

Bishop Justus CE School

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

# Application Pack

**SEND Practitioner: Cognition and Learning**

Required: 1<sup>st</sup> September 2026



# SEND Practitioner: Cognition and Learning

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An exciting new role has been created to support the ongoing development of our inclusive practise and provision. We are looking for a skilled individual who has a passion for supporting students with additional needs and SEND.

The **SEND Practitioner- Cognition & Learning** will work with the SENCo to support children with Special Educational Needs & Difficulties within Bishop Justus CE School. This post is specifically to support the development of Cognition and Learning across the school, although will also contribute to all areas of SEND. The role will also include the support of other vulnerable learners within our community.

## **Our ideal candidate will have:**

- A flexible attitude;
- Experience of working with pupils with SEND, and pupils with emotional and behavioural difficulties;
- Experience co-ordinating provision for children with SEND and sound knowledge of the SEND Code of Practice and its application;
- Good time management skills, and the ability to organize, prioritise and maintain a multifaceted workload.
- The ability to work as part of a team and on own initiative;
- Excellent written and spoken communication, and interpersonal skills;
- High levels of drive, energy and integrity;
- A commitment to improve current skills and demonstrate a willingness to develop further;
- An ability to work with pupils and their families in a sensitive and positive way;
- A commitment to developing an inclusive ethos and culture where neurodiversity is celebrated;

## **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:** 9.00am. Friday 12<sup>th</sup> June 2026

*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:** w/c 22<sup>nd</sup> June 2026

### APPOINTMENT

All candidates will be contacted following interview.

- **Appointment to commence:** 1<sup>st</sup> 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](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.

**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:** SEND Practitioner: Cognition and Learning

**Grade:** Aquinas 5

**Full-Time Salary:** £28,799.00 p.a. - £34,205.00 p.a.

**Actual Pro-Rata Salary:** £24,661.97 p.a. - £29,291.39 p.a.

**Hours:** 36 hours per week, 39 weeks per year

**Accountable to:** SENCo

### THE ROLE

The SEND Practitioner- Cognition & Learning will work with the SENCo to support children with Special Educational Needs & Difficulties across and within Bishop Justus CE School. This post is specifically to support the development of Cognition and Learning across the school, although will also contribute to all areas of SEND. The role will also include the support of other vulnerable learners within our community.

### MAIN DUTIES & RESPONSIBILITIES

#### Key Responsibilities

- To design evidence-based intervention and to undertake the planning, preparation, delivery, monitoring and review of specialist evidence-based intervention programmes according to designated area of specialism (Literacy and Cognition & Learning) both on a 1-1 and group basis.
- Develop, implement and review individual plans for pupils (e.g. pupil passports and additional needs plans). Attending pupil reviews and parent meetings as directed.
- To monitor progress of allocated students through a programme of planned reviews including observations in classrooms, assessment of need reviews, and regular meetings.
- To be responsible for organising and running agreed targeted before school, lunchtime and after school interventions in order to support the educational, social, emotional and personal development of vulnerable students.
- Actively promote and engage in the whole school development of SEMH interventions and support.
- Support the role of parents / carers in pupils' learning and development.
- Contribute constructive feedback on pupil development, progress and achievement.

#### Cognition and Learning Responsibilities

- Deliver and review targeted literacy interventions (e.g. phonics, reading comprehension, spelling, writing) to individuals and small groups, using structured, evidence-based programmes.
- Promote a language-rich environment and model effective reading and writing strategies during classroom activities.
- Support the implementation of additional needs plans, and Education, Health and Care Plans (EHCPs) and pupil passports for students with cognition and learning needs.
- Deliver targeted interventions to support literacy, numeracy, memory, and processing skills, using evidence-based strategies.
- Liaise with colleagues to ensure consistency between intervention sessions and classroom learning.

- Monitor and record pupil progress against individual targets, providing feedback to teaching staff and leading on to review meetings.
- Use assessment tools to help identify barriers to learning and track small-step progress.
- Promote the development of metacognitive strategies and independent learning skills in pupils.
- Liaise with external professionals (e.g. Educational Psychologists, Specialist Teachers) to implement recommended strategies and interventions.
- Support the transition of pupils with cognition and learning needs between key stages or settings.
- Contribute to the development and delivery of staff training sessions related to cognition and learning.

### **General Responsibilities**

- To assist in promoting the learning wellbeing and personal development of all students, including, but not exclusively, those with special educational needs through evidence-based interventions and assessment tools.
- To be responsible for supporting and mentoring vulnerable students including regular meetings and parental engagement.
- To carry out duties before and after school, as directed and relevant to the role.
- To provide learning support as directed by the SENDCo
- To provide evidence in support of exam access arrangements requests
- To provide learning materials as directed by the SENDCo
- To support students either individually, or in groups as directed by the SENDCo
- To provide administrative support as directed by the SENDCo
- To assist in the induction and training of new TAs
- To support inclusion team colleagues.
- To support in the preparation of SEND documentation
- To attend multi agency meetings as required by the SENDCo
- To establish professional learning relationships with students
- To support students in developing social and organisational skills both in and out of the classroom
- To assist students to develop appropriate strategies to write and record their ideas, providing alternative means of recording e.g. touch typing, assistive technology.
- To use the school system for recording students' needs and progress
- To provide regular feedback on students' learning and behaviour to the SENDCo & class teachers
- To know and apply all school policies
- To maintain confidentiality at all times
- To undertake any such reasonable duties as requested by the SENDCo.

### **TRAINING**

The Trust is committed to the development and progression of all staff. Staff are encouraged to attend training courses appropriate to their own and department's needs. These include external courses, internal workshops, staff meetings and departmental training. The successful candidate will be required to undertake training to fulfil the requirements of the post.

Each member of staff has a responsibility towards their own professional development and that of those they are accountable for.

## SAFEGUARDING

All colleagues have the responsibility for promoting the safeguarding and welfare of children. All colleagues should be aware of the school's Child Protection and Safeguarding Policy and work in accordance with this document at all times.

## VARIATIONS

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

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. The post holder will be expected to carry out such other duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

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

**PERSON SPECIFICATION**

**SEND PRACTITIONER - COGNITION AND LEARNING**

<b>QUALIFICATION AND TRAINING</b>	<b>Essential or Desirable</b>
Math's & English GCSE Grade C (or equivalent).	E
A willingness to undertake safeguarding training.	E
Evidence of undergoing sufficient safeguarding and child protection training	D
Relevant qualifications in education, SEND, child development, or a related field (e.g., Level 3/4 Certificate in Supporting Teaching and Learning, HLTA status, or equivalent).	D

<b>KNOWLEDGE, SKILLS AND EXPERIENCE</b>	<b>Essential or Desirable</b>
Experience of working with pupils with SEND, and pupils with emotional and behavioural dysregulation.	E
Experience co-ordinating provision for children with SEND.	E
Sound knowledge of the SEND Code of Practice and its application	E
Experience in behaviour support techniques for groups and individuals with SEND	E
Sound knowledge of the graduated approach to providing SEND support	E
A good understanding of the principles of school improvement	E
Experience working effectively with colleagues to improve classroom practice.	E
Experience utilising and analysing effective assessment systems and recording and maintaining pupil records.	E
Experience using basic diagnostic tests for identifying specific needs.	E
Working closely with parents in home-school partnerships that support pupils' needs.	E
Ability to foster effective relationships with parents, staff and key stakeholders and encourage them to take an active role in pupils' development	E
Work closely with disadvantaged pupils.	E
Implement techniques to boost self-esteem and motivation, to improve resilience.	E
Keep accurate records in line with data protection legislation.	E
An ability to work in a multiagency way, liaising with a range of agencies and professionals to support pupils.	E
Promoting pupils' learning and welfare.	E
To have experience of working within a secondary school setting.	D
Experience liaising with a range of people, agencies, and professionals including, the parents of pupils, the LA and other providers.	D
Demonstrate a greater understanding of how pupils with SEND develop.	D
Experience in making reasonable adjustments and access arrangements for pupils with SEND.	D
Demonstrate an understanding of statutory processes, including annual reviews and outcome reviews.	D

<b>PERSONAL AND PROFESSIONAL QUALITIES AND ATTRIBUTES</b>	<b>Essential or Desirable</b>
Ability to work as part of team and under own direction.	E
Takes responsibility and is accountable.	E
High levels of drive and energy.	E

Has integrity and maintains confidentiality, working under Safeguarding protocols at all times.	E
Committed to the needs of the pupils, parents and staff.	E
Displays a positive and calm approach when faced with challenges.	E
Is flexible and adaptable to changing demands.	E
Dedicated to promoting their professional development and achieving desired qualifications.	E