Needs and Disabilities and Leadership of Inclusion.
- Provide professional guidance in SEND to secure high-quality teaching and the effective use of resources.
- Oversee the efficient and effective deployment of staff and resources.
- Ensure student attainment meets or exceeds the national average and complies with the National Curriculum.
- Ensure all legal and statutory requirements are met for students with SEND.
- Attend the weekly Strategic Attendance and Inclusion Meetings.



- Have an overview of the SEF and related action plans.
- Assume overall responsibility and accountability for the SEND team.
- Ensure delivery of the School Development Plan.

RESPONSIBILITIES

Strategic direction of SEND provision

- Ensure effective systems of communication and CPD to remove barriers to learning.
- Monitoring the quality of SEND support by establishing effective systems to identify and meet the needs of students.
- Ensure that the objectives of the SEND policy are reflected in the School Development Plan.
- Liaise with external agencies in respect of specialist support / assessments.
- Maintain a working knowledge of National and local initiatives and keep abreast of changes in SEND legislation.

Curriculum Development and Teaching and Learning

- Liaise with senior leaders to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum which complements the School Development Plan/Self-evaluation.
- Monitor teaching and learning activities to meet the needs of students with SEND.
- Influence teaching and learning to promote inclusive, adaptive, responsive teaching.
- Use the baseline assessments of all students on entry to identify students with SEND and develop appropriate support and ensure all staff have this information.
- Implement a robust programme of interventions for students with SEND identified as underachieving.
- Be responsible for ensuring the statutory responsibilities for students with SEND and their Annual Reviews.
- Work alongside the SEND Lead to oversee the implementation of Annual Review meetings for students with an ECHP and set objectives for the following year. SEND reports to parents / Local Authority.
- Work alongside the SEND Lead to ensure students are assessed and applications made to examination bodies for Additional Access Arrangements. Ensure the agreed arrangements are met.
- Support the SEND Lead with EHCNAs.

Recording and Assessment

- Collect and analyse specialist assessment data.
- Set up systems for identifying, assessing and reviewing SEND.
- Update the Headteacher, Advisory Council and Trustees via relevant committees and link visits, on the effectiveness of provision for students with SEND.

Progress and Achievement of Students

- Work alongside the SEND Lead to co-ordinate the application for and of special arrangements in external examinations in conjunction with the Examinations Officer.
- Narrow the gap of students with SEND to ensure all reach their full potential.
- Ensure appropriate pathways are identified at each Key Stage and Post-18.



Leadership and Management

- Line manage the SEND Lead and Access Arrangements Coordinator.
- Link senior leaders to the SEND department, through the overall strategic responsibility for the department.
- Monitor all members of staff to recognise and fulfil their statutory responsibilities to students with SEND.
- Promote continuing CPD within the SEND department and provide training opportunities for teachers to learn about SEND, including training the SEND Lead in the duties of the role.
- Disseminate good practice in SEND across the school.
- Identify resources needed to meet the needs of students with SEND and advise the Headteacher of priorities for expenditure.
- Work alongside the SEND Lead to compile the SEND register for the school ensuring census returns are accurate.
- Work alongside the SEND Lead to contribute to the annual census.
- Report to the appropriate committees in relation to the progress of students with SEND and narrowing the gap. Attending relevant committee meetings, as required.
- Maintain the SEND capitation budget.
- Demonstrate an understanding of the unique contribution made by every individual to Bishop Justus and the AQUINAS community.

DEVELOPING SELF AND WORKING WITH OTHERS

Work with the Headteacher, as follows:

- Treat all people fairly, equitably and with dignity and respect to create and maintain a positive school culture in line with the school's ethos/work/aims.
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a realistic culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Safeguard self and staff from the destructive dangers of over-work and encourage colleagues to retain a healthy balance in their professional and personal lives.

OTHER

- Facilitate, within the whole school, behaviours that support and contribute to the virtues of the school.
- Play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example.
- Support the school in meeting its legal requirements for worship.
- Promote actively the school's corporate policies.
- Continue personal development as agreed. Attend relevant training and development courses as required and identified.
- Comply with the school's Health and Safety policy and undertake risk assessments as appropriate.



- Undertake any other duty as specified by STPCB not mentioned in the above.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment for visitors and telephone callers.
- Undertake such other duties that may be requested by the Headteacher.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

FLOURISHING PEOPLE AND PROFESSIONAL DEVELOPMENT

Once your probation period is completed successfully, you will transfer to the AQUINAS Flourishing People CPLD cycle. This will involve:

- Self-evaluation
- Development goal setting
- Termly check in

Along with this work you will, with the support of your appraiser, you can “research, train and have a go” – this would be a project that you can complete about an area of education you are interested in.

At Bishop Justus School staff are expected to work in line with the school’s Ethos.

Responsibilities are likely to change over time, and you will be expected to perform duties of a similar nature such as the Headteacher may reasonably require.



PERSON SPECIFICATION

SENCO

[a] TRAINING AND QUALIFICATIONS	Essential or Desirable
Qualified Teacher Status	E
Degree or equivalent	E
SENCO post graduate qualification (NASENCO / NPQ)	E
Commitment to professional learning activities	E

[b] LEADERSHIP COMPETENCIES	Essential or Desirable
Have high expectations of themselves and their students	E
Hold positive values and attitudes, and adopt high standards of behaviour in their professional role	E
Have commitment to ensure every student achieves their full educational potential	E
Use student data to inform progress and attainment	E
Have a commitment to progress and enthusiasm for learning	E
Have diligence, drive and focus to boost standards	E
Have high quality organisational and communication skills	E
Have a commitment to collaboration and co-operative working	E
Demonstrate exemplary professional and personal standards in all their actions	E
Be able to establish fair, respectful, trusting, supportive and constructive relationships with students	E
Have the ability to inform, advise and guide students to ensure progression	E
Know how to make effective personalised provision for those they teach, including those who have SEN, disabilities, or English as an additional language	E

[c] EXPERIENCE OF TEACHING	Essential or Desirable
In a secondary school	E
As a highly effective practitioner	E

[d] PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	Essential or Desirable
Excellent, secure knowledge of their subject and related pedagogy	E
Good, up-to-date working knowledge of a range of teaching, learning and behaviour management strategies	E
Skills in literacy, numeracy and ICT to support their teaching and wider professional activities	E



A range of approaches to assessment, including the importance of formative assessment	E
Assessment requirements and arrangements for the subjects they teach, including public exams and qualifications	E
How to make effective personalised provision for those they teach	E
Up-to-date safeguarding procedures, and the ability to identify and support students as appropriate.	E

[e] PERSONAL AND PROFESSIONAL QUALITIES AND ATTRIBUTES	Essential or Desirable
Inspire, challenge and motivate colleagues and students towards a shared vision	E
Teach challenging and well organised lessons across the age and ability range	E
Promote and maintain effective relationships	D
Prioritise, plan and organise self and others	E
Think creatively in order to anticipate and solve problems	D
Listen to and reflect positively on feedback	E
Demonstrate an ability to communicate to a range of audiences	E
Willing to be flexible to meet the needs of the college	E
Lead assemblies or collective worship	D

[f] CONFIDENTIAL REFERENCES AND REPORTS	Essential or Desirable
A positive recommendation from current Headteacher or employer	E
A supportive reference from one other source	E
Enhanced DBS check undertaken and acceptable to the Headteacher	E