



*Opportunity to join an 'Outstanding' all-through academy
specialising in mathematics and citizenship.*

SENCo & Inclusion Co-ordinator

Candidate Information Pack

June 2025

Dear Candidate

Thank you for taking the time to find out more about Ark Academy in Wembley Park and the possibility of working here. Included in this pack is information about the academy, ARK schools (who sponsor the academy) and the role of SENCo and Inclusion Co-Ordinator.

This is a unique opportunity to join a community of staff striving to maintain and continuing to create an outstanding comprehensive school. We are looking to recruit a skilled and committed SENCo to lead specific support to children with a Special Educational Needs/Disability (SEN/D), whilst also providing outstanding training and strategies to teaching staff. In 2023-24, 68% of children with SEND passed GCSE English, and 32% passed GCSE Maths. We seek a passionate SENCo to continue this upward trajectory.

Ark Academy is an all through school that offers excellent learning from nursery through to higher education. In an all through school, school parents can expect their son/daughter to transfer seamlessly from primary to secondary school. We now have three years of Ark primary students who have transferred to secondary. We are one and share the same values and expectations. Our aim is to ensure that all our pupils develop as high achieving, confident, articulate young people whose education fully equips them to go on to university or the career of their choice and this starts from an early age.

To apply, follow the link at <https://arkacademy.org/vacancies> by **8:00am on 11th July 2025** For an informal, conversation about the role, please contact Aelisha Needham Vice Principal on 020 8385 4370 or by email a.needham@arkacademy.org

We wish you the best with your application

Delia Smith OBE
Principal



Ark Academy

The Principal

Delia Smith is the founding principal of Ark Academy. Previously she was the headteacher of St Angela's Ursuline School in Forest Gate for 14 years. She has also been a schools' inspector and was awarded an OBE for services to education.

About Ark Academy

We are a non-selective school specialising in **mathematics** and **citizenship** that serves children of all abilities. Our commitment is to know every pupil as an individual, and to foster the principles of team spirit, responsibility and care for others. Our pupils enjoy both a nurturing environment and the social benefits of a small school and the range and resources of a large, well equipped academy.

Facilities

Our buildings were designed by award winning architects Studio E (who created the successful design for City of London Academy in Southwark) and are organised to support calm and ordered learning. Pupils have access to specialist indoor and outdoor sports facilities, excellent science and ICT facilities, music, Design and Technology, art and drama studios and a 150 sqm, well-stocked and up-to-date library as well as inviting and well-equipped classrooms



About ARK Schools

ARK Schools is an education charity set up in 2004 to create a network of high achieving, non-selective, inner city schools where all pupils, regardless of their background or prior attainment, achieve highly enough by age 18 to have real choices: to go on to university or the career of their choice. ARK Schools has no faith affiliations.

All the ARK schools are situated in areas of high deprivation or educational need and our pupil profile reflects this: over half of our pupils are eligible for free school meals compared to 18% nationally.

The ARK network operates 38 schools in the UK across London, Portsmouth, Birmingham and Hastings. Each of our schools has its own distinctive character, reflecting its local community.

About the SEN/D Team

At the core of Pupil Support is the principle of **Knowing Every Child**. We strive to ensure teachers are equipped to provide high quality teaching to all children, regardless of SEND status. To do this, we work collaboratively to identify how curriculum and delivery can be adjusted to meet the children's needs. With our specific focus on progress and attainment of children at school support and with EHC Plans, our team work rigorously to ensure the needs of the children are being met.

We believe in pupil voice and offer 3 reviews per year to parents and children, so applicants should be aware that ongoing professional dialogue will be required. Due to the range and variety of needs amongst our SEND cohort, applicants will have to think strategically about how 1:1 work with key children, timetabling interventions for individuals and small groups, and coaching and feedback for teaching staff will contribute to positive progress for children with SEND.

As a line manager, the successful applicant will oversee the deployment of a "small but mighty" SEND department, who work to support teachers and students, deliver enrichment through our homework club, and provide personal care for children with SEND. For children with EHC plans, external professionals from Brent LA also provide support in the following areas of need: Visual Impairment, Hearing Impairment, physiotherapy and occupational therapy. We also have access to Speech and Language therapy through a buy-in package equivalent to 1 morning per week (in addition to statutory EHCP support).

The successful applicant will lead an outstanding department of child-centric staff, line managed by the Vice Principal in charge of Inclusion, and with added support from Brent LA and the MAT's Inclusion lead. But most importantly, the successful applicant will work first-hand with a wonderful group of children.



Job Description: Inclusion Co-ordinator/SENCO

Name:	
Reports to:	Vice Principal
Contract:	Full Time / Permanent
Start date:	September 2025
Salary:	Ark MPS + TLR1C

The Role

To lead Ark Academy's holistic approach to inclusion ensuring that all students, no matter what their needs, are able to engage effectively in Academy life and learning and, where appropriate, make rapid progress in line with our expectations.

To implement the SEND Code of Practice 2014, and to ensure that the statutory provision detailed in the children's EHC Plans is met and reviewed annually.

Key responsibilities

- Lead, develop and enhance the teaching practice and support strategies for all staff across the Academy in relation to inclusion needs.
- Establish and deliver clear and consistent structures for the identification and support of pupils with barriers to learning including all students who have special needs.
- Effectively line manage and deploy support staff across the curriculum and ensure they add value to the students' experience.
- Monitor the impact of teaching and learning activities on the progress of students receiving support and identify any gaps in provision or delivery.
- Be accountable for our special needs provision, including academic and pastoral care.

Key Outcomes and Activities

Leading Inclusion

- Develop strategies to ensure early identification of pupils with additional needs.
- Identify effective practices that will support the pupils. Disseminate these, and train all staff where appropriate. Monitor the implementation of SEND strategies, to ensure they are being utilised by teaching staff.
- Induct, train and mentor all learning support staff.
- Maintain Pupil Support area as a calm and safe learning environment for all students accessing support.
- Monitor teaching and learning activities, and curricula, to ensure they meet the needs of students with special educational needs.
- Lead a team of staff ensuring a sense of purpose and pride in their work.

Teaching and Learning

- Act as a role model with high expectations of all staff and students.
- Demonstrate differentiation on a daily basis.

- Be a lead learner in pedagogy and practice.
- Create an achievement culture including high quality displays, rewards and identification of progress routes and successes.
- Prepare effective teaching modules and lessons.

Monitoring of Pupil Progress

- Co-ordinate the identification, assessment and monitoring processes for all Code of Practice students, including the management of the Code of Practice register and review processes.
- Lead on the production and monitoring reviews of IEPs for students who have special needs, as well as the annual review of EHC Plans.
- Use assessment to identify and track specific students and targeted groups on Provision Map.
- Children with SEND experience difficulties with behaviour, attend parental meetings and actively review provisions to enable learning to take place.
- Analyse academic and pastoral data to monitor the progress and outcomes of pupil with SEN, ensuring timely and effective intervention where required.
- Closely track key indicators for pupils with SEN and EHCPs- including attendance, behaviour (both positive and negative incidents), Reading Age, and academic progress- to identify patterns and form strategic support.

Liaison

- Work closely with HOYs to ensure they have the fullest understanding of the needs of Code of Practice students and are party to all strategies.
- Liaise with subject leaders to ensure they develop curricula that are accessible, contribute to and support inclusion strategies and departmental teams strongly support team teaching.
- Liaise with parents and students providing guidance at key moments of transition. Specific focus will be given to Year 6 and Year 11 transition.
- Liaise with external agencies to support students, for example with Brent LA's advisory teachers, Brent BOAT team, therapists.

Evaluation

- Develop ongoing self evaluation strategies in line with SEF to inform future plans.
- Develop and maintain a Department Improvement Plan (DIP) for SEND, evaluating effective practices and identifying key areas for development.
- Lead weekly meetings with the pupil support team to reflect on progress, strategies to secure improvement and share good practice.
- Meet regularly with line manager to ensure needs of department are being addressed and that there is effective support for your needs.

Line Management and Leadership of Staff

- Lead on the SEND strand in the AIP.

- Ensure the totality of performance is reviewed, incorporating teacher and tutor effectiveness, where appropriate.
- Help set challenging objectives.
- Ensure professional development needs are addressed.
- Mentor and coach staff at varying stages of their development.
- Arrange appropriate cover for intervention session or critical in-class support in the event of support staff absences.
- Advise the Principal on staff deployment and participate in appointment and promotions.

Other

- Undertake other various responsibilities as directed by the line manager/Principal.
- Undertake any other professional duties as set down in the ARK schools pay and conditions of service document.

Person Specification: SENCO

Qualification Criteria

- **NASENCO is desirable. A willingness to undertake the NASENCO is essential for candidates who do not already hold this qualification.**
- Qualified to degree level and above
- Qualified to teach and work in the UK

Experience

- Experience of leadership in the field of special educational needs
- Experience of working in a challenging urban school
- Experience of having led, or significantly contributed to the success of a school through its leadership, ethos, teaching and results
- Experience of having improved and sustained an effective behaviour policy

Behaviours

Leadership

- Genuine passion and a belief in the potential of every students, modelling Inclusion with a capital "I".
- Able to work in close harmony with the Principal and senior leadership team
- Effective management style that encourages participation, innovation and confidence
- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance
- Ability to develop the leadership skills of others
- Strong interpersonal, written and oral communication skills
- Takes personal responsibility for their own actions

- Resilience and motivation to lead the academy through day-to-day challenges while maintaining a clear strategic vision and direction
- Motivation to continually improve standards and achieve excellence
- Commitment to the safeguarding and welfare of all pupils

Vision & Strategy

- Vision aligned with Ark Academy's high aspirations and high expectations of self and others, and "Knowing Every Child".
- Seeing SEND as more than "pastoral care" and having a clear vision for raising teaching standards for children with SEND.
- Clear understanding of the strategies to establish consistently high standards of behaviour in an inner city school and commitment to relentlessly instilling these strategies. Strong organisational skills and ability to delegate.
- Use of data to inform and diagnose weaknesses that need addressing

Leading the Learning

- Understands what outstanding teaching practice looks like, how to diagnose and implement effective strategies to raise learning standards
- Knowledge of the Great Teacher Rubric is desirable. A willingness to undertake GTR training is essential.

Leading External Relationships

- Can skilfully manage and maintain effective working relationships with parents and other stakeholders

The DNA of Ark Academy

ARK ACADEMY MISSION STATEMENT

Ark Academy has at its core the pursuit of highest standards possible in education. We believe in high aspirations, high motivation and high achievement for all. Through our extended curriculum and community life we seek to meet the needs of the whole person. Civitas – Citizenship – is at our core. We will build a community of civic pride and social justice in which all members are equally valued. We are committed to the service of young people and to helping them play their full part in society.

In light of this we aim to:

- *Provide every student with the knowledge, skills, self-belief and motivation to be successful in their learning and lives*
- *Welcome, value and respect all who come to the school*
- *Build a community based on justice and a sense of personal responsibility*
- *Provide opportunities for all to experience CIVITAS whilst developing a spirit of tolerance and understanding for all cultures, traditions and faiths*
- *Promote dialogue and co-operation with the wider community*

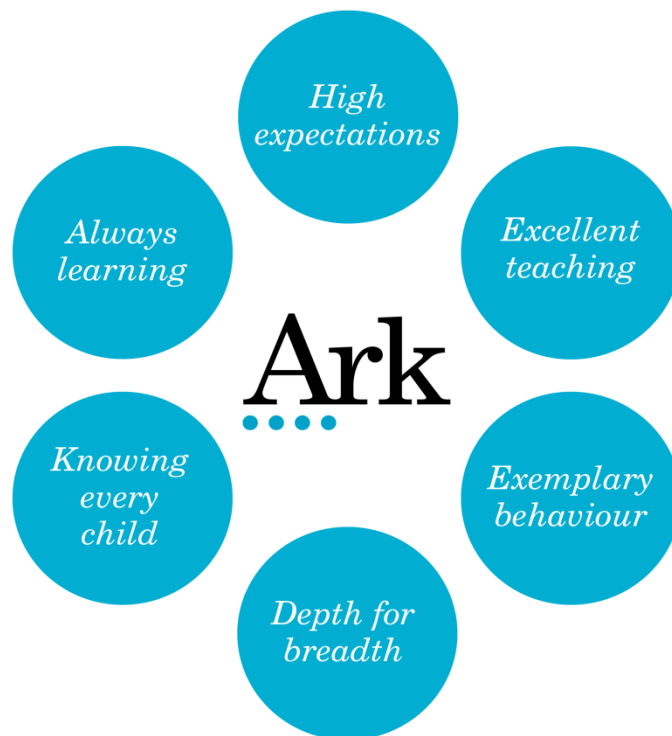
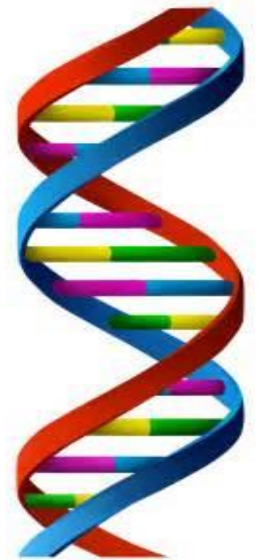
Our Driving Principles are:

- ***Excellence***
- ***Citizenship***
- ***Participation***
- ***Persistence***

Our goal

Our goal is that all students should be able to access higher education and participate fully in our democratic society.

Is based on the six pillars of Ark Schools and developed into our own unique 'feel' generated by a genuine buy in for our core values. Our values are also underpinned by our habits and 'the way we do things around here'. We believe that in Ark Academy the following principals are tangible and central to achieving our mission from reception through to Year 13.

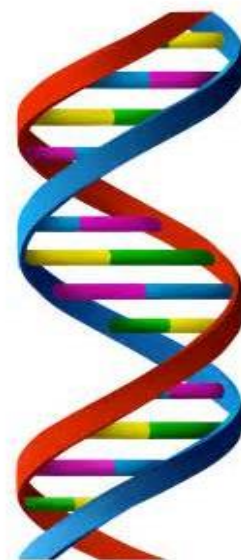


1. High Expectations

Students will develop the characteristics that support their academic achievement and will become thoughtful citizens who make good choices in their lives. We set very high expectations for all our pupils, whatever their starting point. We believe every child can realise their potential with the right teaching and support. Progress, from every starting point matters to us. We want every child at Ark Academy to do well enough by the age of 18 to go to university or pursue a career of their choice. We ensure that our pupils understand the wide variety of opportunities and pathways that are available to them.

We hold high expectations for all our pupils. Nothing is as important as the work we do to impact on the learning and lives of our students. Pupils understand the opportunities Ark Academy offers them and that we will do whatever it takes to help students achieve their goals. High expectations and the drive for strong outcomes permeate the school. Pupils and teachers understand that qualifications are the key and we are unapologetic in our pursuit of this. Our teachers are relentless in their efforts and know that co-

planning, coaching and forensic assessment are key to the success of our students. We take every opportunity through our extended curriculum and community engagement to ensure that our students grow and develop as well rounded, passionate and curious citizens. We know that children need to think deeply and more broadly about the world around them. We commit to ensuring every child enjoys a range of experiences that develops their social capital and develop their knowledge and their development as citizens in a democratic society. We ensure this through a variety of opportunities and programmes including our strong careers and enrichment programmes. Additionally we develop the learning habits that underpin academic success. Our students learn to think rigorously and creatively, read analytically, organise themselves, manage extended projects, debate and present themselves with confidence.



2. Excellent Teaching

Teaching and learning is the main thing. The promotion of high quality learning is at the heart of all our endeavours. We aim to inspire a future of passionate historians, mathematicians, scientists by delivering challenging and engaging lessons. Our teachers have excellent subject knowledge and are passionate about challenging each child to engage, stretch themselves and develop a love of learning. We use data intelligently to support our planning and ensure teaching is meeting the needs of students and improving outcomes.

Excellent teaching is underpinned by a clear view of pedagogy which promotes expert teaching. Through our lessons we **build student understanding** and work to ensure that knowledge is committed to the long term memory. Our teachers have a clear understanding of how the learning fits into the broader curriculum. We achieve this through curriculum planning which focuses on progression through the age-related curriculum. The concepts, knowledge and skills necessary to be successful are embedded at each stage so that students can successively access the curriculum as it becomes progressively more challenging.

We ensure consistency of provision and access to learning through our whole school commitment to co-planning. All lessons within a topic are delivered across the whole cohort. All teachers then adapt their plans to meet the learning needs of the class they are teaching but the key learning remains the same. We deliver our medium term plans through **Fertile Questions**. These knit together a sequence of lessons. The questions are thought provoking, challenging and holistic. We know this approach engages pupils and helps them see the links between concepts and knowledge.

3. Exemplary Behaviour and strong ethos based on Civitas

There is a compelling and inclusive moral purpose which drives the school forward and is represented by and reflected throughout the school by our motto and core value 'Civitas'. All members of our community recognise the meaning and spirit of Civitas and that we strive to reflect it in our daily lives. We want all our pupils to enjoy school and develop enthusiasm for learning alongside an understanding of their future role in society. Effective management and clear consistent routines ensure that we maximise the time for learning and pupils are taught to be self-disciplined and self-regulating.



Ark Academy is a purposeful place of learning characterised by a respectful, orderly environment where teachers can focus on teaching and students on learning. We support one another and our students by the use of consistent routines. We are compassionately ruthless in ensuring that all students know and understand what is expected of them. Simply **consistency is king**. We know that routines are a team game and we share and implement practices and routines across the school, working as a team to give our students a consistent experience and create an excellent climate for learning. As a result, our students will know that routines help create an excellent school.

All our students and staff know that Civitas is about being a better human being and developing young community leaders with a passion for social action. We expect our students to develop as role models for those who follow them. We support civitas in a variety of ways but significantly through our relationships. Our reward system is based on the four core values of:

civitas, excellence, persistence and participation.

These permeate our school life and support our vibrant House System which supports team spirit, relationships and a positive school culture.

4. Depth for breadth

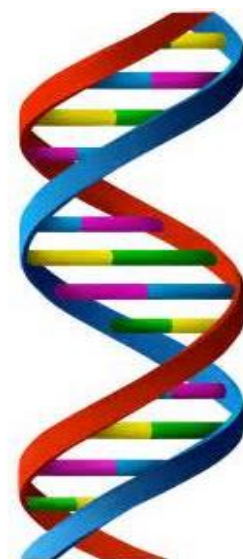
We prioritise depth for breadth. All pupils will secure firm foundation in English and mathematics and this underpins excellence in the other subjects. Our curriculum is rigorous and knowledge based which is reinforced by regular assessments that cumulatively build students' knowledge.

We offer a broad range of subjects from Early Years through to KS1, 2 and 3. At KS4 we offer academic pathways alongside a range of practical and creative subjects. In KS5 we offer academic pathways including a strength in

enabling subjects at 'A' level as well as rigorous and challenging vocational pathways. All pathways and progression through the academy are based on high quality careers and pathway support through, our whole school Ambitions Programme.

Our curriculum is planned backwards in each subject with big ideas (**fertile questions**) underpinning each area of academic study and building year on year ensuring progressively harder concepts are mastered. More time for English and maths is identified where it is most needed to help pupils catch up.

Our assessments, three times a year, cumulatively test students learning over the year. Revision is built into the curriculum to support our students' progressive understanding of how to learn independently. We place great emphasis on our **review week** which takes place after each formal assessment. This enables us to re-teach key aspects and students to fix areas of misconception. This is a key component of our feedback strategy. Alongside high stakes testing, all departments implement a variety of formative assessment and quizzes to test and reinforce their learning and feedback into teaching.



5. Knowing Every Child

Ark Academy values the diversity and inclusivity of our school. We know it is important that every pupil knows they are well known by their teachers, so that every individual can flourish. In Ark Academy we explicitly develop through our core values and our unifying motto, Civitas, the character and habits which support pupils' academic and personal development. Our pastoral system ensures that every child has an adult who will listen to them. Positive relationships between students and adults reinforce a culture where children are safe and maintain excellent behaviour and commitment to learning.

Our pastoral teams and experienced support staff ensure that our pupils are known, understood and cared for. Our pastoral teams meet our parents three times a year and ensure they are aware of the progress and development of their child giving them the holistic view of their child's school life. We teach character education through our tutor and PSHE programme, reinforced by our assemblies. We support Civitas by the way we greet each other, talk to each other and take on responsibilities. Our positive approach in Ark Academy is supported by our rewards system based on our four core values, our tutor system and the house system.

Our teachers understand the most impactful intervention happens in the classroom knowing the class in front of you and ensuring their need is being met is our key commitment.

6. Always Learning in Ark Academy

We put professional development at the heart of what we do in Ark Academy. We are always learning. We are committed to identifying talent and nurturing individuals to create a community of exceptional teachers, highly skilled support staff, thoughtful managers and strategic leaders.

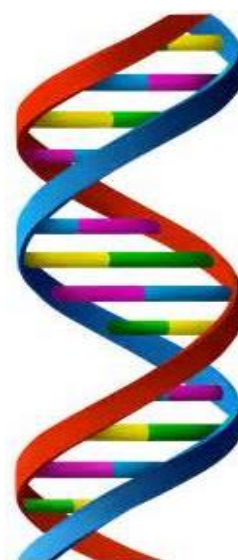
Excellent teaching is underpinned by high quality professional development which supports teacher progression. We are a community of learners. It is in our DNA to talk, observe, plan and reflect together.

Teaching is a craft we can always improve. We invest heavily in our provision of professional development. We know that this is the key to the development of our students and to us as educators. We also recognise that all teachers need their subject knowledge refreshing and developing.

We develop our knowledge and skills in Ark Academy in a variety of ways that link together to provide a wide range of opportunities to learn both on the job and from experts. Our teaching practice is developed through weekly mentoring, the weekly training programme, weekly co-planning meetings, through observation and feedback and, where possible, through co-teaching working alongside more experienced professionals.

Through our talk, training and observation we have a shared understanding and a common language that ensures the consistency of our agreed approach. We know the key conditions needed to create this community of learners are trust, risk-taking, collaboration, co-construction, common goals and shared values. All of these underpin our DNA.

Ark Academy learns its way forward, building in time for collective enquiry, reviewing evidence and continually striving for improvement. We evaluate our learning and support our staff to engage in evaluative, data-driven and strategic thinking related to their role. We also evaluate our learning at key assessment points, documented in **The Evaluation of Teaching and Learning (ETAL)**. This enables individual teachers, subjects/key stages and senior leaders to learn through analysis. We are committed to research and reviewing educational thinking as a learning community sharing articles and best practice through our weekly bulletin and blogs. We believe Ark Academy and Ark Schools provides an excellent talent pipeline. As staff prepare to take on



or commence new leadership positions within Ark we support them through ongoing training, coaching others, delivering training and leading co-planning.

As a member of both our region and Ark Schools we have regular opportunities to share practice and train together, attend joint monitoring visits or collaborate within our subject area. We are also a member of The Prince's Teaching Institute which supports the development of subject knowledge.

ARK ACADEMY SIXTH FORM MISSION STATEMENT

Ark Academy Sixth Form offers the highest quality education to allow our students to pursue the university pathway and career of their choice with confidence in a changing and challenging global community. Learning is at our core, we offer a first class education with a drive towards academic excellence and a desire to create independent learners ready to face university life. We believe in extending and enriching our students, both academically and socially, developing young community leaders with a passion for social action. Our students will develop as role models for those who follow them, they themselves inspiring future year groups of Ark academy Sixth Form. We work tirelessly to ensure our students are world ready, armed with the relevant skills, experiences and achievements to make them stand out from the crowd on application for university and future careers of their choice.

We will:

- Deliver a first class learning environment based on outstanding teaching and facilities
- Provide all students with every opportunity to extend themselves and their thinking of the world in which they live; building a portfolio that will allow them to progress into top flight universities
- Challenge students to do better than good and always accept that there is always room for improvement
- Develop our students as young leaders and role models to act as inspiration for younger members of our community
- Welcome, value and respect all who come to the school
- Hold true to our 4 core values and strive to display them in all that we do
 - Excellence
 - Participation
 - Persistence

ARK Safe Recruitment Procedure

ARK is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosures This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Reference Checking References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information

Probation All new staff (with the exception of ECTs) will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with pupils.

WHERE TO FIND US



Wembley Park (Jubilee Line / Metropolitan Line)



Chiltern Railways



Buses: 206, 245, 297, 83, 182

By Car:

Postcode for satnav: HA9 9JP

A406 North Circular Road (15 minutes away)

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