



Assistant Headteacher - SENCO
Mark Hall 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 Mark Hall Academy, the role of Assistant Headteacher - SENCO, 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 Mark Hall Academy and BMAT Education.

Helena Mills CBE

Welcome from our Executive Headteacher

Welcome to Mark Hall Academy

Thank you for your interest in joining Mark Hall Academy.

Mark Hall is a school with real energy, character and potential. It serves a community that deserves a strong, ambitious and successful school at its heart, and we are proud to be part of that work.

At Mark Hall, we are focused on building a culture of aspiration, respect and success. We want every student to feel known, challenged and supported, and to leave us with the confidence, character and qualifications they need for the next stage of life.

We believe young people achieve their best when schools get the important things right: strong teaching, a carefully planned curriculum, high standards of behaviour, good attendance, effective pastoral care and positive relationships with families. These are the foundations of a successful school, and they sit at the heart of our work.

We are looking for staff who share that sense of purpose. Colleagues joining Mark Hall will be part of a school that is ambitious for its students and serious about improvement. This is a place for people who believe in young people, value consistency and want to make a visible difference through their work.

As part of BMAT Education, Mark Hall benefits from the support, challenge and expertise of a wider family of schools. The Trust helps us raise expectations, strengthen systems, develop staff and share the best practice that makes a real difference in classrooms and across school life.

We also know that schools improve through people. We want staff to feel supported, valued and clear about what matters most. Leadership will be visible, expectations will be clear, and colleagues will be supported to do their jobs well. High standards matter, but so does working together with trust, honesty and care.

Mark Hall has students with talent, personality and potential. It has staff who care deeply and a community that wants its young people to succeed. There is a great deal to be proud of and a great deal to look forward to.

If you are ambitious for young people, committed to inclusive education and want to be part of a school with purpose, drive and heart, we would be delighted to hear from you.

Thank you again for your interest in Mark Hall Academy. We hope this pack gives you a sense of who we are, what we value and why Mark Hall is such a rewarding place to work.

Mike Yerosimou

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

The Assistant Headteacher (Inclusion & SEND) will provide strategic leadership of inclusion and Special Educational Needs and Disabilities (SEND) across the school. As a member of the Senior Leadership Team, the postholder will be accountable for the quality of provision, equity of access and measurable outcomes for pupils with SEND and other vulnerable groups.

The role combines statutory SENCO responsibilities with whole-school leadership of inclusive practice. The postholder will ensure that inclusion is embedded within curriculum design, behaviour systems, teaching and learning, and school improvement planning. They will drive a culture of high aspiration, ensuring that vulnerable learners achieve outcomes in line with their peers.

The Assistant Headteacher will translate strategic priorities into consistent operational practice, build leadership capacity across departments and hold colleagues to account for the progress and experience of SEND pupils.

Job Description

Job title	Assistant Headteacher - SENCO
Reports to	Deputy Headteacher and Head of School
Pay scale	Leadership Point 13-18
Location	Mark Hall Academy
Terms	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 Head of School and Executive Headteacher.
Contract	Permanent, Full time – Immediate Start

Purpose of the Job

The Assistant Headteacher (Inclusion & SEND) will provide strategic leadership of inclusion and Special Educational Needs and Disabilities (SEND) across the school. As a member of the Senior Leadership Team, the postholder will be accountable for the quality of provision, equity of access and measurable outcomes for pupils with SEND and other vulnerable groups.

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The Assistant Headteacher will translate strategic priorities into consistent operational practice, build leadership capacity across departments and hold colleagues to account for the progress and experience of SEND pupils.

Specific Responsibilities

Strategic Leadership of Inclusion

- Lead and implement the school's Inclusion and SEND strategy in alignment with the School Development Plan and Trust priorities.
- Be accountable for outcomes of pupils with SEND, including Progress 8, attainment measures and post-16 destinations.
- Reduce internal gaps between SEND and non-SEND pupils through targeted, evidence-informed strategy.
- Promote a culture of high expectations where all teachers are responsible for SEND provision.
- Provide termly strategic reports to SLT, Governors and the Trust on inclusion, compliance and impact.

Behaviour, Attendance and Inclusion

- Monitor and analyse behaviour, suspension and attendance data for SEND and vulnerable cohorts.
- Lead strategies to reduce disproportionate suspensions and ensure reasonable adjustments are embedded within behaviour systems.
- Oversee Alternative Provision placements, quality assurance and reintegration pathways.
- Work with pastoral leaders to support emotionally attuned practice and inclusive behaviour approaches.
- Lead strategic responses to EBSA and persistent absence within SEND cohorts.

Teaching, Learning and Curriculum Inclusion

- Ensure adaptive teaching and curriculum accessibility are consistently embedded across departments.
- Hold Heads of Department accountable for SEND progress within their areas.
- Lead quality assurance activities including learning walks, work scrutiny and student voice focused on inclusion.
- Deliver and coordinate CPD on adaptive teaching, reasonable adjustments and inclusive pedagogy.
- Monitor and evaluate intervention impact to ensure efficient deployment of resources.

Statutory SENCO Responsibilities

- Ensure compliance with the SEND Code of Practice and Equality Act.
- Lead identification, assessment and review processes.
- Oversee EHCP processes, annual reviews and Local Authority liaison.
- Maintain accurate SEND registers and provision mapping.
- Implement and monitor the graduated response model (Assess–Plan–Do–Review).
- Ensure access arrangements are appropriately identified and implemented.

Leadership and Management

- Line manage the SEND team, including the Assistant SENCO, specialist staff and co-educators.
- Set clear performance expectations and oversee appraisal and professional development
- Lead recruitment, deployment and strategic use of SEND staffing.
- Manage the SEND and notional funding budgets, ensuring value for money and impact
- Develop middle leader capacity to lead inclusive practice within their departments.

Wider Leadership Responsibilities

- Contribute fully to the work of the Senior Leadership Team.
- Support whole-school improvement priorities beyond SEND.
- Work collaboratively across the Trust to share best practice and contribute to inclusion development.

Safeguarding Children

BMAT is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of BMAT and to carry out such other duties as may reasonably be assigned. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

English Duty

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

The duties above are neither exclusive nor exhaustive and the post-holder may be required to carry out appropriate duties within the context of the job, skills and grade.

General responsibilities common to all members of staff

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

Person Specification

Assistant Headteacher - SENCO

Qualifications	Essential	Desirable
Qualified Teacher Status (QTS)	✓	
Degree-level education.	✓	
Substantial evidence of leadership-focused CPD	✓	
National Award for SEN Coordination (NASENCO) OR NPQ SENCO (OR gained within 3 years)	✓	
Relevant safeguarding training; willingness to undertake DSL accreditation.		✓
Experience		
Successful experience as a SENCO or significant SEND leadership experience within a secondary setting.	✓	
Demonstrable impact on improving outcomes for pupils with SEND.	✓	
Experience managing statutory processes including EHCPs and annual reviews.	✓	
Experience contributing to whole-school leadership or improvement initiatives.	✓	
Experience of driving measurable improvements in pupil outcomes across multiple cohorts.		✓
Experience contributing to, or leading elements of, school improvement planning and evaluation.		✓

Demonstrated experience of managing teams, delivering CPD, and holding colleagues to account.		✓
Experience working within or alongside a Multi-Academy Trust setting		✓
Skills and abilities		
Strong understanding of the SEND Code of Practice and relevant legislation.	✓	
Expertise in adaptive teaching strategies and inclusive curriculum design.	✓	
Ability to analyse SEND data and evaluate intervention impact.	✓	
Skilled in multi-agency collaboration and stakeholder engagement.	✓	
Financial and resource management capability within SEND frameworks.	✓	

Leadership Behaviour and Personal Qualities		
Strong moral purpose and commitment to inclusive education.	✓	
Strategic thinker with the ability to translate policy into impactful practice	✓	
High emotional intelligence and advocacy for vulnerable learners.	✓	
Resilient, organised and solutions focused.	✓	
Committed to continuous professional development and system-wide improvement.	✓	

How to Apply

We look forward to hearing from you.

Closing date for applications: 5th June 2026

Interviews: As soon as possible

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)





Mark Hall
Academy



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.**