



CANDIDATE PACK

Deputy SENCO



**Start date:
ASAP**

**Location:
Avalon Road,
Orpington BR6 9BD**



About Us

Bromley Beacon Academy (BBA) is a member of London South East Academies Trust, a MAT consisting of schools which are a mix of special, alternative and main stream provisions. BBA converted to academy status in February 2016 and is designated as a Social Emotional Mental Health (SEMH) school, located on three sites in the London Borough of Bromley, namely, Midfield (BTAM -KS1), Orpington (BBAO - KS2&3) and Bromley (BBAB - KS4&5) of Bexley.

At the Orpington campus (BBAO) we cater specifically for 7-13-year olds (Key Stages 2 & 3) with a hub at Bromley Trust Academy, Midfield for our Key Stage 1 pupils. The focus is on developing core skills of literacy and numeracy, whilst offering a broad range of other curriculum areas to provide real interest for our pupils.

**BROMLEY
BEACON
ACADEMY**



BROMLEY
BEACON
ACADEMY



About the Trust

Our school is part of London South East Academies Trust - a multi academy trust sponsored by London South East Colleges. In 2024 the Trust was formally recognised and awarded as the TES Small Trust of the Year.

Our vision is to create a future where every child, in every school, can flourish every day.

- Give all children an inspirational school offer
- Ensure the educational achievement of every child and young person entrusted to us.
- Have a relentless focus on accelerating learning
- Reward ambition and high aspirations through all of our schools

Read more on the trust website:
LSEAT.co.uk

LONDON
SOUTH EAST
ACADEMIES



TRUST

Bromley Beacon Academy strives to develop pupils who are responsible and respectful with a strong moral purpose. SMSC supports this development so that our pupils become life-long learners, who play constructive roles as citizens in our diverse and multi-cultural society.

Our Values

Learning

Independence

Friendship

Emotions

BROMLEY
BEACON
ACADEMY



Job Description

Job title: Deputy SENCO

Salary: MPS1 to UPS3 on the Outer Londer payscale, plus SEN1 allowance and TLR 2 allowance

Contractual Hours: 21.6 hours (3 days per week)

Location: Working across both the primary and secondary school in Orpington and Bromley

Position Status: Permanent

About our vacancy

We are looking for an inspirational Deputy SENCO.

As Deputy SENCO, you will work under the direction of the SENCO and Headteacher to support the effective leadership and management of SEND provision across the school. You will assist in the strategic development of SEND policy and practice, while helping to coordinate and monitor support for pupils with special educational needs and disabilities. The role involves working closely with teachers, support staff, parents, carers, and external agencies to ensure pupils receive appropriate support and achieve positive outcomes. As a qualified teacher, you will also fulfil the professional responsibilities outlined in the School Teachers' Pay and Conditions Document (STPCD). Whilst supporting the oversight of SEND provision, you will work collaboratively with class teachers, who retain responsibility for the day-to-day teaching and support of pupils within their classrooms.

We offer a comprehensive and bespoke CPD programme throughout the year and have a good record of upskilling staff at all levels. As all children have an EHCP and are working significantly below age-related expectations, the role is more likely to suit those who are trained/experienced within Early Years, Primary or Special settings. ECTs and those with SEN/autism experience are also welcome to apply. We operate an EYFS/Primary model of teaching up to and including Year 13 with some specialist teaching in Y10-13.

We can offer you the opportunity to make life-changing differences to children, and work with a supportive, caring, dedicated staff and MAT.



Job Description

Main purpose of the job:

The Deputy SENCO, under the direction of the SENCO & headteacher, will:

- Support the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD
- While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.



Key responsibilities of the post holder:

- Ensure the SEN policy is put into practice and its objectives are reflected in the school Development plan (SDP)
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- Maintain and implement targets on EHCP for all SEN pupils
- Overview of provision for pupils with SEN, monitoring & reviewing the quality of provision

Operation of the SEN policy and co-ordination of provision

- **Maintain an accurate SEND register and provision map**
- **Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support**
- **Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment**
- **Be aware of the provision in the local offer**
- **Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies**
- **Be a key point of contact for external agencies, especially the local authority (LA)**
- **Analyse assessment data for pupils with SEN or a disability**
- **Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness**

Support for pupils with SEN or a disability

- **Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness**
- **Secure relevant services for the pupil**
- **Ensure records are maintained and kept up to date**
- **Review the education, health and care plan (EHCP) with parents or carers and the pupil**
- **Communicate regularly with parents/carers**
- **Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil**
- **Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities**
- **Work with the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability**

Leadership and management

- Work with the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the SDP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEN policy
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage teaching assistants (Tas/PP's) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Safeguarding

Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with SEN

Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

The Deputy SENCO will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

General Requirements

Safeguarding: Demonstrate a clear commitment to safeguarding and promoting the welfare of children and young people, adhering to all policies and statutory guidance, and reporting concerns promptly in line with our procedures.

Equity, Diversity and Inclusion: Promote an inclusive culture that values diversity, ensures equality of opportunity, and challenges discrimination in all its forms.

Health and Safety: Take reasonable care for your own health and safety and that of others, complying with all relevant policies, procedures and risk assessments.

STARS Values: Consistently model and promote our STARS values, contributing positively to our culture and reputation.

Sustainability: Support our commitment to environmental sustainability through responsible use of resources and sustainable working practices.

What we offer

- Friendly, enthusiastic, delightful pupils and students who teach us something new every day
- A committed and caring staff team who support and develop each other
- A proactive and supportive SLT who are actively mindful of workload
- A collaborative approach to planning and problem-solving
- A comprehensive induction and an ongoing extensive CPD programme
- Opportunities to develop your skills and talents
- Small class sizes with high staff/pupil ratio
- Free parking on site
- Advantages of belonging to a multi-academy trust, e.g. discounts on gym and wellbeing services, access to free and confidential Occupational Health and Employee Assistance Programmes
- Excellent Pension Schemes - Including employer contributions to the Teachers' Pension Scheme, Local Government Pension Scheme, or Nest.
- Professional Development - Access to high-quality training, leadership development, and career progression opportunities
- Employee Assistance Programme - Providing free, confidential support.
- Travel Support - annual season ticket loan and cycle-to-work scheme.
- Well-being and Lifestyle Benefits - including access to gym discounts, discounts in our in-house college restaurant, and reduced-price hair and beauty treatments.
- Free Onsite Parking - available at our schools.
- Free mortgage and financial advice - Get 15% off wills with Radnew and Mortgages.

Our Values

SUCCESS

Success is for all. We create a culture of continuous improvement, encouraging all learners and staff to strive to be better, and succeed.

TEAMWORK

We work together to maximise the talent and abilities of all, with our learners central to every choice we make.

ACHIEVEMENT

We have ambition for our learners and staff so that they can achieve and exceed with courage, resilience and determination, realising their own unique potential

RESPECT

We empower our learners and our staff to be respectful, to value diversity and to maximise this as a talent and strength.

SERVICE

Our purpose is to serve our learners and our communities. Leaders at every level serve with integrity, ensuring our learners achieve and progress in society.

Person Specification

**BROMLEY
BEACON
ACADEMY**



Qualifications	Essential	Desirable
Qualified Teacher Status	√	
Have taught at any key stage for at least two years.	√	
National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment [note: this is a requirement under the SEND Code of Practice]	√	
Be Trained first Aider		√
Be familiar with end of KS testing		√
Knowledge and Skills	Essential	Desirable
Demonstrate an ability to work with pupils and their families in a sensitive and positive way.	√	
Demonstrate a sound knowledge of the SEND Code of Practice and its application.	√	
Evidence that they have experience of behaviour management techniques for groups and individuals with SEND.	√	
Show that they have a good understanding of the principles behind school improvement, including school improvement planning, monitoring and reviewing progress.	√	
Make consistent judgements based on careful analysis of SEND data.	√	

Sound knowledge of the SEND Code of Practice		√
Understanding of what makes 'quality first' teaching, and of effective intervention strategies		√
Ability to plan and evaluate interventions		√
Demonstrate a greater understanding of how pupils with SEND develop.		√
Demonstrate a sound understanding of SEND funding on offer.		√
Communicate in both written and verbal mediums effectively.	√	
Present clearly a wide range of specialised information to both educationalists and noneducationalists.	√	
Demonstrate a proven ability to work sensitively and effectively with colleagues to help them to improve their everyday classroom practice.	√	
Experience	Essential	Desirable
Working with and caring for pupils with SEND.	√	
Experience of working at a whole-school level	√	
Working in line with expectations in the Ofsted framework regarding effective learning and teaching.		√

Involvement in self-evaluation and development planning		√
Experience of conducting training/leading INSET		√
Personal Qualities	Essential	Desirable
A calm and caring nature.	√	
Excellent verbal and written communication skills.	√	
Excellent time management and organisation skills.	√	
A flexible approach towards working practices.	√	
High expectations of self and professional standards.	√	
The ability to work as both part of a team and independently.	√	
The ability to maintain successful working relationships with other colleagues.	√	
High levels of drive, energy and integrity.	√	
A commitment to equal opportunities and empowering others.	√	
Committed to promoting high quality care of children.	√	

Dedicated to promoting their professional development.	√	
Able to plan and take control of situations.	√	
Capable of handling a demanding workload and successfully prioritising work.	√	
Professionally assertive and clear thinking.	√	
Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school		√
Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability		√
Ability to work under pressure and prioritise effectively		√
Commitment to maintaining confidentiality at all times		√
Commitment to safeguarding and equality A commitment to contributing to the wider school community.		√

Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced DBS check, satisfactory references, social media checks, and all other safeguarding recruitment requirements in line with Keeping Children Safe in Education.

Key Relationships: DSL, Deputy DSLs, Headteacher, SENCO, Pastoral Team, Attendance Team, Social Workers, Local Authority Officers, Parents/Carers, Health Professionals, and other safeguarding agencies



How to apply

If you wish to discover more about this exciting opportunity, request a copy of this candidate pack or an application form, please view our vacancies page [here](#).

