

Candidate brief for the position of
SENCO – Chislehurst School for Girls

Application Deadline: 9am on 2nd November 2026



**Chislehurst School for Girls
is part of Lumero Educational Trust**



Dear Applicant

Thank you for expressing an interest in working in our Trust. This pack tells you more about our Trust, Chislehurst School for Girls, the role and the person we are looking for.

As a Trust, we comprise of eight primary schools and four secondary schools across the London Boroughs of Bromley and Croydon, as outlined on the next page.

Our overarching aim for all our schools is **learning together, inspiring all**. We are committed to **excellence**, having great aspirations for our children and young people, and encouraging them to seek out and take hold of opportunities. Our drive for excellence is supported by our **collaboration**, and we are committed to sharing expertise to empower and inspire all individuals in our schools to thrive in a global world. This is underpinned by **inclusion**. We celebrate and respect the diversity in our communities, and we have a shared expectation in everyone to achieve in an ever-changing world.

This is an exciting opportunity for a motivated and passionate individual to join our team and make a real impact upon on our students, helping to shape their future.

This post is available from September and would suit someone who is hardworking, dedicated and keen to work in an aspirational educational trust.

Please complete the application form as fully as possible.

We very much look forward to hearing from you.

Yours sincerely



Terry Millar
Chief Executive

Our Schools



BIGGIN HILL
PRIMARY SCHOOL



BULLERS WOOD
SCHOOL FOR BOYS



BULLERS WOOD
SCHOOL FOR GIRLS



CHARLES DARWIN
SCHOOL



CHELSEFIELD
PRIMARY SCHOOL



CHISLEHURST
SCHOOL FOR GIRLS



DARRICK WOOD
JUNIOR SCHOOL



GREEN STREET GREEN
PRIMARY SCHOOL



THE HIGHWAY
PRIMARY SCHOOL



ORCHARD WAY
PRIMARY SCHOOL



TUBBENDEN
PRIMARY SCHOOL



PRATTS BOTTOM
PRIMARY SCHOOL

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Chislehurst School for Girls

Chislehurst School for Girls is a happy and highly successful place of learning for girls aged 11-18, and boys 16- 18 where students have every opportunity to excel academically, flourish personally and reach their full potential.

We are committed to the pursuit of academic excellence and to developing the leaders of tomorrow. Our strong pastoral support and commitment to mutual respect enable all our students to discover their strengths and truly develop a life-long love of learning.

We are proud of our young men and women and committed to enriching their school experience and ensuring that they thrive and reach their full potential. A spirit of charity, social justice and global awareness is central to this.

We are a diverse and inclusive school community and welcome the enriching variety of backgrounds and traditions that all contribute to making Chislehurst School for Girls a wonderful place in which to both learn and work.

Values and vision

At Chislehurst School for Girls, we are passionate about supporting all of our students to develop their leadership characteristics and experience. Some of our students may go on to lead their own companies, schools, teams and departments, whilst others may lead in their community, and support others at home or around the world. Whatever their path or gifts, all of our young people will be equipped to become resilient leaders of tomorrow, with courage, integrity and ambition.

Chislehurst girls take centre stage, have their voices heard, create a culture of achievement and are empowered to become leaders. They develop greater confidence and are more willing to take risks and aim higher.

Ofsted report

“Teaching is predominantly good and some is outstanding. Students behave well, enjoy school and feel safe. Older students in particular have positive attitudes and value what the school has to offer. Exclusions are well-below average. The headteacher and senior staff provide ambitious leadership informed by a thorough knowledge of students’ starting points and progress. As a result, achievement and teaching are improving and students are well prepared for the next stage of their lives.”

Position Summary: Special Educational Needs Coordinator (SENCO)

REPORTS TO:	Assistant Headteacher (Guidance and Inclusion)
LOCATION:	Chislehurst, Kent
SALARY:	Classroom Teacher Main Pay Scale/Upper Pay Scale (Outer London) plus TLR1b (£10,173)
HOURS:	Full time
CONTRACT:	1 Year Fixed Term Contract until 31 st December 2027
START:	January 2027

We are seeking an outstanding and committed **SENCO** to lead and develop our SEND provision and ensure that every student is supported to achieve their full potential.

This is an exciting opportunity for an experienced teacher with a passion for inclusion to join our leadership team and play a key role in shaping high-quality provision for students with special educational needs and disabilities. The successful candidate will lead the strategic development of SEND across the school, coordinate effective interventions, work closely with staff, parents and external agencies, and champion inclusive practice throughout the curriculum.

We are looking for a colleague who:

- Is a qualified teacher with a strong commitment to inclusive education
- Has a thorough understanding of the SEND Code of Practice and current SEND legislation
- Has experience of supporting students with a range of additional needs
- Demonstrates excellent leadership, communication and organisational skills
- Can inspire, support and challenge colleagues to ensure the best outcomes for all learners
- Is committed to safeguarding and promoting the welfare of young people

In return we will offer you:

- A dedicated and supportive staff team
- Polite and welcoming children and families
- A working environment where everyone is valued and respected
- Excellent CPD within the school and across the Trust

We are an equal opportunities employer and are committed to fostering a diverse, inclusive culture. We particularly encourage applications from candidates from backgrounds currently underrepresented in our staff body.

Application Process

Send all application forms to Mrs Edmunds (Trust HR Officer) at recruitment@chsfg.lumero.org or if you have any questions call 020 8300 3156 ext 1057.

No CVs and no agencies.

References will be requested for those shortlisted only and prior to the interview.

Only those shortlisted for interview will be contacted. However, we reserve the right to interview and appoint to this position before the advertised closing date. Applications will therefore be considered as they are received, and interested candidates are encouraged to apply at the earliest opportunity. Should an exceptional candidate be identified, the vacancy may be closed early.

Closing date for applications: 9am on 2nd November 2026

Interview Dates: w/c 2nd November 2026

Pre-employment Checks

Lumero Educational Trust is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered “spent”.

The successful applicant will also be required to:

- Provide details of two referees who know them in a professional capacity. It is policy to take up references BEFORE interviews where possible. Employment is conditional on these references being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK
- Complete a Medical Declaration and receive fitness to work.

Policy on Equal Opportunities

The Trust is an Equal Opportunities employer and appointments are based on the applicant’s ability to meet the requirements of the position. The Trust is opposed to any form of discrimination against any individual or group and welcomes the fact that our Trust includes a diversity of individuals from many races and cultures. Behaviour, which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion, will not be tolerated.

Job Description - SENCO

REPORTS TO:	Assistant Headteacher (Guidance and Inclusion)
LOCATION:	Chislehurst, Kent
SALARY:	Classroom Teacher Main Pay Scale/Upper Pay Scale (Outer London)
HOURS:	Full time
CONTRACT:	1 Year Fixed Term Contract until 31 st December 2027 (maternity cover)
START:	January 2027

Job Purpose

To provide strategic leadership and operational management of the school's Special Educational Needs and Disabilities (SEND) provision. The SENCO will ensure that all students with SEND achieve their full potential, have access to a broad and balanced curriculum, and receive high-quality support that enables them to participate fully in school life.

Key functions

- Overseeing the day-to-day operation of the School's SEND Policy and SEND Information Report and reviewing at least annually, incorporating changes to local and national policy
- Co-ordinating provision for all students with SEND
- Liaising with and advising teaching staff, including contribution to/delivery of staff training and engagement with other SENCOs as part of the Trust and at Borough level
- Line management of Assistant SENCO and Teaching Assistant Team
- Overseeing the records of all students with SEND
- Liaising with parents/carers

Duties

1. Overseeing the day-to-day operation of the School's SEND Policy

- To keep up-to-date with current national and local guidance to ensure SEND policy and practice meets all statutory requirements and best practice
- To work with the Assistant Headteacher (Student Welfare and Inclusion) to make adjustments to the SEND policy where required and undertake a full review annually, in preparation for presentation at Governors
- To update the School's SEND Information Report annually
- To develop the SEND area of the School's website
- To develop and implement the SEND action/development plan with RAG rating

2. Co-ordination and delivery of provision for students with SEND

Teaching & Learning:

- Development of curriculum offer for identified students
- Delivery of curriculum for identified students where required
- Delivery of/oversight of individual and small group interventions including assessment of progress/impact (Plan/Do/Review)
- Oversight of timetabled support for SEND students with complex needs
- Analysis of progress data for all students with SEND at Assessment Points (APS) and to facilitate interventions for individual students where needed, in conjunction with SEND Team, Heads of Faculties, individual class teachers and pastoral staff
- In addition:
 - Oversight of Social Space before school, break time, lunchtime
 - Oversight of Social Skills club, including assessment of impact
 - Oversight of SEND students' access to extra-curricular activities, events, trips etc

Identification of needs, referrals and multi-agency working – working with Assistant SENCO to ensure the following:

- Effective transition arrangements in place for Year 6 into 7 and post-16, plus casual admissions mid-year including carrying out relevant testing
- Assessment of students using a variety of available diagnostics e.g. dyslexia screening
- Arranging and overseeing external testing for exam concessions
- Referrals to appropriate cross-borough agencies for assessment e.g. ADHD, ASD
- Liaison with external agencies and professionals e.g. Educational Psychology Service, Borough SEND Teams, Virtual School etc.
- Providing information to key agencies involved in assessment
- Management of the EHCP process, from request to conduct a statutory assessment to the process of Annual Reviews for existing EHCPs and Tribunals where necessary
- Responding to requests for EHCP students to attend CHSFG

Examination Concessions

- Effective liaison with the Examinations Team
- Completion of exam concession documentation e.g. Form 8s, Access Arrangements On-line (AAO)
- Maintenance of student evidence files to support exam concessions
- Facilitating JCQ inspections in liaison with the examinations team
- Maintenance of exam concession tracker and cross-referencing with Pupil Passports if relevant

Administrative: working with Assistant SENCO to ensure:

- SEND list is updated and accessible to all staff
- Records on SIMS are accurate
- Maintenance of the Pupil Profile Handbook to communicate information to classroom teachers and all staff to support Quality First Teaching

3. Liaising with and advising teaching staff, including contribution to/delivery of staff training

- To be the main point of contact in School on all matters relating to SEND, providing expertise and advice on issues relating to SEND
- To communicate to staff individual's barriers to learning through the SEND List and the Pupil Profile Handbook
- To work with Heads of Faculty/individual teachers to address underachievement of SEND students, identified at Assessment Points and to support/advise on appropriate interventions
- To take part in the planning and delivery of staff training in school and as part of Inicio Trust.
- To provide briefings to staff on matters related to SEND

• **Line-management of Deputy SENCO and Teaching Assistant Team:**

- Oversight of timetabled support for SEND students with complex needs
- Oversight of cover for absent team members
- Leading Team meetings/briefings with minutes/action points
- Contribute to recruitment and lead induction for new Teaching Assistants
- To share CPD opportunities with the Teaching Assistant Team and facilitate cascade of learning
- To take part in annual appraisal process

4. Overseeing the records of all students with SEND

- Work with the Assistant SENCO to ensure:
 - Effective transfer of SEND files at points of transition
 - That SEND files are comprehensive and up-to-date

5. Liaising with parents/carers

- Creation of Pupil Passports
- Facilitate parent/carer voice activities
- Attend parents' evenings and provide opportunities throughout the year for contact with parents/carers to review Pupil Passports (3 reviews)
- Ongoing liaison with parents/carers on a needs basis

All Teachers Duties

- Follow all safeguarding expectations and guidelines as set out by the school and the Trust
- Participate in and support the Teachers' appraisal process
- Support the school's review and refine approach through positive and active participation in the faculty and school development plans, reviews and collective improvement
- Undertake specific duties within the English Team as agreed with Faculty Lead for English
- Create a purposeful and positive school culture through building positive professional relationships with students and staff
- Create a supportive home-school dialogue through effective and regular contact with student families as required through the job role
- Take personal responsibility for both the overall professional delivery of the role of a teacher and use line management to effectively seek support in aspects of the post as needed
- Undertake such other duties as reasonably required by the Headteacher including open evenings

Person Specification – SENCO

Criteria	Essential	Desirable
Qualifications	• Qualified Teacher Status (secondary age range) • Degree or equivalent qualification • National Award for SEN Coordination (NASENCO)	• Relevant postgraduate qualification in SEND • Leadership qualification (NPQSL/NPQH or equivalent)
Experience	• Successful teaching experience in a secondary school • Experience supporting students with SEND • Experience working with parents/carers and external agencies • Experience analysing student progress data	• Previous SENCO experience • Experience managing a SEND department • Experience of leading staff training
Skills & Abilities	• Excellent leadership and organisational skills • Strong communication and interpersonal skills • Ability to support and challenge staff appropriately • Ability to build positive relationships with students, parents and external professionals • Effective problem-solving and decision-making skills • Ability to manage competing priorities and meet deadlines • Competent use of school management and data systems	• Experience of delivering professional development programmes • Ability to secure additional support and funding through external agencies
Personal Qualities	• Commitment to inclusion and equality of opportunity • High expectations for all learners • Empathy and sensitivity when working with students and families • Resilience and adaptability • Integrity, professionalism and confidentiality • Commitment to safeguarding and promoting the welfare of children and young people	• Innovative and forward-thinking approach to SEND provision. • Commitment to ongoing professional learning and development.

LET is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

LET is committed to equality and diversity. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age, and all other protected characteristics.

We offer family friendly and flexible working arrangements.

Lumero Educational Trust

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