

SENCO

Wilmington Academy



More than just a job. More than just an employer.

Leigh Academies Trust is a dynamic, vibrant multi-academy trust, founded in 2008. Today we encompass 32 academies across Kent, Medway and South-East London.



LEIGH
Academies Trust

Simon Beamish

BA (Hons) MSc PGCE NPQH NLE FCCT

Chief Executive
Leigh Academies Trust



Welcome

Through a model of education that creates a network of inspirational and inclusive academies that share the same values, the Trust provides the drive for educational improvement and dynamic transformation. All of the academies work closely and collaboratively together, along with our partners, seeking to exploit the key educational philosophy of human scale education. To maximise the levels of achievement across each of our learning communities, all activities are focused on improving the life chances of the young people in our care.

As of 1st April 2024, our Trust comprises 32 geographically organised academies (16 secondaries, 14 primaries and 2 special) educating over 20,000 students, and employing 3,000 talented staff. Nearly 40% of our academies are judged outstanding overall by Ofsted, versus 15% nationally. The Trust is establishing four 'clusters' of academies: North Kent; Central Kent; South East London; Medway. In addition, the Trust is responsible for one of the region's biggest initial teaching training organisations, a large teaching school hub and is an accredited apprenticeship provider. Our future plans are found in our [Vision 2030](#) document available on our website.

We are now recruiting to appoint a suitably experienced and qualified SENCO at Wilmington Academy. The role of SENCO is a pivotal role in the school's future journey as our appointed leader will continue to build and evolve our unique and inspirational place of learning at Wilmington Academy. The successful candidate will work closely with the Senior Leadership Team and other senior leaders across the academy and wider Trust.

Our ideal candidate will be an existing SENCO with considerable experience and you will need a strong commitment to raising educational attainment for children and young people with SEN and have a willingness and ability to develop specialist knowledge and keep up to date with local and national developments.

Mike Gore

BA (Hons), PGCE, PGCert, NPQH

Principal
Wilmington Academy



Wilmington Academy

Thank you for your interest in joining Wilmington Academy. Wilmington Academy joined the Leigh Academies Trust in September 2010. The Academy is very successful, rated by Ofsted as Outstanding in all areas in May 2023, where students from a wide variety of backgrounds and starting points can flourish and succeed. The IB philosophy is at the heart of the curriculum and is carefully designed to meet the needs and aspirations of all our young people. We have an extensive programme of enrichment and support that provides extra opportunities for personal development and growth and students are encouraged to contribute to their wider community. We are housed in state of the art buildings in a semi-rural location just outside of Dartford. Wilmington offers a calm and purposeful learning environment where students are thoughtful, polite and respectful.

We are committed to our purpose of 'Education for a better world'. In September 2017 we became an International Baccalaureate World School and offer the IB Career-related Programme in key stage 5. In July 2020 we were successfully authorised to deliver the IB Middle Years Programme in Key Stage 3, to ensure we provide our students with a truly world class education. Value added puts it in the top band for similar schools nationally in Key Stage 4 and Key Stage 5 and examination outcomes are among the best of non-selective schools in Kent. We have been widening our portfolio of T Levels since September 2023.

Academic excellence, hard work and good

manners are expected of all our students. International-mindedness, cultural understanding and an appreciation of the benefits diversity can bring are at the heart of what we believe. Our success is achieved through teamwork. Subject teams work closely together to share resources and ideas to achieve the very best outcomes for our students. We support the Trust model of small schools within a school, so that no student is left behind. Vertical tutor groups, an excellent pastoral programme underpinned by a strong moral purpose, helps students to develop into responsible, well-educated young adults who are ready to take their next steps in life. A large proportion of our students go on to University and high level apprenticeships.

We aim for excellence in everything we do and have received recognition at regional, national and global level for our work. We are forward thinking and outward facing, constantly striving to advance and improve. We are very supportive and offer excellent training and development opportunities for staff at the various stages of their careers. We are a friendly, caring and ambitious community placing the academic progress and welfare of our students at the heart of everything we do. We work closely with Leigh Academies Trust, external partners and organisations to ensure we provide the educational experience our students need to make their way in an increasingly complex and ever changing world.

Vacancy

From January 2025 (or earlier if possible), we are seeking to appoint an experienced and qualified SENCO who, with the support of the Senior Leadership Team and the SEN department will take responsibility for the day-to-day operation of the SEN policy, SEN information report and provision made by the school for pupils with learning difficulties or disabilities. They will also work closely with staff, parents/carers and other agencies. The SENCO also provides professional guidance to staff in order to help ensure high quality teaching and the effective use of resources to secure an inclusive education. Candidates considering the role should have experience in leading a SEND department and collaborating with external agencies.

The role of SENCO can be highly rewarding, as you will have the opportunity to directly contribute to pupils receiving the support they need to achieve their full potential. It is desirable that our successful candidate has experience of an Special Resource Provision (SRP).

As a community we believe in working collaboratively and sharing good practice. If you want to be part of a team which embraces innovation and creativity then we are interested to hear from you.

We wish to hear from you if you are committed to changing our education world and are:

- An excellent leader who is passionate about learning and has strong subject knowledge within their own subject
- Collaborative, able to build strong professional relationships
- Able to motivate and inspire students and staff to achieve their full potential
- Energetic and have a can-do attitude
- Confident and has strong career aspirations
- Committed to safeguarding and the happiness and wellbeing of everyone at the academy

Position	SENCO
Location	Wilmington Academy
Responsible to	Principal
Basis	Permanent, Full-Time
Commencement	January 2025 or earlier if possible
Salary	Leadership commensurate with experience

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 Alison Williams (PA to Principal) via:
alison.williams@wilmingtonacademy.org.uk

Visits will be offered in September 2024 and will be hosted by a member of the Senior Leadership Team. Please ensure you offer Alison Williams 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 SLT about this role can also arrange for a telephone call. Those wishing to do so should also contact stephanie.goodall@wilmingtonacademy.org.uk in the first instance.

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

[SENCO \(Wilmington Academy\) - Online Application](#)

If you have any queries on any aspect of the application process or need additional information please contact Rachel Cribben (Recruitment Advisor) on **01634 412 258** or rachel.cribben@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	Monday 9th September 2024, 9am
Shortlisting date	Monday 9th September 2024, midday
Interviews and assessment activities	Week commencing Monday 9th September 2024



2

Job Profile

Role: SENCO - Wilmington Academy
Reporting to: Principal

Core Purpose

To work closely with the Assistant Principal for SEND/ Inclusion, 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.

Areas 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 leadership team)

- exercise a key role in assisting the senior leadership team and governors with the strategic development of SEN policy / provision
- 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
- oversee the effective strategic direction and day-to-day operation of the SRP, with line management of the SRP Lead.

b) Teaching & 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 to learning through:
 1. assessment of needs
 2. monitoring of teaching quality and student achievement
 3. target setting, including IEPs
 4. 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
- to ensure that communication with key stakeholders is managed appropriately with accurate and timely completion of all required documentation

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/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.

3

Person Specification

(e) = essential (d) = desirable

Training and Qualifications

- A graduate in a relevant discipline (e)
- To hold a teaching qualification that is recognised by the DfE (e)
- To have evidence of continuing and recent professional development relevant to the post (e)
- National SENCO Award or willing to complete training (d)
- Evidence of ASD qualification/s (d)

Experience

- As SENCO/supporting children with special educational needs (e)
- Effective working with a variety of stakeholders (e)
- Monitoring and identifying areas for improvement (e)
- Leading, motivating and developing practice (e)
- Effective use of assessment and analysis of SEND children's progress in raising standards (e)
- Teaching experience across the primary range having taught at all levels of ability to at least a good standard (e)
- Experience as SENCO in more than one school (d)
- Working effectively with students with ASD (d)

Professional Knowledge, Skills and Understanding

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

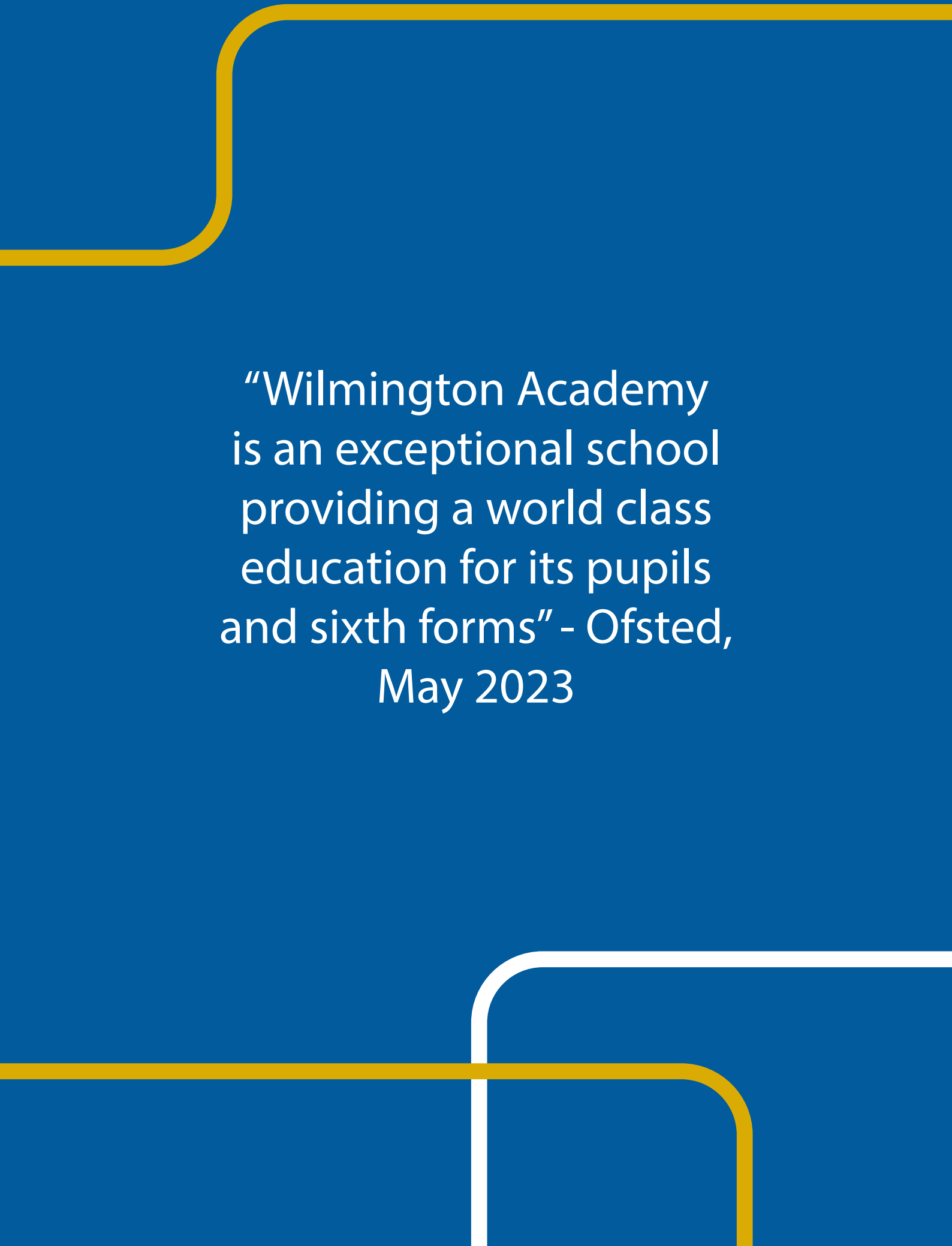
Personal Qualities and Abilities

- An enthusiastic, confident and able communicator with excellent interpersonal skills (e)
- An effective organiser who can get the most from all types of resources through their development and deployment (e)
- A positive and resilient individual with drive, initiative, vision and commitment to improve standards in the school (e)
- Can lead, motivate and inspire others including teachers, parents and governors (e)
- Commitment to inclusion and raising standards for all (e)

- Able to demonstrate strong leadership and management skills (d)

Management

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

The background is a solid blue color. A thick yellow line starts from the left edge, goes down, then right, then up, then right, ending at the top edge. A thick white line starts from the bottom edge, goes up, then right, then up, then right, ending at the right edge. A thick yellow line starts from the left edge, goes up, then right, then up, then right, ending at the bottom edge.

“Wilmington Academy
is an exceptional school
providing a world class
education for its pupils
and sixth forms” - Ofsted,
May 2023

4

Benefits at Leigh Academies Trust

At Leigh Academies Trust, we want to provide you with a rewarding and enriching career and to help you to reach your full potential, both professionally and personally. As an employee of Leigh Academies Trust, here is a taster of the great benefits you can receive from day one;

- An open and collaborative working environment, not just within your academy but also across the Trust where innovation is encouraged
- A career in an organisation that values individuality and diversity
- Dedicated focus groups to ensure we have the optimal working environment in all aspects.

Professional development opportunities

- Regular training and access to a range of internal and external programmes tailored to your learning needs throughout your career
- Educational sponsorship (application required)
- Opportunities for career progression as we are willing and able to support moves from one academy to another.

Financial

- A competitive salary for both teaching and non-teaching staff whereby pay progression is possible on an annual basis, following successful performance
- Access to a highly attractive pension plan
- Neyber platform – support provided to build your financial confidence and support when needed with Neyber loans
- Access to a range of benefits and discounts that are sourced specifically for our staff.

Well-being

- Full-time associate staff receive 25 days annual leave plus bank holidays which increases to reflect your length of service
- The chance to work with a company who received a 'Gold' Workplace Wellbeing Award for the last two years
- Wellbeing champions and access to Mental Health First Aiders
- 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance
- Student Wellbeing support from our Educational Psychologist team
- Personal resilience and Wellbeing courses
- Access to our Wellbeing platform with a range of ever evolving benefits
- Wellbeing campaigns.

Facilities

- Great school buildings with many state-of-the-art facilities across our academies, providing positive working environments
- Free/discounted gym access
- Free car parking at every site
- On-site catering with great food, all reasonably priced for staff (with the option to buy evening meals so you don't have to cook!)
- Social networking opportunities across the trust to create new relationships both inside and outside of the work setting.

5

An overview of the Trust you'd be joining

Leigh Academies Trust is a non-profit making charitable company limited by guarantee, based in Strood, Rochester, Medway. The Trust exists to support and assist schools to build upon their existing strengths and to help them achieve educational transformation. It has significant experience in running schools, and today includes both sponsored academies and schools which have chosen to convert to academy status.

The Trust was formed in 2008 with the linking of The Leigh Technology Academy and Longfield Academy under one governing body. It now encompasses over 20,000 students, between the ages of 3 and 19, in 32 primary, secondary and special academies, across Kent, Medway, Bexley and Greenwich. Nearly 40% of academies are judged outstanding versus 15% nationally.

Leigh Academies Trust – Our Values:

- We care – about our pupils through our human scale approach to education, our staff and their well-being and the communities that we serve, 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 in the belief that we are greater than the sum of our parts. We foster an enterprising culture through collaboration and in close partnership with industry and other educators.
- We keep getting better – using our 'can-do' attitude towards continuous improvement and innovation.

Trust Advantages:

- Expert central services for finance, HR, IT, facilities and business functions.
- Innovative approaches to teacher recruitment and retention.
- Fast track development of leaders for internal promotion opportunities.
- Central reserves protect individual school budgets.
- Substantial investment in cross-Trust initiatives to improve teaching and learning.
- Close collaboration between senior leaders across the Trust.
- Integration of primary and secondary approaches into all-through education.
- Adequate scale to design and test new ideas.
- High quality strategic governance with wide business and professional experience.
- Robust delivery models as government policies, rules and measures change.

**Our Mission:
Education for a better world**

Leigh Academies Trust
Carnation Road
Rochester, Kent
ME2 2SX

t: 01634 412 258

e: talent@latrust.org.uk

www.leighacademiestrust.org.uk



LEIGH
Academies Trust

Designed and produced by Marketing Services | e: marketing@latrust.org.uk | t: 01634 412227

v2:08.2022