



**Woodland
Academy Trust**

Ignite the spark, reveal the champion

SENCO Applicant Information Pack



**Lime Wood
Primary School**

Ignite the spark, reveal the champion

Welcome from the CEO

Dear Applicant,

Thank you for expressing an interest in this role at the Woodland Academy Trust. Woodland Academy Trust is a small but ambitious Trust that puts the children and community first. We are on an exciting journey to achieve the best possible outcomes and excellence for all.

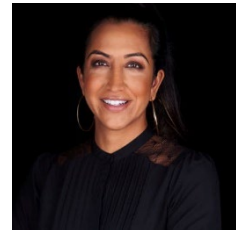
To support us on our journey, we are welcoming applications from skilled and committed applicants who have vision, drive and ambition and would be keen to hear about your experiences and what skills you can bring to this role. We seek to attract staff who have a growth mindset, strong values and work ethic and care deeply about serving communities.

This is an exciting time to join Woodland Academy Trust as we further strengthen our school improvement offer across the Trust. You will benefit from working with a strong team, receive the very best professional development and have the opportunity to make a real difference to the daily learning experiences of our wonderful children.

We look forward to your application.

Yours faithfully,

Nav Sanghara, Trust Leader (CEO)



Our Trust

The Woodland Academy Trust was formed in September 2011 and currently consists of five primary schools, four of which are located in the London Borough of Bexley and one in Kent.

All our schools share the same mission; ignite the spark, reveal the champion. We are an inclusive and ambitious Trust, striving to achieve the best possible outcomes for our children. Our aim is to provide the highest quality learning experiences for every child by creating an ethical culture of empowerment and growth for all. We believe deeply in the importance of nurturing strong partnerships with our local communities and beyond.



AMBITION



COLLABORATION



COMPASSION

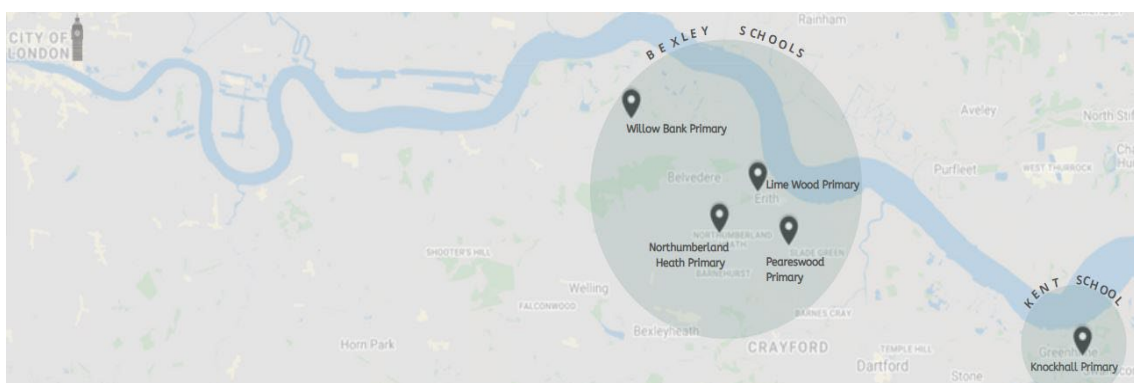


EXCELLENCE



INCLUSIVITY

Discover more about the Woodland Academy Trust by watching our video [here](#).



Welcome from the Headteacher

Thank you for your interest in joining us at Lime Wood Primary.

Our wonderful school opened in September 2023 with a reception cohort and as the community grows, the school will continue to grow year by year, eventually into a three- form entry school.

I am delighted to be the Headteacher at Lime Wood Primary School. One of my personal values stems from a TED Talk I watched some time ago. The talk was given by an American educator called Rita Pierson. Her main message throughout was that 'Every child needs a Champion'. Ever since then, this has been my personal mantra in all of the schools I have worked in across the Woodland Academy Trust. This also links directly with our Trust's ethos of 'Ignite the spark, reveal the champion'.

It has been wonderful to welcome the first cohort of Reception children to our new school - they are the founders alongside a new team of staff as well as our local community - that will help to grow the school in years to come.

If you would like to find out more and join Lime Wood Primary on its exciting journey, then please do not hesitate to get in touch. We would love to hear from you.



Miss C Ingrams- Headteacher

About our school

Lime Wood Primary is a brand new unique circular three-story school in the heart of the Erith community. We value our partnerships and by working with and listening to our community, we will deliver an education to our children that will create life-long learners.

Our school has amazing facilities that include a 3G pitch, MUGA pitch, allotment, a growing Forest School, a dedicated Art /DT space as well as a dedicated Food/Science room together with a library and breakout spaces.

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In our commitment to PedTech and a Universal Design for Learning we have a growing collection of digital resources to enhance learning as well as 1:1 iPads for all children from Reception.

Our Vision

To deliver a curriculum that is provided by good teachers underpinned by an effective blueprint for excellence in culture, behaviour, attainment and wellbeing - to find the champion in everyone.

Our Values

We have worked with our school community to develop our five core values:



TEAMWORK



CURIOSITY



RESPECT



PRIDE



KINDNESS

Get a glimpse into Lime Wood Primary School by watching our video [here](#).

For more information about Lime Wood Primary School please visit: **[Lime Wood Primary School website](#)**

Lime Wood Primary School



 www.limewoodprimaryschool.co.uk

Lime Wood Primary School,
2 Sandy Road,
Erith, Kent
DA8 1FJ

 01322 344939

About our vacancy

Job title:	SENCO
Status:	Permanent
Hours/ weeks:	Full time
Grade:	L1-L4
Post Start Date:	As soon as possible
Closing Date:	1 st October 2026

Are you passionate about ensuring that every child reaches their full potential? Do you have the expertise and drive to lead and develop inclusive practice in a vibrant and supportive school environment? If so, we would love to hear from you!

Lime Wood Primary School are seeking a dedicated and experienced Special Educational Needs and Disabilities Coordinator (SENCO) to join our committed team. As SENCO, you will play a key role in shaping and delivering high-quality SEND provision, ensuring that all pupils with additional needs receive the support and guidance required to thrive.

The role includes strategic oversight of the school's Inclusion Base (Specialist Resource Provision – SRP), working closely with Inclusion Base staff to ensure high-quality, consistent and effective specialist provision, appropriate integration with mainstream learning, and strong outcomes for pupils.

Working closely with staff, parents, and external agencies, you will provide strategic leadership and drive forward our inclusive ethos. This is an exciting opportunity to make a real difference in the lives of our pupils and contribute to the ongoing success of our growing school.

The successful candidate will:

- Hold Qualified Teacher Status (QTS) and the National Award for SEN Coordination (or be willing to work towards it).
- Have experience in supporting pupils with a range of SEND needs across primary age groups.
- Demonstrate a strong understanding of the SEND Code of Practice and inclusive teaching approaches.
- Be able to formulate, implement, and review SEN Support Plans effectively.
- Have experience working with external agencies to ensure the best outcomes for pupils.
- Have a good eye for detail and be able to write compelling applications for additional support to the Local Authority and other agencies.
- Be a strong communicator with excellent interpersonal skills to work effectively with pupils, parents, staff, and external professionals.

- Have the ability to lead and manage support staff to deliver outstanding SEND provision.
- Be highly organised, proactive, and committed to continuous professional development.

If you are ready to take on this rewarding role and contribute to our school community, we warmly welcome your application.

We reserve the right to close this vacancy early should a suitable candidate be found; therefore, early application is encouraged.

Applications

Please apply by visiting our school vacancies page at: [Lime Wood Primary Vacancies](#)

Or if you would prefer to complete a word application form, please contact recruitment via email at lwpooffice@watschools.org.uk

Application Deadline: 1st October 2026
Interviews: 13th October 2026

For more information about Woodland Academy Trust please visit: [Woodland Academy Trust](#).

Diversity & Inclusion

We strive to achieve a diverse workforce, fully representative of our diverse society and the ethnic make-up of the pupil population in the UK. People of colour are currently under-represented on our staff teams. We are keen to attract applications from a diverse pool of candidates and determined to be a fully inclusive employer, and a great workplace for people of ethnic minority heritage as well as white heritage.

Our Offer

Woodland Academy Trust seek to appoint colleagues who share in our values and mission to *ignite the spark and reveal the champion*. We recognise that in order to offer the best outcomes for our children, our staff teams need the opportunity to be the very best they can be too. We do this by ensuring we have in place for all staff:

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- Continuous professional learning focusing on core areas;
- Working collaboratively with agencies around us and offering formal training opportunities, bespoke and targeted professional development as well as in-house, bespoke training from our many experts and coaching and mentoring;
- Embedding initiatives to support with reducing teacher workload;
- A strong supportive ethos with dedicated line management structures and clear communication channels;
- Well-being assistance and support including a dedicated employee assistance helpline and occupational health;
- Opportunities to take part in exciting initiatives and projects that help shape the way our children will learn in the future;
- Wide range of family friendly policies in place for staff;
- Recognising national terms and conditions for staff;
- Teachers and Local Government pension schemes;
- Cycle to work schemes.

Safeguarding Children and Young People

Woodland Academy Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References

We are committed to ensuring a positive work environment and selecting candidates who align with our values and culture. As part of our thorough recruitment process, in accordance with DfE Keeping Children Safe in Education 2023, an online search will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

Any information we come across will be handled confidentially and considered in a professional manner. Our aim is to better understand your qualifications and suitability for the

role. If you have any concerns or questions about this process, please contact us for more information.



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JOB DESCRIPTION

JOB TITLE

SENCO (Special Education Needs & Disabilities Co-ordinator)

APPENDIX TO:

In conjunction with the Teachers' Standards

MAIN PURPOSE OF THE ROLE

To coordinate the Special Educational Needs provision within the School liaising with relevant external agencies ensuring the provision meets the needs of the children and staff are able to effectively contribute to the learning of every child.

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

- Determine 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
- Model outstanding classroom practice
- 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.

Duties and responsibilities

- Strategic development of SEN policy and provision
- Have a strategic overview 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

- Source and provide staff training around SEN
- 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
- 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

- 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
- 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 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 staff working with pupils with SEN, SEMH or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Safeguarding

- Be a fully trained designated safeguarding lead (DSL)
- Liaise and collaborate with other designated safeguarding leads (DSL) on matters of safeguarding and welfare for pupils with SEN
- Promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the SENCO will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher

Person Specification		
	Essential	Desirable
Education, Qualifications and Training	• Qualified Teacher Status (QTS). • National Award for SEN Coordination (or a willingness to work towards it within the required timeframe). • Evidence of continuous professional development related to SEND (e.g., training in ASD, ADHD, Dyslexia, SEMH). • Child protection and safeguarding training.	• Evidence of continuous INSET & commitment to further professional development. • Child protection and safeguarding training. • Additional SEND-related qualifications (e.g., Postgraduate Certificate in SEN, Dyslexia training, Mental Health First Aid). • Training in the preparation and administration of EHCP applications and reviews.
Experience	• Experience in teaching at Foundation Stage, KS1, or KS2. • Experience in supporting pupils with a range of SEND needs.	• Teaching across the whole Primary age range. • Working in partnership with parents/carers.

	• Experience in coordinating SEND provision across a school or phase. • Experience in working with external agencies (e.g., Educational Psychologists, Speech and Language Therapists, Local Authority SEN teams). • Experience in monitoring, assessing, and reporting on pupil progress, with a particular focus on SEND pupils.	• Experience in planning and delivering CPD on SEND for staff. • Experience in using SEND-related software or tracking systems. • Experience in leading whole-school SEND initiatives or projects. • Experience in developing and implementing transition plans for SEND pupils
Knowledge and Skills	• Strong understanding of the SEND Code of Practice and its application in primary education. • Ability to formulate, implement, and review SEN Support Plans. • Knowledge of how to collect, interpret, and use specialist assessment data to inform practice. • Ability to effectively deploy and manage support staff to enhance SEND provision. • Understanding of adaptive strategies and inclusive teaching approaches. • Ability to advise and support teaching staff in the development of inclusive practice. • Competence in liaising with parents/carers, external agencies, and colleagues to ensure continuity of provision. • Excellent communication skills, both written and verbal, to a variety of audiences.	• Use of technology and digital learning to enhance children's learning. • Knowledge of the preparation and administration of statutory National Curriculum tests with SEND considerations. • Understanding of the links between schools, especially, networks and partner schools in relation to SEND. • Ability to develop strategies for creating community links to enhance SEND provision.
Personal Qualities	• Strong leadership skills with the ability to support and guide colleagues. • Excellent problem-solving and decision-making abilities in relation to SEND provision. • Highly organised and proactive in managing SEN processes and provision. • Strong advocacy skills for children with SEND, ensuring their needs are met. • Approachable, empathetic, and patient. • Committed to professional development and willing to engage in further training.	

General Circumstances	• Understanding of safeguarding and its importance within an educational setting. • Awareness and understanding of equality and diversity.	
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Lime Wood
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