



**Class Teacher and SENDCo  
Magna Carta Primary Academy  
Candidate Information Pack**

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# Welcome from the CEO

I never originally set out to establish a Multi Academy Trust. That simply was not the plan – at least not at first.

The journey began in 2010 at Burnt Mill Academy in Harlow. At that time, the school faced significant challenges and required rapid improvement. From the outset, it was clear that transforming outcomes for children depended on having talented, committed staff who shared a strong belief in what young people could achieve. With a clear vision, high expectations and a relentless focus on improving teaching and learning, the school quickly began to flourish, leading to significantly improved outcomes for pupils and recognition from Ofsted.

Inspired by what could be achieved through strong leadership, collaboration and a shared commitment to excellence, BMAT Education was established with a clear purpose: to provide exceptional educational opportunities for children and young people across our communities.

Today, our schools work closely together to share expertise, develop staff and create the very best experiences for pupils. While each school retains its own unique identity and strengths, all are united by a commitment to high standards, inclusion, ambition and continuous improvement.

At BMAT, we believe exceptional staff transform lives. Whether in teaching, leadership or support roles, every colleague plays an important part in helping children thrive academically, socially and emotionally. We are committed to attracting and developing talented professionals who are passionate about making a positive difference.

This candidate pack has been designed to give you an insight into Magna Carta Primary Academy, the role of Class Teacher and SENDCo, and the values and culture that underpin our work. We hope it provides a clear understanding of our ambitions for our pupils, staff and wider community.

If you are inspired by what you read in this pack and share our commitment to delivering the very best for children and young people, we would be delighted to hear from you.

I wish you all the very best with your application and thank you again for your interest in Magna Carta Primary Academy and BMAT Education.

**Helena Mills CBE**

# Welcome from the Headteacher

Welcome to Magna Carta Primary Academy. I am proud to lead a school built on strong values, high expectations and a commitment to excellence for every child within our community.

At Magna Carta Primary Academy, we strive to create an engaging, inspiring and inclusive learning environment where every child feels confident, supported and motivated to succeed. We believe that all children should be encouraged to develop a love of learning, curiosity about the world around them and the confidence to achieve their full potential academically, socially and emotionally.

Our dedicated and caring staff team works hard to provide high-quality teaching and learning experiences that challenge and inspire pupils while nurturing their individual strengths and talents. We are passionate about ensuring that children feel safe, valued and happy at school, enabling them to thrive and become resilient, independent learners who are well prepared for the next stage of their education.

Alongside academic achievement, we place great importance on personal development, wellbeing and building strong relationships with families and the wider community. We believe that working in partnership with parents and carers plays a vital role in supporting children to flourish both in and beyond the classroom.

Being part of BMAT Education enables us to continue to develop and strengthen the opportunities available to our pupils and staff. Through collaboration across the Trust, shared expertise and high-quality professional development, we are able to continually improve our provision and provide the very best experiences for our school community.

Thank you for your interest in Magna Carta Primary Academy. We look forward to welcoming individuals who share our values, ambition and commitment to making a positive difference to the lives of children and families within our community.

**Jennifer Pearce**

# About Our Trust

BMAT Education runs a community of schools which provide an outstanding education for every individual attending a Trust school. Our schools are places of aspiration, where individuals matter and confidence flourishes so that achievement for all is outstanding.

The trust currently oversees seven secondary academies and five primary academies, located in Harlow, Newham and Stansted. BMAT's vision is to work together to smash through the barriers that prevent children from becoming confident, high achieving and independent individuals.

Core to our ethos is that we believe that exceptional leaders create exceptional schools, and our leaders are given the support they need to serve these communities at the highest level. BMAT is driven by the ambition to be the best.

## **Our Schools:**

- Burnt Mill Academy
- Cooks Spinney Primary Academy and Nursery
- Epping St Johns Church of England School
- Freshwaters Primary Academy
- Forest Hall Academy
- Little Parndon Primary Academy
- Magna Carta Primary Academy
- Mark Hall Academy
- Royal Docks Academy
- Roydon Primary Academy
- Sir Frederick Gibberd College
- STEM Academy



# About the Role

We are seeking an enthusiastic, dedicated and highly organised professional to join our team as a Primary Class Teacher and Special Educational Needs and Disabilities Coordinator (SENDCo). This is a rewarding opportunity for an experienced teacher with a passion for inclusive education and a commitment to ensuring that every child achieves their full potential.

The successful candidate will combine high-quality classroom teaching with strategic leadership of SEND provision across the school. As a class teacher, you will create a nurturing, engaging and ambitious learning environment where all pupils feel valued, challenged and supported. As SENDCo, you will lead and coordinate provision for pupils with additional needs, working closely with staff, families and external agencies to ensure effective support and positive outcomes.

The role requires someone who is compassionate, proactive and collaborative, with excellent communication and organisational skills. You will play a key role in promoting an inclusive ethos throughout the school, supporting colleagues with high-quality adaptive teaching practices and ensuring statutory responsibilities are met in line with the SEND Code of Practice.

# Job Description

<b>Job title</b>	Class Teacher and SENDCo
<b>Reports to</b>	Headteacher, Senior Leadership Team
<b>Pay scale</b>	Main Scale 1 – 6 (£34,398 - £46,839)
<b>Location</b>	Magna Carta Primary Academy
<b>Terms</b>	You will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Headteacher.
<b>Contract</b>	1 <sup>st</sup> September 2026 – 31 <sup>st</sup> August 2027, Fixed Term, Maternity Cover, Full Time

## Purpose of the Job

- The SENDCo will provide strategic leadership for SEND and inclusion across two primary schools while also fulfilling the responsibilities of a class teacher. The role will ensure that pupils with additional needs are effectively supported to achieve their full potential academically, socially and emotionally.
- As a class teacher, the post holder will deliver high-quality teaching and learning, creating an engaging and inclusive classroom environment where all pupils can thrive. As SENDCo, the role will focus on promoting high-quality adaptive teaching, supporting staff to meet the needs of all learners through effective strategies and interventions, and ensuring inclusive practice is embedded consistently across both settings.

## Liaison With

- The postholder will work closely with school leaders, staff, families and external agencies to coordinate SEND provision, monitor pupil progress, and ensure that pupils with SEND and other vulnerable learners have equitable access to high-quality teaching, learning opportunities and positive school experiences across the school.

## Specific Responsibilities

The responsibilities outlined below are broad in scope and indicative only, and will be reviewed and refined regularly by the Headteacher in line with evolving school and Trust priorities

### Strategic Leadership of SEND

- Lead the strategic development of SEND provision across the school.
- Ensure compliance with the SEND Code of Practice, statutory responsibilities and school inclusion policies.
- Use assessment data, provision mapping and evidence-informed practice to identify priorities and drive improvement in SEND provision.
- Monitor the progress and outcomes of pupils with SEND and disadvantaged pupils, ensuring appropriate support and targeted plans are in place to address any gaps.
- Work closely with the Headteacher and staff to promote a whole-school culture of inclusion and high expectations for all pupils.

### Class Teacher Responsibilities

- Deliver high-quality teaching and learning within the assigned primary class.
- Plan and deliver engaging lessons that meet the needs of all learners through adaptive teaching and inclusive classroom practice.
- Assess, monitor and report on pupil progress, attainment and wellbeing.
- Create a positive, safe and inclusive classroom environment that supports pupils' academic, social and emotional development.
- Work collaboratively with colleagues, support staff and parents to ensure pupils achieve their full potential.
- Fulfil all professional teaching responsibilities in line with Teachers' Standards and school policies.

### Improving Teaching and Learning Through Adaptive Teaching

- Promote and support the use of adaptive teaching strategies to ensure high-quality classroom practice that meets the needs of all pupils.
- Provide guidance, coaching and training for teachers and support staff to strengthen their practice in adaptive teaching, scaffolding and inclusive pedagogy.
- Work collaboratively with senior leaders and subject leaders to ensure the curriculum is accessible, ambitious and appropriately adapted for pupils with SEND and other vulnerable learners.
- Monitor classroom practice through lesson visits and professional dialogue, identifying effective inclusive strategies and sharing best practice across the school.

### **Advocacy for Vulnerable Pupils**

- Champion the needs of pupils with SEND, disadvantaged pupils and those requiring additional support.
- Ensure early identification of needs and the implementation of timely and appropriate interventions.
- Maintain high expectations for pupils' engagement, progress and wellbeing.
- Support staff in ensuring that vulnerable pupils experience a positive, inclusive school environment and have access to the full curriculum, enrichment opportunities and supportive relationships.

### **Leadership of Specialist SEND Provision**

- Provide oversight and leadership of specialist SEND provision within the school where applicable.
- Work with staff to ensure the provision, curriculum and support within these settings meet the individual needs of pupils.
- Liaise closely with families and external agencies to ensure personalised support and high-quality provision for pupils accessing specialist support.
- Monitor the quality and impact of provision, ensuring high standards of safeguarding, wellbeing and inclusive practice are maintained.

### **Direct Work With Pupils and Families**

- Oversee EHCP processes, including requests for assessment, annual reviews and multi-agency meetings.
- Support the identification and assessment of pupils with SEND, coordinating appropriate provision, interventions and reviewing their impact.
- Build positive and supportive relationships with parents and carers, ensuring clear communication about pupils' needs and progress.
- Promote pupil voice, ensuring pupils are involved in discussions and decisions about the support and provision they receive.

### **Supporting Staff and Building Capacity**

- Lead SEND and adaptive teaching CPD for teaching and support staff.
- Provide guidance, training and support for teaching assistants and staff working with pupils with SEND.
- Support new and early career teachers to develop inclusive classroom practice and effective strategies for meeting the needs of pupils with SEND.

### **Systems, Compliance and Administration**

- Maintain accurate and up-to-date SEND records, provision maps and the SEND register, using systems such as Edukey where appropriate.
- Ensure SEND policies, accessibility plans and statutory documentation are compliant with current guidance and regularly reviewed.
- Oversee the coordination of assessment access arrangements in line with statutory guidance where required.
- Provide regular updates and reports on SEND provision and outcomes to the Headteacher and governors.

### **General Responsibilities**

- Uphold safeguarding, child protection and confidentiality policies at all times, in line with statutory guidance and school procedures.
- Contribute to the wider life of the school and fulfil leadership responsibilities appropriate to the role.
- Undertake any other duties as reasonably directed by the Headteacher, in line with school priorities.
- Take responsibility for ongoing professional development to maintain and enhance knowledge and skills in SEND, teaching and inclusive practice.
- Promote the school's vision and values and contribute to a positive, inclusive school culture.
- Uphold professional standards and model exemplary conduct at all times.

# Person Specification

Class Teacher, SENDCo

Qualifications	Essential	Desirable
Qualified Teacher Status (QTS)	✓	
Degree or recognised teaching qualification	✓	
National Award for SEN Coordination (NASENCO) or NPQ SENCo Qualification	✓	
Additional qualifications or training relating to SEND, inclusion or leadership		✓
<b>Experience</b>		
Successful experience teaching within a primary school setting	✓	
Experience of leading or supporting SEND provision		✓
Experience of planning and delivering adaptive teaching to meet a range of learning needs	✓	
Experience of supporting pupils with SEND and vulnerable learners	✓	
Experience of working with parents, carers and external agencies	✓	
Experience of leading staff training or professional development	✓	
Experience of working with EHCP processes and annual reviews		✓

<b>Skills and abilities</b>		
Strong classroom teaching skills with high expectations for all pupils	✓	
Ability to adapt teaching effectively to meet a range of needs	✓	
Excellent communication and interpersonal skills	✓	
Ability to build positive relationships with pupils, staff and families	✓	
Strong organisational and time-management skills	✓	
Ability to analyse pupil progress data and use it to inform provision	✓	
Experience using SEND systems such as Edukey or similar platforms	✓	
Ability to work collaboratively as part of a team and contribute to whole-school improvement	✓	
<b>Relationships with Stakeholders</b>		
Ability to establish and maintain positive and professional relationships with pupils, parents/carers, staff, governors and external agencies	✓	

<b>Personal Qualities</b>		
Commitment to inclusive education and equal opportunities	✓	
Passion for supporting pupils with SEND and additional needs	✓	
Commitment to safeguarding and promoting the welfare of children	✓	
High levels of professionalism and integrity	✓	
Resilient, flexible and solution-focused approach	✓	
Ability to work independently and use initiative	✓	
Reflective and committed to continuous professional development	✓	
Positive and enthusiastic attitude	✓	
Ability to maintain confidentiality and professionalism at all times	✓	
Commitment to the school's vision and values	✓	
Strong teamwork and collaboration skills	✓	
Ability to remain calm and organised under pressure	✓	

# How to Apply

Please complete an application form on MyNewTerm

We look forward to hearing from you.

**Closing date for applications:** 29<sup>th</sup> May 2026

**Interviews:** Will be communicated if your application is successful

Please carefully review the following information before submitting your application.

## **Application form**

To apply for this position, you must complete the official application form in full via MyNewTerm. Please note that CVs will not be accepted as part of the application process. We recommend retaining a copy of your completed application for your records should you be shortlisted for interview.

The application form includes several sections relating to your employment, education, and personal history. The information you provide will be used to assess your suitability against the requirements and competencies outlined for the role. Please ensure your full employment history is included, with clear explanations for any gaps in employment. You should also highlight any relevant skills, qualifications, and achievements that demonstrate your suitability for the position.

## **Supporting Statement**

Please submit a letter of application or supporting statement of no more than 1,000 words. In your statement, outline your motivation for applying for this role and demonstrate how your experience, skills, training, and personal attributes align with the job description and person specification.

You should also include clear examples from your current or previous roles that evidence your impact. This may include, for example, measurable outcomes such as improvements in pupil progress and attainment within teaching roles, or reductions in exclusions and improved outcomes for pupils within pastoral roles.

## **Disclosure of Relationships**

All prospective employees are asked to declare any personal or professional relationships with trustees, governors, senior leaders or employees of the Trust. This ensures BMAT Education can uphold transparency and fairness throughout the recruitment process.

## **Safeguarding Commitment**

BMAT Education is committed to safeguarding and promoting the welfare of children and young people. All staff are expected to share this commitment and undergo appropriate checks, including enhanced DBS checks.

### **Pre-Employment Checks**

Applicants must provide details of two referees, one of whom should be their current or most recent employer. References from relatives or friends will not be accepted. References will normally be requested for all shortlisted candidates unless otherwise stated.

This role is exempt from the Rehabilitation of Offenders Act 1974 and is therefore subject to an enhanced Disclosure and Barring Service (DBS) check. Any information disclosed will be treated in the strictest confidence. A criminal conviction will not automatically prevent appointment; however, it will be considered in relation to the requirements of the role and suitability to work with children.

Under the Criminal Justice and Court Services Act 2000, it is a criminal offence for individuals who are disqualified from working with children to apply for, or undertake, a role that involves such work.

Fluent spoken English is a requirement for this role in line with Part 7 of the Immigration Act 2016.

Thank you for taking the time to review this information. We look forward to receiving your completed application form and supporting documentation. Should you have any questions regarding the process, please do not hesitate to contact us.

BMAT Education is committed to safeguarding children; successful candidates will be subject to an Enhanced Disclosure and Barring Service check. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties, in accordance with Keeping Children Safe in Education (KCSIE)





Supporting primary and secondary schools across Essex and East London, BMAT is a growing multi-academy trust with a singular vision: **schools, teachers and pupils freed to succeed.**