



SENCO Candidate Information Pack



WELCOME

Dear Applicant,

This is an exciting opportunity to join our school at a time when we are making considerable investment in achieving 'excellence' in all we do. We are very proud of our school and the opportunities that it provides for our wonderful students, staff, and our wider community.

Our school motto is 'Life in all its fullness' and this encapsulates our values and ethos. It is a school where every single individual matters. We have excellent staff, and we endeavour to make every individual, whatever their role in school, feel valued, respected, and cared for. Your voice will be heard, and you will be part of a supportive staff body where we have high expectations and standards, but we also have the conditions and systems in place to help staff to be successful. Being part of the Unity Schools Partnerships also enables us to collaborate across our family of schools and gives us access to wider opportunities and support for our staff. We are a close-knit staff team, who celebrate the good times and support each other through any challenging times.

We strive to personalise staff professional development, putting you at the centre of your own career pathway. We want to ensure that you achieve your full potential, which in turn ensures the best experiences for the students you are working with. We want to ensure you have a good work life balance and one of the ways we achieve this is by having a two-week Autumn half term.

We pride ourselves in being an open school: one in which parents/carers feel they play a full and proper role in their child's education, and we provide outstanding student support to ensure that we remove students' barriers to learning. We focus on their own individual skills, strengths and aptitudes. Each student has a voice here – it is their school and their education. Yet each student is also part of a community, locally, nationally and globally. We want our students to become outstanding citizens and contribute greatly to the society in which they live.

Our school is rapidly increasing in size; it has a growing Sixth Form and staff turnover is low. We are proud of all that we have achieved but we are not satisfied and eager to continue to improve and as a member of staff within our school you will play an integral role in this.

So, if you are interested in joining our team of incredible colleagues in our school and trust, who are passionate about their work and the next part of our journey, I would welcome you to contact Maria Driscoll (Headteachers PA) at info@steds.org.uk or 01708 730462 to arrange a visit and informal discussion.

We look forward to hearing from you.

Best wishes

Jodie Hassan
Executive Headteacher



Life in all its Fullness



Our Vision & Values

Our Vision: 'Life in all its Fullness' (John 10:10)

The vision at St Edward's Academy is hinged around the ambition that all members of our community should live 'Life in all its fullness' (John 10:10). It is our primary aim that every member of our community feels valued and respected, and that each person is treated fairly and well, within a climate of mutual trust and respect.

St Edward's Academy is founded on Christian values, and we exist to educate young people towards excellence in all dimensions of their lives, recognising the uniqueness of each and the equality of all.

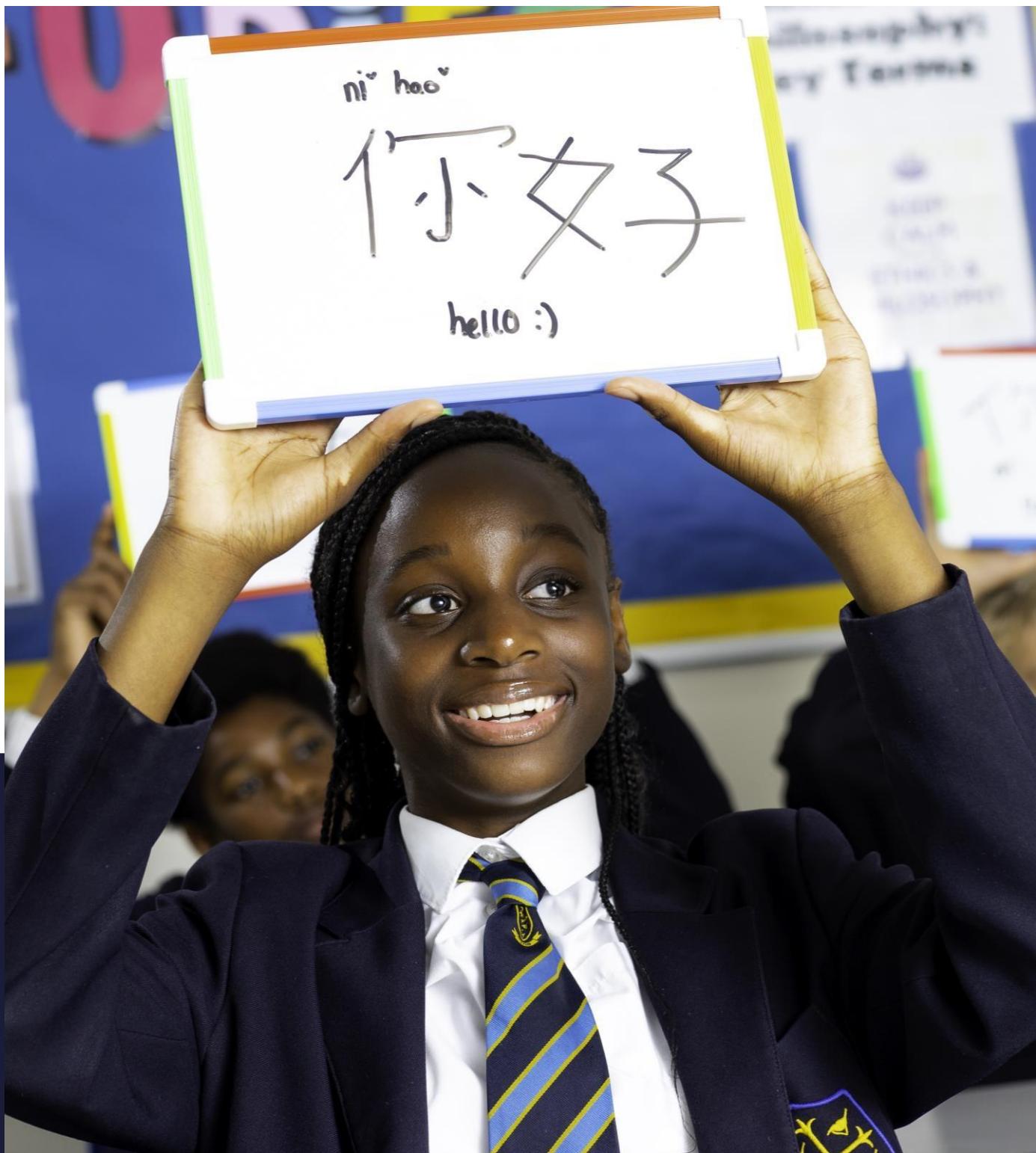
Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit. Therefore, we believe the purpose of education is to nurture and enable every child to thrive and to be the person they are fully capable of being.

Our curriculum for 'Life in all its fullness' is designed to equip children to be curious and confident independent learners but also responsible, resilient and caring citizens in their community. As they leave St Edward's Academy, we want every child to be ready to take on the next steps in their journey to adulthood with a love of learning, positive attitudes and a rounded set of values and skills to guide them. This is achieved through our HOPE values: Humanity, Optimism, Perseverance and Excellence.

Our Mission:

To ensure that every student leaves St Edward's as the best that they can be: confident, articulate and culturally aware. We will make sure that we know every child, have the highest expectations of them and are there to support and guide them on the pathway from childhood to self-realisation as a young adult. Our students feel safe, valued and accepted.





“Making remarkable
change happen”





JOB ADVERT - SENCO

Post: SENCo

Start date: Easter or September 2026

Salary: UPS 1-3 (includes Outer London Weighting)

Allowance: SEN Allowance £5,497 p/a

Location: Romford, London Borough of Havering

Contract type: Full time

Contract term: Permanent

Closing Date: Friday 23rd January 2026, 09:00am

Interviews: Week Beg: Monday 26th January 2026

St Edward's Academy is an established and inspiring school. Our mission: To ensure that every student leaves St Edward's as the best that they can be. Our students will be confident, articulate and culturally aware. We will make sure that we know every child, have the highest expectations of them and are there to support and guide them to success in each sphere of their lives. Our vision is driven by our ethos - that all of our community should live Life in all its fullness. This is our very core, at the centre of all we do. Our mission is achieved through our HOPE values.

Our outstanding Headteacher and leadership team have created a safe and transformative environment for students to learn, develop and thrive. We invite candidates to find out more about the school by visiting our website and joining us for a tour.

The school is a member of the successful Unity Schools Partnership. This post provides a unique opportunity for an outstanding candidate to be part of the successful team at St Edward's Academy.

We seek to appoint an energetic, enthusiastic and dedicated SENCo to join our successful school. We are looking for someone who will actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school. They will:

- Work collaboratively to determine the strategic development of special educational needs and disabilities (SEND) and EAL policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual students with SEND
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- To liaise with external providers of alternative provision, including attending IYFAP meetings as required
- Leadership and development of Inclusion, Access provision, SEND, Wellbeing Medical
- Line management of Learning Support Team

As part of the Unity Schools Partnership, we offer:

- A wide range of CPD opportunities (both in school and beyond)
- Opportunities for career progression (including the opportunity to participate in the Trust's Leadership Development Programme)
- A supportive working environment. We can offer you excellent career development in a supportive environment.

We are situated in Romford within easy travel and road links to both London and Essex.

If you would like an informal discussion about the post, or you would like to visit the school, please contact the [Maria Driscoll](#) (Headteacher's PA) on info@steds.org.uk. We look forward to receiving your application.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment.

DBS checks required for relevant posts.

Safe Recruitment Policy Statement

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. 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. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

This school recognises the value of and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

This document provides a good practice framework to comply with the principles set down in the schools Equal Opportunities Policy. The practices described in this document are designed to ensure a fair and objective process. All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure. A previously issued Criminal Records Disclosure Certificate will only be accepted in certain restricted circumstances.

The School is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The School's Recruitment Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post. The Disclosure & Barring Service has published a Code of Practice and accompanying explanatory guide.

This School is committed to ensuring that it meets the requirements of the Disclosure & Barring Service in relation to the processing, handling and security of Disclosure information.

The school will:

1. Implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The following pre-employment checks will be undertaken:

- receipt of at least two satisfactory references
- verification of the candidate's identity
- a Barred List
- a satisfactory DBS disclosure
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status
- the production of evidence of the right to work in the UK
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999.)

2. Keep and maintain a single central record of recruitment and vetting checks, in line with the DfE requirements.

3. Ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The school will monitor the compliance with these measures.

4. Require staff who are convicted or cautioned for any offence during their employment with the School to notify the School, in writing of the offence and penalty. All processes are in line with the DFE 'Keeping Children Safe' 2016 regulations.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. DBS checks required for relevant posts.

Unity Schools Partnership – welcoming diversity.

ROLE TITLE	SENCO
CONTRACTED HOURS	Full Time
LOCATION	St Edward's Church of England Academy
GRADE / SCALE POINT – SALARY	UPS 1-3 and SENCO Allowance
REPORTING TO	Deputy Headteacher

INTRODUCTION

Through geographical hubs of like-minded schools and a vision of excellence that is shared by all,

schools smash through barriers to achieve more than others think possible.

- The vision of Unity Schools Partnership is to achieve the highest standards of education in its primary, secondary and special schools.
- It is our intention that all trust schools, and the trust as a whole, be recognised locally and nationally for the exceptional quality of its educational provision.
- We are a family of interdependent schools with a shared ambition to transform lives.
- We are committed to the development of a very high-quality, and evidence-informed, model of how excellence is achieved.
- Our work is fostered by geographical hubs of schools in close proximity that understand their specific communities.

The trust expects its work to be characterised by:

The vast majority of schools are now successful, well-performing schools and judged 'good' by Ofsted. The ambition over the next three years is that schools across the trust become excellent schools, characterised by top quartile performance and with the capacity to support more schools in the area that need support to benefit from being part of the trust.

In order to achieve this ambition, the trust will focus on:

Excellent education – we have plans for work in primary, secondary and special education which aim by 2028 to achieve top quartile performance in primary and secondary results and that has very high approval ratings externally and from parents for children with special educational needs. **Excellent staff** – we have a People Strategy that includes the ambition of being the employer of choice for school staff in the region.

Excellent support for schools – we have included in our plans for work in primary, secondary and special education how schools are supported to provide excellent education and we have an operational plan for wider support for schools in the trust, those who wish to be associated with the trust and those who potentially might wish to join the trust.

Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

Responsible for:

Supporting and improving the wellbeing, attendance, behaviour and progress of students with additional needs. This includes transition from KS2 to KS3 for vulnerable groups.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

- Work collaboratively to determine the strategic development of special educational needs and disabilities (SEND) and EAL policy and provision in the school
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual students with SEND
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- To liaise with external providers of alternative provision, including attending IYFAP meetings as required
- Leadership and development of Inclusion, Access provision, SEND, Wellbeing Medical
- Line management of Learning Support Team

KEY TASKS & RESPONSIBILITIES**Strategic development of SEND policy and provision**

- Have an overview of provision for students with SEND, monitoring and reviewing the quality of provision
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in school improvement activities
- Maintain an up-to-date knowledge of national and local initiatives in SEND which may affect the school's policy and practice
- Monitor and evaluate the use of SEND funding, proposing changes where appropriate

Operation of the SEND policy and co-ordination of provision

- Maintain accurate SEND register and provision map
- Provide guidance to colleagues on teaching students with SEND and ensure the Pen Portrait system is understood and used to support students.
- Advise colleagues on the graduated approach to SEND support
- Advise on the use of the school's budget and other resources to meet students' needs effectively
- Be aware of the provision in the local offer
- Work collaboratively and efficiently with 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
- Analyse assessment data for students with SEND
- Implement and lead intervention groups for students with SEND and evaluate their effectiveness.

Support for students with SEND

- Identify a student's SEND needs, using the school systems
- Co-ordinate provision that meets the student's needs and monitor its effectiveness
- Secure relevant services for the student
- Ensure records are maintained and kept up to date
- Manage monitoring systems for SEND outcomes for students
- Co-ordinate and overview the Key Worker system in place for SEND students
- Review the education, health and care plan with parents or carers and the student
- Ensure there is regular communication with parents or carers in relation to SEND needs and support
- Ensure that if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student
- Promote the student's inclusion in the school community and access to the curriculum, facilities and extracurricular activities
- Work with the designated teacher for Children in Care, where a looked-after student has SEND

Leadership and management

- Work with the Trust Director of SEND, SLT and the School 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 in relation to SEND
- Identify training needs for staff and how to meet these needs; lead INSET training for staff
- Share procedural information such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEND
- Lead and manage the SEND team
- Lead staff appraisals and review staff performance on an ongoing basis according to the school cycle
- Lead the Exam Access Provision within school with the Exams Officer and Exams team

Broader Responsibilities

- To work collaboratively as a member of the School Team.
- Actively contribute to and promote the overall ethos and values of the School and the wider Trust
- To play a full and active part in the life of the School Community.
- To support the safeguarding of students and staff.
- Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
- To encourage and ensure staff and students follow the example set and to challenge constructively when the standards set are not met.
- Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
- To actively promote the School's corporate identity and policies.
- Participate in training and other learning activities and performance development as required and encourage others to do the same.
- To comply with the School's Dress Code, Health and Safety Policy and to undertake Risk Assessments, as appropriate.
- Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
- Undertake any other reasonable tasks and responsibilities as requested by the line manager or Headteacher or Trust Executive Leadership Teams which fall within the scope of the post.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications/ Knowledge	<ul style="list-style-type: none"> ● Qualified teacher & SENCo ● Degree level education ● Working knowledge of SEND Code of Practice ● an understanding of what Quality First Teaching is, and of effective intervention strategies 	<ul style="list-style-type: none"> ● Data analysis skills and ability to use data to inform provision planning ● Experience in self-evaluation and strategic planning.
Experience	<ul style="list-style-type: none"> ● 5 years minimum teaching experience ● Experience in supporting students with SEND 	<ul style="list-style-type: none"> ● Experience of working as SENDCo ● Involvement in self-evaluation and planning ● Experience of conducting training/ leading CPD ● Experience of line managing staff ● Experience in organising exam access provision for formal qualifications
Professional Competence	<ul style="list-style-type: none"> ● Commitment to promoting and safeguarding the welfare of all students ● Ability to form sound relationships with colleagues and wider school community ● Ability to deal with difficult situations in an objective and professional manner ● Effective communication and interpersonal skills ● High degree of discretion in dealing with confidential information ● Ability to influence and negotiate ● Ability to work under pressure and prioritise effectively ● Good record-keeping skills 	

<ul style="list-style-type: none">● Commitment to getting the best outcomes for students and promoting the ethos and values of the school● Commitment to equal opportunities and securing good outcomes for students with SEN or a disability● Team player who is adaptable and committed in every aspect of profession.		
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How to apply

If you wish to discover more about this exciting opportunity, need any further information or you wish to have a tour and informal discussion, please contact Maria Driscoll (Headteachers PA) at info@steds.org.uk or 01708 730462.

In addition, as part of the application process you will need to provide a supporting statement, setting out your vision, relevant experience, skills and competencies for the role.

Please visit unitysp-careers.co.uk to apply

Closing Date: Friday 23rd January 2026, 09:00am
Interviews: Week Beg: Monday 26th January 2026