



Thames View Primary School

Recruitment Pack
SENCO & Inclusions Lead



Welcome to THAT

Thank you for your interest in joining The Howard Academy Trust. We are a family of 9 academies—4 primary, 4 secondary, and 1 alternative provision—working across Medway, Kent, and Bexley. As a Trust, we are committed to delivering the highest standards of education for all children and young people, regardless of their background.

Our vision, *"Working together to create a community of successful learners"* underpins everything we do. We firmly believe that every child deserves access to at least a good education, and we are proud that every academy within our Trust has maintained or improved its Ofsted rating. Notably, Temple Mill Primary School and Waterfront UTC made the remarkable journey from Special Measures to Good at their first inspection since joining us—a testament to the dedication and expertise of our staff.



At The Howard Academy Trust, we recognise that our people are central to our success. We are committed to supporting and developing our staff so that they, in turn, can provide an outstanding education for our students. Each of our academies serves its own unique community, and our role as a Trust is to provide the support, guidance, and collaboration needed to drive continuous improvement.

We are always looking for talented and passionate individuals to join our team. If you share our belief in the power of education and want to be part of an organisation that truly makes a difference, we would love to hear from you.



Kyle Taylor
Interim Chief Executive
The Howard Academy Trust



THAT Benefits

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do.



Platinum
Workplace
Wellbeing Award



benenden
health
Subsidised Private
Healthcare



Free flu jabs
every autumn



Employee Assistance
Programme with
Free Counselling



Mental Health
First Aiders
in all schools



Early finish for
teaching staff on
Fridays for CPD/PPA



Multiple routes
into teaching



Opportunities for
collaborative CPD



Trust-wide training
and networking
events



Career Progression
and upskilling
opportunities



Bespoke in-house
Into Leadership
Courses



LGPS/TPS Pension
Scheme & Generous
Contributions



Competitive salary
with annual pay
progression



Early salary
withdrawal with
Access EarlyPay



Minimum 25 days
annual leave for
full time staff,
plus bank holidays



Discounted hire of
school facilities



Cycle to work
scheme



Free car parking
at each Trust site



EV Charging across
sites



On site catering
with a full
lunch menu



Discounted gym
membership



A diverse and
inclusive workplace



Staff referral
scheme



Flexibility
for life events



Annual
Trust Awards

We are happy to talk about flexible working.



Our Family of Schools



The Howard School
1,500 Pupils on Roll
Located in Rainham, Kent



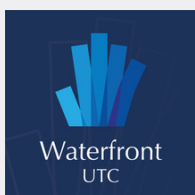
Temple Mill Primary School
240 Pupils on Roll
Located in Strood, Kent



Deanwood Primary School
230 Pupils on Roll
Located in Rainham, Kent



Thames View Primary School
450 Pupils on Roll
Located in Rainham, Kent



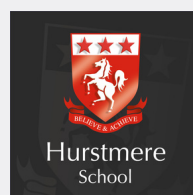
Waterfront UTC
370 Pupils on Roll Rated
Located in Gillingham, Kent



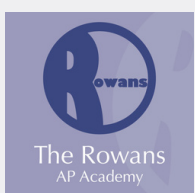
Miers Court Primary School
410 Pupils on Roll
Located in Rainham, Kent



The Abbey School
1,100 Pupils on Roll
Located in Faversham, Kent



Hurstmere School
960 Pupils on Roll
Located in Sidcup, London



The Rowans AP Academy
93 Pupils on Roll
Located in Chatham, Kent

Welcome to Thames View Primary School



Thames View is a happy school - a great place to work and a great place to learn. We expect everyone to do their best and contribute to school life, believing that we are strong when we work together. At Thames View, staff are committed to providing an education that enables all pupils to realise their dreams, goals and ambitions. We work in partnership with colleagues, parents and the community, so that pupils achieve academic success and experience personal well-being within a caring and safe environment.

We motivate and engage children by delivering a rich and broad curriculum that inspires our pupils to become life-long and responsible learners. We promote our values of Respect, Responsibility and Resilience throughout all we do, so that our pupils are ready to take their place in a constantly changing world.

We have an active PTA who work hard to raise money for additional items. We love reading and every classroom has a busy reading corner. We have four houses named after authors: Dahl, Donaldson, Rowling and Walliams. Every year group goes on three trips per year, two related to curriculum topics and one cultural trip. Every term starts with a Hook Day to introduce a new topic and consists of fun learning activities and visiting speakers.

Mrs Fordyce, Acting Principal



NOR
455



Age Range
3-11



PP
17.1%



FSM
16.5%



SEN
22.6%



EAL
6.6%

Job Description

Job Title:	SENCO & Inclusions Lead
Contract Type:	Part Time, Permanent
Remuneration:	STPC Leadership Pay Scale L1-L4

Core Purpose and Scope

The holder of this post is expected to carry out the professional duties as described below, as circumstances may require and in accordance with the Trust's policies, under the direction of the Senior Leadership Team and Principal. The post-holder is required to fully support the vision, ethos and policies of the Trust.

THAT Vision & Values

As a Trust, our Vision and Values are achieved through:

- Excellent teaching and learning that promotes inclusivity;
- Regular opportunities for collaborative CPD to ensure best practice across academies;
- A proactive network for joint working across academies, for staff at various career stages;
- The highest standards of behaviour and conduct achieved through clear expectations and positive relationships;
- The unique character of each academy is valued and contributes to the THAT whole Trust ethos;
- Shared whole trust values of dignity, respect and ambition.
- High aspirations for all involved with the Trust;
- Each academy is a hub for its local community and families;
- Facing outwards and working in collaboration with other organisations and stakeholders;
- A centralised team that allows academies leaders to focus on their core purpose of education.

Values and Behaviour

Teaching & Support Staff play a vital role in making the education of the students their first concern, and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

Personal and professional conduct

The post holder should always conduct themselves professionally, treating students and staff with mutual respect, regardless of personal beliefs, in accordance with Trust ethos, policies and practices.

Purpose of the Job:

To lead on Special Educational Needs (SEN) throughout the school and to implement, monitor and evaluate the effectiveness of tracking the incremental stages of academic, social and emotional progress and disseminate quantitative and qualitative findings to key staff.

To assist staff in acquiring skills of good practice to identify students with SEN and to deliver the curriculum to them.

To lead on SEN provision throughout the school and have day-to-day responsibility for the coordination of SEND provision to support individual students.

Key responsibilities:

- Responsible for the SEN assessment of identified students
- Manage the annual review process for students with a statement of SEN
- Attend any planning meeting as required for students with SEN
- Assist the Senior Leadership Team with all matters relating to SEN
- Be the key point of contact and liaise with outside agencies (e.g. Ed Psychology, Autism Support) to ensure adherence to legislation and improve good practice for students with SEN and that these links are actively promoted
- Manage the day-to-day special examination requirements for SEN students, following the guidance given by the Examination Manager
- Ensure the effective transfer of student SEN information
- Plan the SEN provision for students and assist in the formation of balanced teaching groups across the curriculum
- Produce reports and statistics relating to SEN students as required by Senior Leadership Team
- Liaise with potential next providers of education to ensure students and their parents are informed about their options, and that a smooth transition is planned
- Ensure that the school keeps an accurate record of all students with SEND and that this remains up to date
- To assist staff in acquiring the skills of good practice in order to identify students with SEN and effectively deliver the curriculum to them. Undertaking training and CPD to improve and maintain a well-rounded knowledge of SEND provision to ensure duties can be effectively performed
- Ensure procedures are in place and followed inform staff on a daily basis of any changes to the needs of SEN students
- Responsible for SEN student files, ensuring information is current and relevant and that information is shared across the school as appropriate
- Oversee pupil support plans, provision mapping and review processes, ensuring provision is outcome-focused and regularly evaluated.
- Assist, advise and lead on SEN training for whole school staff as appropriate and ensure the SEND provision is inclusive at all levels
- Help to cater for the needs of students with SEND by contributing to the effective deployment of LSAs

- Ensure that LSAs are supervised effectively
- To lead as part of the Senior Leadership Team
- To contribute to leadership meetings by reporting on the effectiveness of SEND provision and sharing information with key stakeholders
- Take a lead in supporting senior leaders in developing and implementing the school's vision for learning and teaching
- Coordinate and support the full SEND team
- Model outstanding practice as a teacher and leader
- Lead and oversee the graduated approach (Assess, Plan, Do, Review) across the school.
- Monitor the progress, attendance, behaviour and wellbeing of pupils with SEND and vulnerable learners
- Lead on provision mapping and evaluation of SEND interventions to ensure impact and value for money
- Support teachers to develop high-quality adaptive teaching and inclusive classroom practice
- Ensure the views of pupils and parents are central to planning, provision and review processes
- Contribute to school improvement planning, ensuring inclusion and SEND are embedded within whole-school priorities
- Lead transition arrangements for pupils with SEND, including entry to school and transfer to secondary education
- Work closely with safeguarding and pastoral leaders to support vulnerable pupils and families
- Ensure SEND funding and resources are used effectively to improve outcomes for pupils
- Promote a culture of inclusion, belonging and high expectations for all pupils
- Lead on the strategic development of inclusion across the school, ensuring all pupils feel safe, valued and able to succeed
- Work with leaders to identify and remove barriers to learning, participation and achievement for all pupils
- Contributing to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school

Additional duties:

- All staff, with the support of the Academy's designated DSL, have a responsibility for providing and safeguarding the welfare of the students and young people
- To be familiar with and support any health and safety procedures and ensure all duties and responsibilities are discharged in accordance with the Academy's health and safety at work policy

This job description does not form part of the Contract of Employment and is not necessarily a comprehensive description of the duties required but outlines the main responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the line manager.

An Enhanced DBS check will be required for this post. The job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title. The successful candidate must have a commitment to safeguarding and promoting the welfare of children and young people.

Person Specification

Please refer to these requirements when completing the application. The Person Specification is related to the requirements of the post as determined by the Job Description.

Essential	Desirable
Education and Qualifications	
• Teaching Qualifications • Degree or equivalent • National SENCo award	• Further Degree • Evidence of ongoing Professional Development
Experience	
• Outstanding teaching experience • Understands the SEND code of practice • Experience of working and caring with students who hold EHCPs • Experience of implementing strategies to raise student attainment with evidence of success • A track record of success in student behaviour management • Experience of promoting highly effective communications within and between teams and other stakeholders in the community	• Experience of working within the academy or education sector
Knowledge and Understanding	
• Knowledge of the delivery of the SEND framework • High degree of accuracy • Effective use of data to analyse performance and manage interventions to measure the impact this can have on achievement and attainment • Good understanding of effective procedures for managing and promoting positive behaviour among pupils • Equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards	• Knowledge of child protection and safeguarding policies • Sound understanding of equal opportunity issues within the workplace and the importance of culture and ethos and how this impacts on morale, high expectation and high standards

• Sound understanding of equality of opportunity issues and how they can be effectively addressed in schools • Clear understanding of the role of parents and the community in school improvement and how this can be practised and developed • To undertake any training relevant to the role	
Characteristics and Competencies	
• Excellent communication including verbal and written skills • Ability to promote the school's aims positively • Ability to develop good personal relationships within a team; making an effective contribution to high morale • Ability to create a happy, challenging and effective learning environment • A solution-focussed mind-set and determined "no-excuses" approach to raising standards • A personable nature to build effective relationships with parents and all members of the school community • A creative and good humoured approach to all aspects of teaching, management and leadership • Ability to keep up to date on relevant policies and procedures in line with the duties identified in the job description • Ability to work to professional standards, to develop effective working relationships, think independently and make judgements and to influence others through persuasion/discussion • Ability to be flexible and well organised to manage, at times, unpredictable and variable workloads • Ability and keenness to promote the school's positive culture and ethos	



THE HOWARD
Academy Trust