



Bishop Alexander Academy
A L.E.A.D. Academy



Candidate Information Pack

SENDCo

Bishop Alexander Academy





Welcome from the Headteacher

I am proud to have been Headteacher of Bishop Alexander Academy for 10 years, working with remarkable pupils, dedicated staff, and supportive families. The people truly make this academy special.

Our pupils demonstrate enthusiasm, resilience, and care, embracing mistakes as opportunities to learn. They take pride in their school and play active roles as Subject Ambassadors, Lunchtime Leaders, and Active Citizens. We have a committed staff team who inspire and care for our pupils, supported by a strong Governing Body that values education and staff welfare.

I warmly encourage you to visit and experience our caring, yet challenging ethos in practice.

Nicky Spencelayh, Headteacher



About Bishop Alexander Academy

We are a one-form entry academy with 220 pupils, which consists of a modern school building with extensive grounds. There is a diverse community, with 13 different home languages spoken and pupils come from a range of backgrounds. We are passionate about pupils being able to 'see' themselves in our curriculum, and we pride ourselves on our inclusive ethos.

Our curriculum follows a two-year cycle that is about our local community and Newark itself. We feel that the children need a sense of belonging and pride in where they live before they learn and appreciate the wider world. Our curriculum themes are carefully chosen and reflect the needs of our pupils.

We believe that our pupils deserve the best education possible, and this is only possible through talented and well-trained staff. We offer a wealth of CPD opportunities both within the academy and through L.E.A.D Teaching School Hub.

As part of L.E.A.D. Academy Trust, we are committed to providing the highest quality education, enabling every pupil to reach their full potential.



Benefits of being part of the Trust



Annual leave

Teachers enjoy up to 13 weeks annual leave during school holidays. This is in addition to any bank holidays or statutory holidays.

Support staff benefit from an enhanced holiday allowance, starting at 26 days up to a maximum of 36 days, pro-rata for term time only staff. The allowance is dependent on the role and amount of service increasing after 5 and 10 years service.



Competitive salary

All Trust roles (except apprentices) offer a minimum hourly rate above National Living Wage, with salary progression.



Pension scheme

Teacher's Pension Scheme or LGPS, with generous minimum employer contribution of 17.4% plus life cover.



Online GP service

24/7 access to online GP consultations, providing advice, diagnosis, referrals, and ongoing support for all staff.



Flu vaccinations

Free seasonal flu vaccinations for employees who are not otherwise eligible, ensuring health and wellbeing.



CPD

Individual development plus high quality professional development through the L.E.A.D. Teaching School Hub for teachers.



Employee Assistance Programme

Free 24/7 support for employees, offering counselling and resources for emotional, financial, and legal issues.



Free eye test

Free eye test every two years for regular computer users, reimbursed through expenses to promote wellbeing.



Occupational Health

FREE services available to support employee well-being and promote a healthy work environment.



Physiotherapy services

Access to free physiotherapy to aid recovery, support physical health, and promote overall employee wellbeing.



Access to discounts

Exclusive discounts and cashback on travel shopping, insurance and utilities through the Blue Light Card, Discounts for Teachers and Teacher Perks.



Travel expenses

Business travel expenses reimbursed at the HMRC maximum mileage rate to support staff travel needs.

Job Description



Special Educational Needs and/or Disabilities Coordinator (SENDCo)

Location:	Bishop Alexander Academy
Line Manager:	Deputy Headteacher – SEND and Inclusion
Closing date:	Midday Friday 27th June 2025
Interview date:	Friday 4th July 2025
Contact number:	01636 680040

Key responsibilities and accountabilities

- To work with academy and trust staff, the local authority and other stakeholders to ensure that the provision for SEND is effective.
- Assist in the development of a strategic SEND plan that identifies priorities and targets for SEND pupils.
- Support with the development and implementation of academy policies, procedures and documentation relating to SEND provision.
- To manage staff and resources as directed by the headteacher.
- Make decisions based upon analysis, interpretation and understanding of relevant data and information.
- Ensure that the academy provides a safe and happy environment that promotes the welfare of pupils with SEND.

Main Responsibilities:

Strategic direction and development of the school

- Contribute to the leadership of special educational needs provision in the academy as a qualified SENDCo.
 - Contribute to the leadership and management of the SEND team as directed by senior leaders to support SEND pupils.
 - Work with wider staff to deliver and quality assure the targets laid down in the school development plan.
 - Assist with the deployment of the schools delegated SEND budget and other resources.
 - Assist in the preparation of a range of reports and updates to the headteacher and other stakeholders.
- #### Transition and outcomes for pupils with SEND
- Demand ambitious standards for all SEND pupils, instilling a strong sense of accountability in staff for the impact of their work on student outcomes.

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- Support with the successful transition of SEND pupils between each key stage so that they are fully prepared for the next steps in education.
- Ensure that any SEND information provided for school data systems is up to date, accurate and fit for purpose.
- Ensure that information relating to the new Reception pupils and/or in year admissions is shared with all relevant staff.
- Organise as necessary any relevant testing.
- Support with tracking and reviewing pupils' progress across all year groups to ensure that SEND pupils achieve the best possible outcomes. Ensure that information and data is used to drive improvement.
- Support with the organisation and delivery of a programme of 'catch up' and 'bespoke intervention' for SEND across the academy.
- Working alongside the relevant senior leader(s), senior attendance lead, and other relevant staff, to track, analyse and review attendance data across all year groups and/or specific cohorts of pupils.
- Working with the relevant senior leader(s), and other relevant staff, track, analyse and review suspension and exclusion data across all year groups.

Compliance and record keeping: SEND Pupils

- Ensure that the Academy is compliant with the 2010 Equality Act, the 2015 Special educational needs and disability code of practice: 0 to 25 years (the code) and any other relevant statutory guidance.
 - Support the relevant senior leader to ensure that the special educational needs (SEND) register is reviewed regularly (but at least monthly).
 - Identify and assess student needs and ensure all SEND records are updated regularly and available including EHCP's, SEND support plans, student passports and learning plans.
 - Ensure that the records of those pupils with SEND are up to date and that SEND information on SIMS and other data systems is consistent with the register.
 - Work with senior leaders to ensure that the academy's provision map is up to date and that the interventions and provisions are carried out according to the EHCP's and/or student passports.
 - Review EHCP's and SEND support plans in line with the SEND code of practice.
 - Comply with statutory obligations regarding the review of Education, Health and Care Plans.
 - Maintain awareness of the SEND code practice and review and contribute towards the update of the SEND policy, SEND Information report, accessibility plan and any key SEND documentation accordingly.
- ### Quality of curriculum intent and implementation for SEND Pupils
- Work with other leaders, to support with the planning and development of an appropriate curriculum for pupils with special educational needs.

Job Description



- Review EHCP's and SEND support plans in line with the SEND code of practice.
- Comply with statutory obligations regarding the review of Education, Health and Care Plans.
- Maintain awareness of the SEND code practice and review and contribute towards the update of the SEND policy, SEND Information report, accessibility plan and any key SEND documentation accordingly.
Quality of curriculum intent and implementation for SEND Pupils
- Work with other leaders, to support with the planning and development of an appropriate curriculum for pupils with special educational needs.
- Ensure that there is access to mainstream classes for pupils with SEND.
- Develop and implement strategies for enhancing learning and teaching to ensure that all lessons are at least 'good' if not 'outstanding'.
- As directed, work with staff to develop effective ways of bridging barriers to learning and teaching.
- Ensure that advice and support is available for teachers and teaching assistants in delivering high quality teaching and learning across the school.
- Model effective teaching and learning techniques that support an inclusive approach.
- Carry out quality assurance as directed by SLT to ensure effective planning, learning and teaching, assessment, monitoring and recording in all curriculum areas for pupils with SEND.
- Contribute to meetings as part of a wider academy learning and teaching strategy in order to develop and disseminate good practice.
- Liaise with colleagues about the progress of pupils with SEND. Ensure that teachers use data and other information effectively when planning for individual pupils.

Pastoral for SEND Pupils

- Implement strategies to secure high levels of attendance, punctuality and standards of behaviour.
- Support with the organisation and management of a comprehensive extra-curricular and enrichment programme for those pupils with SEND and those attending the IR/ISAP.

Professional Development: SEND

- Keep up to date with research and developments in alternative provision, SEND education and effective SEND practice.
- Have a comprehensive knowledge and understanding of SEND education systems locally and nationally.
- Contribute to the delivery of professional development sessions to enhance SEND and AP provision, including matters relating to at least one of the four main areas of need e.g. communication and interaction.

Job Description



- Support with the induction of new staff so that there is consistency in SEND practice across the school.
- Create an ethos where all staff are motivated and supported to develop their knowledge and skills around SEND and inclusion.

Relationships with Others

- Undertake annual performance reviews for support staff within the SEND team and other members of the SEND team as appropriate.
- Participate in the induction of new staff into the school community.
- Maintain good working relationships with colleagues, pupils, parents/carers, governors, the community and Local Authority and ensure all communication is consistent with the school's ethos.

SEND - Partnerships

- Build strong and effective partnerships with parents and the local community.
- Promote multi agency working and collaborate with outside agencies regarding pupils with SEND.
- Take a leading role in ensuring the effectiveness of the SEND review meetings. Liaise with the relevant designated teacher where a child in need of care and protection [including any that are looked after] have SEND.
- Liaise with other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the local authority and its support services to deliver highly effective SEND provision.

Accountability

- Rigorous focus on SEND, pupil progress to ensure that academy wide systems and strategies are making a measurable difference, maximising pupil attainment and progress.
- Monitor progress towards targets for pupils with SEND and those accessing alternative provision.
- Ensure that parents/carers and pupils are well informed about all aspects of provision (within areas of responsibility) and about the contribution they can make in supporting their child's learning.
- Quality Assurance of teaching and learning to inform effective mentoring and coaching.
- Work within the SEND team to develop, monitor, observe and quality assure delivery of provision across the school.
- Hold staff to account for their professional conduct and practice.

Job Description



Other Responsibilities

- Support with the promotion, dissemination, implementation and monitoring of whole-school strategies within the SEND and Inclusion remit.
- Create an ethos of safeguarding and ensure that safeguarding, and child protection policies are adhered to.
- Contribute to the wider life of the Trust, its schools and its community through partnership work.
- Fulfil line management duties as directed by senior leaders.
- Deliver a teaching timetable as required to enable the delivery of the curriculum.
- Champion the Trust's principles of 'Lead', 'Empower', 'Achieve' and 'Drive'.
- Contribute to the wider life of the Trust and the L.E.A.D. community.

Teaching

- Plan and teach lessons to the classes they are assigned to teach with in the context of the school's plans, curriculum and schemes of work.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils.
- Participate in arrangements for preparing pupils for external examinations.

Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or pupil development to secure co-ordinated outcomes.
- Subject to paragraph 52.7 supervise and so far as practicable teach any pupils where the person timetabled to take the class is not available to do so.

Health, safety and discipline

- Promote the safety and well-being of pupils.
- Maintain good order and discipline among pupils.

Management of staff and resources

- Direct and supervise support staff assigned to them and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to them

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

This job description is current at the date shown, but in consultation with you may be changed to reflect or anticipate changes in the job, commensurate with the grade and job title. This includes changes to National Teacher Standards and requirements of the professional role.

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Qualifications and Attainments	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> Degree or equivalent Qualified Teacher Status Middle or senior management qualification National award for special educational needs co-ordination or on track to secure the qualification by September 2025. 	<ul style="list-style-type: none"> Additional qualifications in SEND

Skills and Knowledge	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> Ability to teach across the primary age range Track record of delivering outstanding outcomes for students In depth knowledge of statutory education frameworks An understanding of pupils' special educational needs linked to appropriate challenge, teaching strategies, adaptation, assessment, outcomes and ambition for all learners. Thorough knowledge of SEND code of practice, the annual review process (statutory requirements and best practice) Understanding of relevant curriculum and assessment frameworks across the early years & primary age range Evidence of the ability to hold staff to account in the pursuit of improving standards Ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives An understanding of the significance of interpersonal relationships in managing the impact of change on individuals and of the importance of engaging staff in their own professional development Ability to coach and motivate professionals, individually and with groups to achieve individual and collective targets Evidence of relevant management skills, including interpersonal skills and leadership qualities Knowledge and understanding of data analysis and the ability to use data to set targets for improvement ICT skills to manage and report on performance data to a range of audiences (Ofsted, governors, parents and pupils). 	<ul style="list-style-type: none"> An existing interest in evidence informed practice shown by wider reading and professional development

Person specification



The person specification listed below outlines the competences, knowledge and behaviour of candidates who would be suitable for this role. The criteria below provides guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria).

Skills and Knowledge	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> Ability to communicate verbally with, and write reports for, a range of stakeholders, including governors and external agencies Possess the knowledge, confidence and skills needed to effectively advise and support colleagues in order to move the school forward Experience in whole school self-evaluation Ability to work autonomously, prioritise conflicting demands and thrive under pressure Understanding of contemporary issues relating to safeguarding, pastoral matters and learning support 	
Experience	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> Experience of SEND school leadership within the primary Evidence of continued, relevant professional development related to whole school leadership and special educational needs and/or disabilities First-hand experience of working with relevant agencies to protect children 	<ul style="list-style-type: none"> Experience of teaching pupils across a broad spectrum of educational needs and ages Experience of appropriate behaviour management techniques for pupils across a broad spectrum of educational needs and ages Evidence of substantial, recent and successful senior leadership experience
Personal Attributes	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> Approachable, enthusiastic and creative Leads by example, demonstrating integrity, resilience and clarity Highly organised, literate and articulate Passionate about education Ability to work under pressure, think creatively and to anticipate and solve problems Deal sensitively with people and resolve conflicts Demonstrate flexibility and an ability to adapt to changing circumstances and new ideas 	
Additional Requirements	Essential criteria	Desirable criteria
	<ul style="list-style-type: none"> This role is subject to an enhanced DBS May be required to travel to other Trust locations or third-party services as part of the role 	<ul style="list-style-type: none"> Hold a driving licence and have access to own vehicle.



How to apply

Closing date: Midday Friday 27th June 2025
Interview date: Friday 4th July 2025
Contact email: admin@bishopalexanderacademy.co.uk
Contact number: 01636 680040

Please send a completed application form and covering letter explaining your interest in the role and how you meet the person specification to the email above.

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.



About the Trust

L.E.A.D. Academy Trust was established by Diana Owen, CBE in 2011 using her considerable experience as an executive headteacher, National Leader of Education, coach and mentor.

The Trust comprises 24 primary and 3 secondary academies across the East Midlands. All academies strive to achieve the highest standards of behaviour and conduct while providing outstanding teaching and learning.

Our values

The acronym L.E.A.D. embodies the four key principles at the heart of the Trust: strong leadership at every level; empowering everyone to aim high; providing the opportunity for all to achieve and constantly driving for improvement.



Lead



Empower



Achieve



Drive

“We are determined to bring about change and improvement to educational standards in the region by appointing visionary leaders who believe in the Trust’s vision and values and are committed to making a tangible difference to the lives of children and young people.”

Diana Owen, CBE Trustee and Chief Executive of L.E.A.D. Academy Trust.



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Primary
Academies



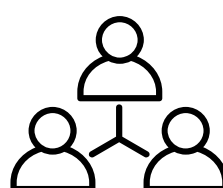
03

Secondary
Academies



05

Geographical
Regions



11,500

Pupils



1,650

Staff



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A L.E.A.D. Academy

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www.bishopalexanderacademy.co.uk