

Bishop Justus CE School

[www.bishopjustus.bromley.sch.uk](http://www.bishopjustus.bromley.sch.uk)

# Application Pack

**SENCO**

Leadership 6 – 17 (Outer London)

(£60,266 - £77,773)

Required: Immediate Start





# SENCO

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Bishop Justus is seeking to appoint an enthusiastic, energetic and adaptable SENCO. The successful candidate will be an effective communicator with strong inter-personal and administrative skills. The candidate must be qualified in supporting those with Special Educational Needs and have experience in a secondary school, college, or similar environment. They will have the ability to work closely with other teaching staff, as well as winning the confidence of pupils and communicating clearly with parents. The ability to offer some subject teaching is desirable.

The successful candidate will hold a joint leadership responsibility with the existing SENCO and will work collaboratively with the SEND department to ensure the children and young people at Bishop Justus are well served. You will be supported by an outstanding group of professionals with valuable experience and perspectives.

## **Our ideal candidate will:**

- Be an excellent SENCO with SEN experience in a secondary school (or similar environment);
- Be able to teach students of all abilities at all Key Stages 3, 4 and 5;
- Have knowledge and understanding of SEN strategies and the SEN Code of Practice;
- Be able to advise and motivate teaching staff with SEN initiatives and manage the coordination of TA's in support of SEN pupils;
- Be enthusiastic, energetic and open to innovation;
- Possess effective communication skills and be emotionally intelligent;
- Possess effective ICT skills and be open to new uses of technology in the workplace;
- Be committed to extra-curricular activities including lunch time activities;
- Be committed to continuing professional learning;
- Have integrity, optimism and a good sense of humour;
- Hold a good honours degree along with qualified teacher status and relevant SENCO qualification (NASENCO/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:** 28<sup>th</sup> April 2025 - 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:** 8<sup>th</sup> May 2025

### APPOINTMENT

All candidates will be contacted following interview.

- **Appointment to commence:** Immediate Start

### 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](mailto: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.

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## JOB DESCRIPTION

### DETAILS

**Job Title: SENCo**

**Salary: Leadership L6 – L17**

**Hours: Full time**

**Accountable to: Deputy 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 include the below.*

### THE ROLE

- To lead in managing the provision of special educational needs learning support.
- To lead in creating a positive and supportive environment for all students without exception.
- To lead in building an ongoing, holistic understanding of students and their needs.
- To ensure that all students have access to high quality teaching, and effective wave two and three provision.
- To ensure that carefully selected strategies are used to complement high quality teaching.
- Advise on the graduated approach to providing SEND Support

### GENERAL DUTIES

- Have overall responsibility for determining the strategic development of SEND policy and provision in the school.
- Have day-to-day responsibility for the coordination of SEND provision to support individual pupils.
- Where a looked after child has SEND, ensure effective communication with the relevant designated teacher.
- Coordinate with Learning Directors and Year Coordinators in screening students for SEND, plan relevant and effective interventions, and monitor the impact of provision using the 'assess, plan, do and review' approach.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with early years providers (where required), other schools, educational psychologists, health and social care professionals and other bodies with regards to SEND provision.
- Be the key point of contact with external agencies, particularly the LA and its support services, and ensure that these links are actively promoted.
- Liaise with providers of education to ensure pupils and their parents are informed about their options, and that a smooth transition is planned.
- Ensure continuity of support and progression at key transition points for children and young people with SEN and/or disabilities.



- Work with the headteacher and the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.
- Ensure the school keeps an accurate record of all pupils with SEND and that this remains up-to-date.
- Co-produce, publish and review (at least once a year) the school's SEN/D Information Report – this is also a legal requirement
- Undertake training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed.
- Ensure the specific requirements of pupils with SEND are understood and support measures are implemented effectively.
- Have a sound knowledge of how relevant legislation, including the 'SEND Code of Practice: 0 to 25 years', impacts the school's SEND provision.
- Understand how the needs of pupils with SEND change as they get older.
- Participate in the implementation of EHC plans with parents of pupils with SEND, monitoring their impact and making any necessary adjustments to ensure pupils make progress.
- Ensure appropriate arrangements are put in place for children and young people sitting national tests and examinations or undertaking other forms of accreditation.

## TEACHING AND LEARNING

- Liaise with the headteacher to ensure an appropriate, broad, high-quality and cost-effective curriculum is delivered to pupils with SEND.
- Keep up-to-date with local and national developments in teaching pupils with SEND and communicate these to all members of staff.
- Monitor teaching and learning activities to ensure that they meet the specific needs of pupils with SEND.

## LEADERSHIP AND MANAGEMENT

- Coordinate and support the full SEND team.
- Support staff members to understand the needs of pupils with SEND.
- Promote a safe and secure learning environment for pupils with SEND, and action improvement plans where necessary.
- Provide professional guidance to staff to secure good quality teaching for pupils with SEND.
- Guide staff in recognising and fulfilling their responsibilities to support pupils with SEND.
- Contribute to the performance management process of any SEND teachers, learning support staff and TAs.
- Deploy and manage staff effectively to ensure the most efficient use of resources to improve progress of children and young people with SEN and/or disabilities.
- Ensure that teaching assistants are trained and supported to deliver specialised and targeted support to students with SEND.
- Act as a point of contact and offer advice to staff seeking to learn more about, or develop skills relating to, SEND.
- Ensure the school's SEND provision is inclusive at all levels.
- Contribute to curriculum planning to ensure that it reflects the needs of pupils with SEND.
- Help to cater for the needs of pupils with SEND by contributing to the effective deployment of learning support staff.



- Contribute to the creation of an effective SDP which appropriately considers the needs of pupils with SEND.
- Ensure that learning support staff are supervised effectively.

## COMMUNICATION

- Contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with the key stakeholders.
- Ensure staff are aware of developments with regards to SEND provision and policy in their identified areas of responsibility.
- Talk to pupils with SEND and listen to their feedback, with a view to developing a more effective support system.
- Develop and maintain effective relationships with parents, colleagues, the governing board and the local community.
- Develop and maintain links with the LA advisory and support services.
- Promote, facilitate and support effective multi-agency working for all children and young people with SEN, through e.g. person-centred planning, 'team around a child or family', and the Education, Health and Care Plan;

## RECORDING AND ASSESSMENT

- Ensure that the school's administrative work for SEND is effectively completed including support staff timetables and contact with outside agencies.
- Work with teachers to set challenging targets for raising achievement amongst pupils with SEND.
- Work with Subject Teachers and Year Teams to ensure SEND Information Reports, SIRS are up to date and impactful.
- Interpret specialist information from other professionals and agencies and demonstrate how it has been used to improve teaching and learning and outcomes for children and young people with SEN and/or disabilities.
- Make effective use of data to evaluate and report upon the effectiveness of provision and its impact on progress and outcomes for pupils with SEN and/or disabilities.
- Record and review the progress of children and young people with SEN and/or disabilities

## QUALITY ASSURANCE

- Ensure that Teaching Assistants use school's diagnostics to support individuals' needs
- Ensure that the inclusive curriculum is being delivered in accordance with prescribed plans
- Working with colleagues with in- house provisions to ensure that students are fully supported outside of the curriculum
- Complete Observations of Teaching Assistant to ensure that support offered in lessons and small group activities



- Draw upon relevant research and inspection evidence about teaching and learning in relation to pupils with SEN and/or disabilities to improve practice;
- Undertake small-scale practitioner enquiry to identify, develop and rigorously evaluate effective practice in teaching pupils with SEN and/or disabilities.

## FLOURISHING PEOPLE AND PROFESSIONAL DEVELOPMENT

Once your probation period is completed successfully, you will transfer to the Aquinas Trust “Flourishing people CPLD cycle.” This will involve:

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

Along with this work you will, with the support of your appraiser, you have the opportunity to “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

<b>[e] PERSONAL AND PROFESSIONAL QUALITIES AND ATTRIBUTES</b>	<b>Essential or Desirable</b>
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

<b>[f] CONFIDENTIAL REFERENCES AND REPORTS</b>	<b>Essential or Desirable</b>
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



# Benefits of Working with Aquinas



Aquinas is committed to national and local agreements affecting employment as contained in the Burgundy Book (Conditions of Service) for teachers and Green Book (National Joint Council) for teachers unless superseded by statute or revised editions, or by local provisions.

Aquinas is also committed to staff professional development - The Aquinas Flourishing People: Continued Professional Learning and Development (CPLD) cycle involves Self Evaluation, Development Goal Setting and Termly Check-ins. Alongside this, staff have the opportunity to 'Research, Train and have a go'.



## Lease An Electric Vehicle



We have joined the Octopus Energy Scheme to give you the option of leasing an electric vehicle. Provided by Octopus, the 'Electric Vehicle Salary Sacrifice scheme' is intended to help colleagues lease an electric car.

Available to eligible staff.



## Benefits through Enjoy Benefits



### Cycle to Work Scheme

- Save up to 42% on the price of a new bike and save money and stay fit.

### Technology Benefit

- Access to the latest gadgets with payments that are spread interest free across 12 months.



## Blue Light Card

Blue Light Card now welcomes teachers and support staff to its list of eligible services. For just £4.99, members of the Blue Light community can register for 2-years & access thousands of amazing discounts online and on the high street.



## Looking After Your Wellbeing

Provided by Health Assured, our 'Employee Assistance Programme' is intended to help colleagues deal with personal problems that might adversely impact work performance, health and well-being. Typically support may include assessment, counselling and referral for individuals or their family.

