



Bexhill
Academy

Position: Assistant Headteacher - SENCo

Salary/Hours: L12-17

Closing Date: 16th January 2025

Interview Date: Week commencing 20th January 2025



 **Creating the best
opportunities for all**

Dear Candidate,

Thank you for your interest in joining us at Bexhill Academy. We are a happy and supportive team where wellbeing matters.

Bexhill Academy part of the Attwood Academies Trust, is a larger than average 11-16 mixed school serving the coastal town of Bexhill-On-Sea, East Sussex, with currently just over 1500 students on roll. A seaside town renowned for the De La Warr Pavilion and being the home to the first British motor race! Working at Bexhill Academy, whether as support staff, an ECT or as a teacher of many years, is an opportunity for you to work with some extraordinary and inspiring students and staff. The Bexhill community is a very special place and we are privileged to be working in a state-of-the-art building with modern facilities throughout.

Following our success in recent years, we have become over-subscribed with over 400 applications for the 300 places offered in September 2023. Consequently, year on year we have been expanding our teaching staff to accommodate our increasing numbers.

At Bexhill Academy, we encourage students to aim high and we support them in pursuing their dreams. We offer challenge to all abilities stretching the minds of the most able to become enquiring and independent thinkers, yet offering support to those who find their studies more challenging.

We offer a number of excellent staff benefits for our employees. These include;

Cycle to Work Scheme, A comprehensive Employee Assistance Programme (EAP) Fitness class, Wellbeing weeks. We are partnered with Mulberry Multi Academy Trust in London (excellent CPD opportunities). We encourage and support tangible Leadership courses e.g. NPQ, An extra 2 days added to October half term and Benenden Healthcare. As you can see there is so much on offer for you at Bexhill Academy.

If you are a well-qualified and enthusiastic person seeking to work in a dynamic, modern school, if you are passionate working in a team and having the highest of standards.

We look forward to meeting you,



Dr Craig Neal

Headteacher

Job Advert

We are seeking to appoint an outstanding, innovative leader of SEND and an excellent classroom practitioner. This is a fantastic opportunity to make a real difference in our journey to Outstanding. The post holder would be expected to either have the SENCo qualification or be fully committed to rapidly attaining this. You would lead a highly committed and experienced Inclusion Team, including Deputy/Assistant SENCo's Intervention Leads and Teaching Assistants ensuring outstanding SEND provision and high levels of progress for students with additional needs. This post also includes classroom teaching.

In return, we can offer an environment where you will gain whole school experience and learn much on your journey to senior leadership and headship.

Our school is unique, exciting and innovative – our philosophy is inclusive and founded on respect. If you feel this fits with your own value set and you have a track record of leading change, raising standards and you strive for excellence, then this might be just the role for you.

We aim to recruit staff who:

- Love the processes of teaching and learning and are keen to continually develop their own skills;
- Recognise that teaching can be a demanding job and react positively to those demands;
- Will subscribe to the ethos of the Academy and be committed to get the very best from our students;
- Take every opportunity, in and out of the classroom, to talk to students, model expected behaviours and build positive relationships;
- Remain at the forefront of pedagogy, educational research and debate.
- See themselves as having the potential to become senior school leaders of the future.

Closing Date: 9am 16th January 2025

Interview: Week commencing 20th January 2025

Pre-Application enquiries are encouraged. Please contact recruitment@bexhillacademy.org

Please see our website www.bexhillacademy.org under 'about us' and then 'vacancies' for more details. Please note that we do not accept CVs or approaches from agencies. Completed Bexhill Academy teacher application forms should be sent to academyhr@bexhillacademy.org

Bexhill Academy is committed to safeguarding and promoting the welfare of children and young children, therefore all positions are subject to an Enhanced Disclosure and Barring Service check (DBS).

Job Description

Teaching and Supporting at Bexhill Academy

Teachers and support staff at Bexhill Academy make the education of their pupils their first concern. They seek to achieve the highest possible standards in work and conduct, act with integrity and have strong subject knowledge. Through endeavour, they keep their knowledge and skills as current as possible, remaining at the forefront of pedagogy and educational research.

Post: Assistant Headteacher - SENCo

Accountable to: Deputy Headteacher - Inclusion



Salary: L12-L17

Principal Accountabilities:

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Staffing:

Staff Development: Recruitment / Deployment of Staff:

-  To take part in the academy's staff development programme
-  To work as a member of a designated team and to contribute positively to the team ethos.

Quality Assurance:

To contribute to the quality assurance procedures and policies of the academy.

Management Information:

- To maintain appropriate records and to provide relevant accurate and up-to-date information as appropriate for teaching colleagues/parents and carers and external agencies.
- To be responsible for developing and maintaining personal development records

Communications:

- To communicate effectively with colleagues, the parents of students as appropriate
- Where appropriate, to communicate and cooperate with persons or bodies outside of the school
- To follow agreed policies for communications in the academy

Management of Resources:

- To contribute to the process of the ordering department supplies through the appropriate channel.

Other Specific Duties:

- To play a full part in the life of the academy, to support its distinctive aim and to encourage staff and students to follow this example
- To continue personal development as agreed
- To comply with the academy's health and safety policy and undertake risk assessment as appropriate

Duties and responsibilities

Strategic development of SEN policy and provision

- Have a strategic overview within the Senior Leadership Team of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision

- Contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- 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, including the academy's Special Facility for students with ASD.

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 Academy'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
- Manage and implement intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- Identify a pupil's SEN
- 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, including Additional Needs Plans, Student Support Profiles and Individual Health Care Plans
- 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 Head Teacher, Senior Leadership Team and Trust Board 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 SIP 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 Inclusion Team staff working with pupils with SEN or a disability
- Lead staff Performance Management for your team and produce appraisal reports

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

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled

job applicants or continued employment for any employee who develops a disabling condition.

The job description is current at the date shown, but following consultation with you, may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

The Academy 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.

Person Specification

Criteria	Essential	Desirable
Education	<p>Qualified Teacher Status. A good Degree.</p>	
Qualifications	<p>National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment</p>	
Experience	<p>Experience of teaching your subject at Key Stage 3 and 4</p> <p>Experience of working at a whole-school level</p> <p>Experience of leading a team</p> <p>Involvement in self-evaluation and development planning</p> <p>Experience of conducting training/leading INSET</p>	
Knowledge	<p>Sound knowledge of the SEND Code of Practice</p>	
Skills & Abilities	<p>Understanding of what makes 'quality first' teaching, and of effective intervention strategies</p> <p>Ability to lead a team</p> <p>Ability to plan and evaluate interventions</p> <p>Data analysis skills and the ability to use data to inform provision planning</p> <p>Effective communication and interpersonal skills</p> <p>Ability to build effective working relationships</p> <p>Ability to influence and negotiate</p>	

	Good record-keeping skills	
Personal Qualities	<p>To be hardworking and committed to the vision of the Academy.</p> <p>To have a willingness to learn and develop new skills.</p> <p>To have the ability to work with initiative.</p> <p>To have the ability to work as an individual and as a part of a team.</p> <p>To be focused, aspirational, independent and resilient.</p>	
Commitment and other requirements		

Our School

Creating the Best Opportunities for All

At Bexhill Academy, we strive to create equal opportunities for all our students, ensuring that they have access to the best resources and support to thrive academically and personally. Our inclusive approach celebrates diversity, fostering an environment where students from all backgrounds can learn from one another and develop essential life skills such as empathy, tolerance, and respect. We provide a variety of academic pathways and personalized support systems, tailoring our educational approach to meet the unique needs and aspirations of each student. By nurturing their individual strengths and talents, we equip our students with the skills and knowledge needed to succeed in an ever-changing world.

It's important for us to recognise that the little things matter. Smart uniform, manners, kindness, and punctuality are something we promote within our academy as we feel this embeds a deep sense of pride and self-respect within our students.

In conclusion, Bexhill Academy is dedicated to providing an exceptional educational experience that combines academic excellence, personal growth, and a supportive community. We foster a culture of aspiration, challenge our students to reach their full potential, and create equal opportunities for all. Join us at Bexhill Academy, where we believe in the power of education to transform lives and shape a brighter future.

Wellbeing

We understand that well-being is paramount to academic success. Our school offers a comprehensive well-being program for staff and students that focuses on building resilience, promoting a healthy lifestyle, and equipping us all with the tools to manage stress and navigate challenges. Through a range of extra-curricular activities, student leadership opportunities, and community service initiatives, we actively encourage personal growth, self-discovery, and the development of essential life skills. Our dedicated well-being team provides guidance and support, ensuring that staff and students have access to the resources they need to flourish both inside and outside of the academy.