

Founded 1642



New Hall School

The Best Start in Life



Appointment of **Head of Learning Development**

Applications will be considered on a rolling basis until
midday, Wednesday 28 January 2026

Start date: April 2026

Welcome from Mrs Jeffrey, Principal



"Thank you for your interest in this opportunity at New Hall School. I joined the New Hall School community 24 years ago and, now that I am both the longest serving Head of a school in HMC and the longest serving Head in New Hall's history, I am often asked what has kept me here. It started with that first visit, in 2001, which blew me away. I remember meeting confident, characterful, good-humoured students, who made a lasting impression on me with their kindness and their evident pride in being part of the New Hall community. They spoke with passion about the work of the New Hall Voluntary Service (NHVS) as being central to School life. Their generosity of spirit and commitment to the care of those in need turned out to be a hallmark of a New Hall education. This is a place with a remarkable sense of community. At first, you will be attracted by the stunning heritage site, but, above all, it is the people who keep you here. I would not want to move anywhere else. As a parent, I could not have asked for a better education than New Hall gave my four children. The staff team here work with remarkable commitment and care to ensure that our children have the 'best start in life'. This is the school that many of us, staff and parents, wish that we had attended. I am looking forward to the next 20-year development plan!"

New Hall, from its foundation, has been pioneering and innovative. The School is the UK's oldest Catholic school that has always taken girls; a strong commitment to promote equality, and to address disadvantages in society for girls and women, still prevails. Our outreach and community work led us to be the first independent school to sponsor a state primary school academy. We were the first Catholic diamond model school and the first diamond model school to be created from a former girls' senior school, with senior boys joining from 2006. The School has invested in exceptional outdoor learning, using its 180-acre campuses.

The School is large and diverse: in age, from 1-19; in size, with 1,400 students and over 300 staff; in culture, with students from over 25 countries; in religion, as a Catholic school, welcoming all who support our ethos; in structure, offering the full range of flexible boarding options and a mix of co-education and single-sex teaching; and in educational range, with a broad curriculum and an exceptional co-curricular programme. Every day is full of opportunities to learn and grow, for staff as well as for students. It is impossible to be bored here - no two days are the same!

This is an exciting opportunity to be part of one of the UK's most successful schools, with an ambitious plan for further development. Where many independent schools are retracting and reducing investment, New Hall is bucking the trend and continuing to grow and to strengthen our provision. We are investing in our Sixth Form Centre, expanding our curriculum, growing our Sport provision (most recently, with the addition of riding, football and basketball) and enhancing our co-curriculum. We are open to opportunities to expand the work of our Trust, both in the UK and internationally, through our links with sister schools and Religious Communities. In particular, we are developing a link with the École Christ Ressuscité, Masaka, Rwanda, and with Heilig Graf Secundair, Turnhout, Belgium, which share the ethos of the Canonesses of the Holy Sepulchre. New Hall also works closely with the other Catholic independent schools in Brentwood Diocese.

I hope that you find the information contained in this pack, and on our website, helpful."



Mrs Jeffrey and Mr Fardell, with the resident Canonesses at New Hall, receive their long service awards, having given 68 years of service between them, to Catholic education. The awards were presented by Bishop Alan Williams SM at Brentwood Cathedral

Mission & Ethos Statement

New Hall, a Catholic boarding and day school, provides **the best start in life**, enabling students to meet confidently the challenges of the wider world.

Here **academic excellence** is achieved in surroundings where relationships are based on **care, trust and respect**.

We **welcome** students from many traditions, building a Christian **community**

Our Most Valuable Resource – Our Staff Team

New Hall benefits from a stable and committed staff body, with retention and length of service significantly exceeding sector averages for UK independent boarding schools. Across the independent sector, annual staff turnover is typically in the region of 16-18%, and average tenure is often around three to four years. By contrast, New Hall reported an annual turnover of 3% in the last 12 months, and an average staff tenure of five years.

At New Hall, over 17% of employees have more than 10 years' service, reflecting the strength of our collegiate culture, clear sense of mission, and commitment to professional development. Currently, two staff (one teacher, one support staff) have served for over 40 years, and 24 staff have served for over 20 years.

Staff are supported and encouraged in their career development, including through generous funding for courses, and flexible working/sabbaticals for study and training. In 2024-25, 30% of staff progressed, internally or externally, into new roles, promotional opportunities, or additional responsibilities. Since 2020, New Hall has trained 11 staff as teachers, through the school-based PGCE and ECT courses. The School welcomes apprentices and graduate entry applicants for a range of roles, to have a diverse workforce, combining experienced staff and new talent.



Staff celebrating working at New Hall for over 10 years in 2024

Introduction: the role

We are seeking to appoint an exceptional Head of Learning Development to play a pivotal role to lead and further develop the School's provision for students with Special Educational Needs and Disabilities (SEND). This is a key strategic role for an experienced and compassionate leader who is committed to ensuring that every student can thrive academically, socially, and emotionally.

The Head of Learning Development is the SENDCo for the Senior Divisions (Years 7-13) and they have overall responsibility for the strategic oversight and day-to-day leadership of the Learning Development Department within the Senior Divisions. This includes ensuring that identification, support, and provision are of the highest quality and fully aligned with the School's ethos and academic ambitions. Working closely with the SENDCo (Preparatory Divisions), SENDCo (Nursery), Senior Leadership Team, teaching staff, pastoral teams, and boarding colleagues, the post-holder will champion inclusive practice and embed a shared responsibility for meeting the needs of all learners.

A central aspect of the role will be working with our Examinations Manager to ensure that the School meets its statutory and regulatory responsibilities in relation to access arrangements. The successful candidate will have a strong understanding of, and commitment to, the requirements of the JCQ regulations, ensuring that all arrangements are evidence-based, rigorously applied, and fully compliant. They will provide clear guidance and training for staff, maintain robust systems and documentation, and ensure that access arrangements are used to support students, in line with national guidance and the School's academic standards.

This role requires a leader who combines strong professional expertise in SEND with the ability to communicate effectively with parents and who can influence and support classroom practice across the School. The successful candidate will ensure that staff are confident and well-equipped to meet a diverse range of learning needs, and that students receive thoughtful, well-coordinated support that enables independence, resilience, and success.

The post offers an exciting opportunity to shape a coherent, forward-thinking approach to learning development and SEND provision, making a lasting impact on students' experiences and outcome.

The Learning Development Department

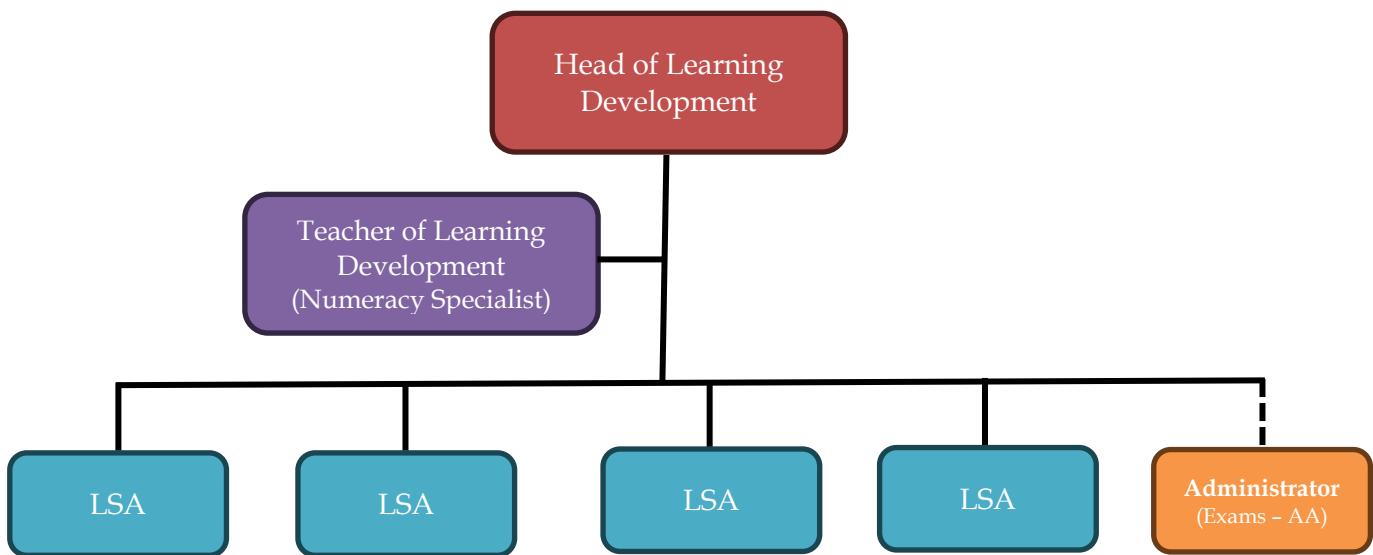
The Learning Development Department supports students who have specific learning difficulties and other neurodevelopmental conditions.

In Years 7-9, the emphasis is on inclusion with students receiving as full a curriculum as possible through in-class support from New Hall's highly experienced team of Learning Support Assistants and co-curricular interventions. Guidance on revision strategies and organisation is also provided. Where necessary, students may have a reduced timetable so they can attend literacy/numeracy lessons tailored specifically to their needs. These classes are small, so students can be assured of receiving individual attention.

In Years 10 and 11, the emphasis is on supporting students in preparation for external examinations. Sessions include familiarisation with their access arrangements as well as mentoring on organisational and study skills to encourage the students to develop positive and effective revision routines. Where appropriate, students continue to have literacy or numeracy support.

In the Sixth Form, we adopt a more tailored approach with each student receiving an individual plan to support their specific needs. Support is typically on a one-to-one or small group basis. Students are also able to access short term interventions or one-off sessions either by self-referral or via referral from a subject teacher. A weekly drop-in Study Skills session run by a member of the Learning Development Department is also available to all students.

Staffing and Facilities



The staff team includes qualified teachers specialising in dyslexia and dyscalculia. Each LSA has specialist skills and qualifications so that they are able to support students with specific needs effectively. When in lessons, LSAs work closely with subject teachers, to ensure they are offering SEND students appropriate support.

The Learning Development Department has its own workspace in the main School building. This comprises The Head of Learning Development's own large office space, and a suite of six classrooms (with one having a computer bay).



LD lessons take place in the LD Suite, in small groups.

Inclusive Culture in School

New Hall School's commitment to equality and diversity is based on the Gospel values of our Mission & Ethos Statement (see page 3). Staff strive to give all students the best start in life, and ensure that each student fulfils their true academic potential. Intervention will take place if a student starts to fall below their expected progress, with the LD Department liaising with subject specialists regularly; this ensures all students are on track to get their best possible outcome, regardless of any special educational needs.

The 2024 ISI Inspection reflects this, noting that:

“Children are taught with skill and care and there is appropriate support for those who have special educational needs and/ or disabilities (SEND)”

“Pupils who have special educational needs and/ or disabilities (SEND) make good progress in line with their peers because teachers identify and meet their needs.”

“Those who have SEND are well supported by the learning department. Their profiles and targets are known by subject staff who adapt teaching appropriately to meet their needs.”

Students' attitude towards each other is positive and considerate, with a strong culture of community and inclusivity.



Neurodiversity Week

In March each year, New Hall celebrates Neurodiversity week. In past years, the School celebration consisted of a rainbow umbrella art installation, showcasing all Senior Divisions students' superpowers in their own words.



Last year, there was a poster competition for neurodiversity in the Preparatory Division, titled *Celebrating Different Minds*. Our pupils enthusiastically took part with the winners being announced during assembly. A selection of these vibrant and thoughtful posters are displayed around the Prep Divisions building, serving as a lasting reminder of the importance of celebrating our differences and fostering an inclusive community. In addition to the poster competition, pupils in the Prep also entered a research contest, highlighting influential individuals who embody the power of different minds. Figures such as Charles Darwin, Daniel Radcliffe, and Simone Biles were among those celebrated for their unique perspectives and inspiring achievements.

The Person- Head of Learning Development

	Essential	Desirable
Catholic Ethos	<ul style="list-style-type: none"> to have a clear understanding of, and a commitment to, the aims of a Catholic independent boarding & day school and be committed to the values expressed in the Mission & Ethos Statement 	<ul style="list-style-type: none"> to be a practising Catholic
Education, Training, Skills & Knowledge	<ul style="list-style-type: none"> to understand the importance of promoting and safeguarding the welfare of children to have Qualified Teacher Status to have the NASENCO, or equivalent qualification, or to be willing to undertake this qualification in the first two years of appointment to have excellent communication skills, including a high standard of spoken and written English to have strong leadership skills to be able to work as part of a team previous experience of teaching students with SEND to be familiar with the JCQ requirements for Access Arrangements and the processes required to assess and apply for them 	<ul style="list-style-type: none"> to have a Level 7 Assessment Practising Certificate (APC) to have a MA/MSc in SEND; MA in Inclusive Education; PGCert/ PGDip in SEND; or a desire to undertake further studies in SEND to have SpLD qualifications or training (e.g. in Dyslexia, Dyscalculia, ADHD/ ASD specialisms) training in standardised testing (e.g. WIAT, WRAT, CTOPP, DASH) to have experience of independent and/or boarding education and/or Catholic education
Personal Attributes	<ul style="list-style-type: none"> to have a clear commitment to inclusive education, enabling every student to thrive academically, socially and emotionally to have a principled and ethical approach to SEND provision, ensuring fairness, with a student-centred attitude to have integrity and the ability to give clear and consistent witness to the School's values to be able to relate well to students and to take an interest in their personal development the ability to build positive, trusting relationships with students, staff and parents a calm, assured presence when dealing with complex or sensitive issues 	

Job Description - Head of Learning Development

The Head of Learning Development will lead a staff team and is accountable to the Senior Leadership & Management Team (SLMT) for Special Education Needs and Disabilities (SEND) provision across the Senior Divisions (Years 7-13). They have a key management role in ensuring all students with SEND receive the appropriate support needed for their academic, emotional and social success. The Head of Learning Development will report to a member of the SLMT; reporting lines are reviewed annually.

As well as acting as the SENDCo across Years 7-13, the Head of Learning Development plays a central role in the strategic management of the School's SEND provision, contributing to curriculum planning, and course development to ensure accessibility. They advise across all curriculum areas on inclusive pedagogical approaches, liaising with specialists and teachers, whilst overseeing resources and departmental finances to support students with additional learning needs.

Key responsibilities include:

1 Catholic Life

- 1.1 to support and to contribute to the Catholic ethos of the School, as outlined in the Mission & Ethos Statement and Aims of the School
- 1.2 to facilitate class prayer and year group Masses and to encourage the singing of hymns in assemblies
- 1.3 to be aware of and contribute to the School Development Plan and to promote the strategic aims of the School

2 Organisation and General Management

- 2.1 to lead by example, as an outstanding practitioner in inclusive education, demonstrating high-quality SEND practice, effective use of assessment and intervention, and sound professional judgement in support of the School's aims
- 2.2 to provide strategic leadership and oversight of the School's SEND provision, ensuring that support for students with additional needs is coherent, effective and aligned with JCQ guidelines, as well as curriculum and pastoral priorities
- 2.3 to plan, lead and chair regular team meetings, ensuring clear communication, effective collaboration, and consistent practice across the provision
- 2.4 to induct and supervise new members of staff in the Department, ensuring they are well equipped to meet the needs of diverse learners
- 2.5 to be responsible for the development of members of the Department, using the Performance Management process effectively
- 2.6 to liaise closely with colleagues across the School, including academic departments, EAL, Heads of Division, boarding staff, and pastoral teams, to ensure a joined-up and student centred approach to SEND support
- 2.7 to monitor the quality of SEND provision and inclusive classroom practice through learning walks, and review support strategies, providing constructive feedback and guidance where appropriate
- 2.8 to quality assure assessment, reporting, and record-keeping relating to SEND, ensuring that documentation is accurate, up to date, and in line with School policies and regulatory requirements
- 2.9 to support members of the Department in maintaining the highest expectations of behaviour, advising on strategies to support students with additional needs in both academic and pastoral contexts

- 2.10 to contribute to Curriculum Leaders' Group meetings, updating on SEND information where appropriate
- 2.11 to ensure that Learning Development spaces and resources provide a welcoming, stimulating, safe and well-organised environment and that SEND provision is visible, professional and communicated clearly within the School

3 New Hall Teachers' Standards

It is expected that all teachers will engage in the performance management process and strive for excellence in the following standards:

- 3.1 to set high expectations which inspire, motivate and challenge SEND students
- 3.2 to promote good progress and outcomes by students
- 3.3 to plan and teach well-structured lessons to SEND students
- 3.4 to adapt teaching to respond to the strengths and needs of all students. This includes ensuring SEND students supported within lessons
- 3.5 to make accurate and productive use of assessment
- 3.6 to know how to assess relevant subject and curriculum areas, including formative and summative assessment
- 3.7 to mark books to a high standard, ensuring regular and constructive feedback
- 3.8 to manage behaviour effectively to ensure a good and safe learning environment

4 Co-Curriculum

- 4.1 to take a significant role in overseeing LD intervention and Study Clubs, which may fall within the co-curricular programme

5 Curriculum

- 5.1 to oversee the Review and IEP cycle for students receiving Learning Support
- 5.2 to oversee the arrangements for Study Club ensuring that it supports KS3 and KS4 students with completion of their Study
- 5.3 to liaise with subject departments/class teachers on adaptive teaching and learning, enabling students with learning difficulties to access the curriculum and attain their underlying ability
- 5.4 to attend subject department meetings to discuss students on the SEN Register, providing support and advice to teachers
- 5.5 to monitor the progress of students, with respect to predictive data at key points and to liaise with Heads of Division to explore any potential under achievement and to determine suitable intervention strategies to support progress
- 5.6 to liaise with the Head of Learning Development (Preparatory Division) in the organisation of the screening and assessment of children in Reception and Years 1 to 6
- 5.7 to organise whole-cohort screening assessments to help identify students who may have SEND
- 5.8 to organise and implement individual follow-up assessments for any students identified by screening
- 5.9 where individual screening flags a potential learning difficulty, to communicate with parents and help them to understand the need for further in school or a full assessment from an Educational Psychologist
- 5.10 to meet with parents and/or Educational Psychologist to discuss findings and to discuss recommendations

- 5.11 to liaise with outside agencies, such as local authority personnel, Educational Psychologists, Speech and Language Therapists, Medical Consultants, Advisors and Social Services
- 5.12 to organise and co-ordinate ongoing diagnosis of any student referred to the department in the course of the year
- 5.13 to carry out further internal specialist assessments to support findings and to help staff with the teaching and learning of that student
- 5.14 to identify students with learning difficulties and to put in place suitable access arrangements for the teaching of these students
- 5.15 to complete JCQ Access Arrangement Forms to a standard that adheres to the current regulations for Access Arrangements by the date set by JCQ
- 5.16 to ensure that all medical Access Arrangements are in place before the main examination period
- 5.17 to liaise closely with the Examinations Manager with regard to Access Arrangements, laptops and rooming for separate accommodations, in particular for mock examinations

6 Pastoral and Health & Safety

- 6.1 to work co-operatively to create a safe, purposeful and positive working environment for students and staff
- 6.2 to promote and safeguard the welfare of students by ensuring compliance with the Safeguarding & Child Protection Policy at all times
- 6.3 to report any actual or potential risks to the safety or welfare of students to the Designated Safeguarding Lead (DSL)
- 6.4 to comply with the Health & Safety policies and Medical & First Aid policies and procedures and to co-operate with colleagues to achieve high standards of health & safety
- 6.5 to ensure a smooth transition for new students joining your classes/tutor group

7 Staff

- 7.1 to foster good working relationships based on care, trust and respect
- 7.2 to take responsibility for the management of other adults in the classroom

8 Communication

- 8.1 to communicate effectively with prospective and current parents and to promote good relationships with parents

9 Community Outreach

- 9.1 to support our sponsored primary school, Messing Primary School, and Catholic independent schools in Brentwood Diocese, by sharing joint INSET
- 9.2 sharing good practice and resources
- 9.3 to support New Hall Voluntary Service (NHVS) and other charitable work of the School
- 9.4 to support New Hall Parent Association (NHPA) events
- 9.5 to strengthen the School's reputation and profile as a leading School of its type

10 Finance & Sustainability

- 10.1 to seek to ensure value for money
- 10.2 to consider sustainability and to minimise waste
- 10.3 to contribute ideas for cost saving initiatives

All staff are responsible for promoting and safeguarding the welfare of students at New Hall School by ensuring compliance with the School's Safeguarding & Child Protection Policy and Procedures at all times. It is a requirement of all staff to report any actual or potential risks to the safety or welfare of students to the Designated Safeguarding Lead.

This document summarises the main responsibilities of the post. All staff are required to undertake whatever else may reasonably be requested by the Principal. All staff are expected to uphold, support and realise the Catholic ethos of the School, as outlined in the Mission & Ethos Statement and Aims of the School. Job Descriptions are subject to annual review.

Salary & Benefits

Salary

New Hall School has its own salary scale. The salary range for this role is £52,843pa - £60,494pa, including a £10,000pa management allowance for the responsibility of Head of Learning Development (T5-T8 and MA4a).

Pension

Teaching staff are able to join the national Teachers' Pension Scheme (TPS). Pension contribution rates are variable, currently between 7.4% per annum and 11.7% per annum, dependent on salary (employee), and 28.68% (employer). New Hall Governors keep membership of TPS under review.

Hours of Work

As an independent boarding school, New Hall has long school holidays, including a 2-week October half term, and a summer holiday that always commences in the second week of July or earlier. There may be occasions where you are required to work additional hours for the proper performance of your duties, taking account of the nature of the work in an independent boarding school. A degree of flexibility is required.

The Head of Learning Development is expected to:

- be in School from 8.00am to at least 4.30pm each day, with two days working until 6.00pm
- to oversee and contribute to a programme of lunchtime and after-School co-curricular interventions each weekday to support students on the SEND register
- attend after-School staff meetings that may run until 6.00pm
- undertake boarding duties on a rota (currently one duty per term, on a Saturday/Sunday, usually for half a day)
- attend Saturday Open Days (twice a year), after-School Parents' Evenings (until around 8.00pm), Prize Giving/Exhibition Days, Sports Day, Taster Days and staff INSET

Sport Teams

Contributions to the sporting life of the School by leading a team attracts a competitive remuneration package for weekend fixtures. This will be paid at a rate of £60 when on site (including home fixtures) and £90 when accompanying away fixtures.

School Fee Remission

School fee remission for staff children is granted in accordance with the provision at the time of commencing employment at New Hall. If your child is aged 4-11 and joins the Preparatory Divisions, there is a reduction of one third of the day fees. If your child is aged 11-19 and joins the Senior Divisions, there is a reduction of two thirds of the day fees. There is no staff fee remission for New Hall Nursery/Pre-School (ages 1-4).

Staff Benefits & Staff Wellbeing

Technology

New Hall is committed to promoting the digital literacy of our students. Staff are provided with a School laptop and mobile phone.



Library

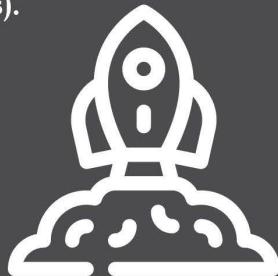
Staff can make use of the School's well-stocked libraries to support professional development and personal interests.



Leadership Pathways

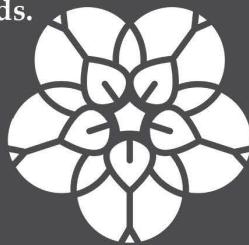
New Hall's investment in staff is shown by the significant number of internal promotions: 79 current staff (27%) have had at least one internal promotion, with 39 of these staff being promoted more than once and 16 staff being promoted more than twice.

The School has a record number of staff who have gone on to Headship/Deputy Headship (15 in recent years).



Campus

Staff can explore the School's extensive outdoor learning areas across our 180-acre heritage grounds.



Freshly Prepared Meals

At New Hall, staff can enjoy a delicious, freshly prepared 3-course meal every day during term time - free of charge. It is a great way to take a break, refuel, and catch up with colleagues, all while enjoying the same high-quality meals that make our dining experience so special.



Health & Wellbeing

At New Hall, staff wellbeing is important to us. Staff have access to a free annual medical check at our Health & Wellbeing Centre, book convenient on-site appointments with our School Nurses, have access to flu vaccinations at a subsided cost, and have access to 24/7 counselling support.

School bikes are also available for staff to get around site in a fun and eco-friendly way.

Continuing Professional Development

The School has a generous CPD budget, which is exceptional in including full or part funding for degrees, diplomas, MA/ MPhil qualifications, PGCEs, DELF/DELE modern languages courses, finance qualifications (CIPP, CIMA, ACCA, AAT), HR qualifications (CIPD), music lessons and even driving lessons!

The School runs apprenticeship schemes (Early Years, Chaplaincy, horticulture). New Hall has taken a lead in training teachers, investing £250k in training teachers over a 5-year period.



Staff Socials



Every Friday after work during term time, staff are welcome to unwind in the Denford Bar – a great spot to relax and socialise with colleagues at the end of the week.

Parking

Complimentary on-site parking is available for all staff.



Activities & Clubs

Staff can enjoy clubs designed just for them - from the staff choir to ballet and language lessons - offering a great chance to learn something new, stay active, and connect with colleagues. And if you have a passion that you want to share, there is always the opportunity to set up your own club, making our community as diverse and dynamic as the people within it.

Transport

An electric vehicle fleet is available to staff for business use and staff have complimentary access to the School's bus network.



Sport Facilities

Staff and their immediate family are able to make use of New Hall's outstanding sport facilities. This includes use of our 25-metre, 6-lane indoor swimming pool, 10 floodlit tennis & netball courts, 2 outdoor basketball courts, Fitness Suite, which comprises a range of cardiovascular equipment and free weights, and the School's Athletics track.

Community

Many staff recommend roles at New Hall to friends and family, and several couples have met and married at New Hall!

Recently, three generations of one family worked at New Hall, as support staff. The School employs a high number of Old Fishes (alumni), with typically 8-12 on the staff each year. Several former staff have become Governors of the School, Directors of New Hall's Multi Academy Trust or volunteers with the New Hall Voluntary Service (NHVS).



Long Service Awards



New Hall has annual long service awards, in 5-yearly intervals from 10 years, for the many staff who reach milestones of 10+ to 40+ years. Currently, 57 members of staff have given service here for 10 years or more.

Tea & Coffee Provision

Staff enjoy complimentary tea and coffee throughout the day in dedicated staff rooms.



Staff Benefits & Staff Wellbeing (continued)

Enhanced Holidays



Enjoy additional days of holiday, the ability to take holiday in term time, and the Christmas to New Year School closure, that ensures an extended break for all at this time for family and friends.

Vocations & Faith Development



Nursery

New Hall runs an on-site Nursery for 90 children aged 1-4. Staff children have priority for places, which may be part time or full time. Staff have the option of a term-time only place, which reduces the annual cost.



Connectivity

Beaulieu Park railway station is at the entrance to New Hall's Avenue: 30 minutes to Stratford and 38 minutes to London Liverpool Street. The Elizabeth Line at Shenfield (13 minutes by train) terminates at Heathrow airport. There are nearby airports: London Stansted, London Southend and London City.



Staff have access to our beautiful Chapel and prayer spaces, and vibrant Chaplaincy. Staff may volunteer with the New Hall Voluntary Service (NHVS) or support our sister community in Rwanda, with opportunities for voluntary work overseas. Funding is provided for courses (eg the CCRS, A Level RS, organ lessons, an MA in Theology/ministry/Catholic leadership).

Staff may join groups for faith development, training in ministries and liturgical music. There are daily opportunities for collective worship: Adoration, morning and evening prayer and Mass. The Careers & Vocations Department and Chaplaincy support staff in discernment of their vocation.

Events



From equestrian displays, inspiring art exhibitions and music concerts, to thrilling sporting fixtures, dance performances, and theatrical productions, there is always something for staff to enjoy. Our exceptional facilities provide the perfect setting for these occasions, fostering a strong sense of community spirit and pride.

Staff are warmly encouraged to attend and take part in the many events throughout the year - whether supporting students, collaborating in creative projects, or simply enjoying the lively atmosphere that makes New Hall School such a special place to work.

Location

Enjoy the best of both worlds: countryside and city. New Hall has a London commuter station (Beaulieu Park) at its front gate, and benefits from the vibrant and growing facilities of the Cathedral city of Chelmsford. Facilities abound in the city centre and nearby: sports centre and ice rink; farmers markets; shopping centres and retail parks; museum; bars and restaurants; park with weekly Park Run; activity/recreational facilities for parties and socials; centres for equestrian, canoeing and paddleboarding. Within a 25 minutes drive is a dry ski centre. A short drive takes you to the extensive Essex coast and Mersea Island.



Application Process

Department Contacts and Social Media

For further details regarding the Learning Development Department at New Hall School, or an opportunity to discuss the role, please contact Paul Tiffen, Vice Principal, p.tiffen@newhallschool.co.uk, or telephone: 01245 467 588.

The process is as follows:

1. Applications should be made electronically via the School's website (<https://www.newhallschool.co.uk/about/job-opportunities/>).
2. Applications will be considered on a rolling basis until midday, Wednesday 28 January 2026.
3. Interviews will take place the week commencing Monday 2 February 2026.

The successful candidate may take up the role from April 2026, depending on notice and completion of pre-employment checks.

About New Hall School

New Hall School is a thriving co-educational boarding and day school for 1,400 students aged 1-19. Founded in 1642, it is one of the oldest Catholic schools and the largest Catholic boarding & day school in the UK. The School's ethos continues to be inspired by its founding Religious Community, the Canonesses of the Holy Sepulchre.

"True community is where people listen to each other; where the marginalised and excluded are included".
(Canonesses of the Holy Sepulchre, 2023)

The charism of our founding Religious Community is service and hospitality; this is lived out in the actions of the volunteers that take part in this thriving and popular programme. Founded in 1978, the New Hall Voluntary Service (NHVS) has been providing help and support to vulnerable members of our local community for over 45 years. Volunteering for NHVS promotes an enduring community spirit, nurtures responsible citizenship and encourages student-led charitable endeavour throughout the local area.

New Hall is a warm, welcoming, and supportive community, with a staff of around 300. Staff enjoy an exceptional working environment. The main campus occupies the stunning Grade I listed former Tudor palace of Beaulieu, and is surrounded by 75 acres of beautiful parkland and heritage gardens. The School's conference and events venue is at the Grade I listed Boreham House, with 35 acres of grounds, one mile away. The School also owns New Hall Park Farm, a 70-acre site with an equestrian centre, 3-miles from New Hall.

Beaulieu Park railway station is at the entrance to New Hall's Avenue: 30 minutes to Stratford and 38 minutes to London Liverpool Street. The Elizabeth Line at Shenfield (13 minutes by train) terminates at Heathrow airport. There are nearby airports: London Stansted, London Southend and London City.

Chelmsford is a dynamic and welcoming city, with a population of around 190,000. Recognised as the *Sunday Times*' 'Best Place to Live in the East' in 2025 and 2018, and listed among the top ten best places in the East of England in 2019, it offers an exceptional quality of life. The city's rich history, vibrant cultural scene, and strong sense of community make it an attractive place to live and work.

An extraordinary school with a distinctive character and close-knit community, New Hall is popular with local, national and international families. The School is oversubscribed at key entry points. An early adopter of the diamond model, it offers a vibrant education for girls and boys, with single-sex teaching in the Senior Divisions for Years 7 to 11, and co-education in the early years, Preparatory Divisions and Sixth Form.

New Hall prides itself on the quality of teaching and learning. Seeking the highest possible levels of academic attainment is a priority. The School is equally proud to offer a rounded education, focused on developing the whole child. There is a strong emphasis on co-curricular enrichment - as recognised in its recent ISI Inspection reports. The School excels in sport, having recently been awarded Outstanding Sport in a Large School by the Independent Schools Association (ISA). Alongside traditional sports, it is home to the largest independent school ski team, benefits from a professional cricket coach, and is proud to include elite national golfers within its student body. With a well-established on-site farm, woodland school, and equestrian centre, the School makes the most of its unrivalled space to embed the many benefits of outdoor education into the curriculum for all age groups.

The School has made extensive capital investments across its estate over the past 20 years. Recent developments include: a purpose-built Nursery, a Sixth Form International Business & Languages Centre, a canopied outdoor performance space, a Chaplaincy suite, outdoor basketball courts, and a second Cookery room.

In 2012, the School established the New Hall Multi Academy Trust (NHMAT) and became sponsor of nearby Messing Primary School – an Ofsted-rated ‘Good’ school. It is now looking ahead to new ventures and exciting opportunities to further grow its partnership work.



Inspection outcomes and accolades for New Hall School and its staff:

2025	Diocese of Brentwood	Catholic Schools Inspectorate	Outstanding
2025	Independent School Association Awards (ISA)	ISA Senior School of the Year Awards	Finalist
2025	Muddy's Best Schools Awards	Championing Sustainability	Highly Commended
2025	Muddy's Best Schools Awards	Passionate About Sport (Prep)	Highly Commended
2024	Independent School Association Awards (ISA)	Outstanding Engagement in the Community	Finalist
2024	Independent Schools of the Year Awards	International student experience	Finalist
2024	Muddy Stilettos	Best Schools Awards for Best Experiential Learning (Modern Languages learning through Cookery)	Winner
2024	Independent Schools Inspectorate (ISI)	School Inspection	All standards met and NHVS a 'Significant Strength'
2024	The Boarding Schools' Association (BSA)	Best Community Work	Finalist
2024	England Netball	Netball Teacher of the Year Award	Finalist
2023	Independent School Association Awards (ISA)	Outstanding Sport in a large school	Highly Commended
2019	Brentwood Diocese	Citizenship Award	Awarded
2023	Starz UK	Most Outstanding Dance School	Winner
2023	Trinity	Champion Centre	
2023	Independent Schools of the Year Awards	Independent Prep School of the Year	Finalist
2022	The School Games Mark	School Games Mark Award	Platinum
2022	Independent Schools of the Year Awards	Innovation Award for an Outstanding new initiative	Finalist
2020	Lawn Tennis Association	Education Venue of the Year award for Essex	Finalist
2019	Independent Schools Inspectorate (ISI)	Regulatory Compliance Inspection	All standards met
2019	Ofsted	EYFS Inspection	All standards met
2019	Independent Schools Inspectorate (ISI)	Material Change Inspection (increase of student roll to 1,500 and inclusion of age range 1-3 years)	All standards met
2019	National Westminster Bank	Project Respond competition – National Award	Winner
2019	Investing in Volunteers Award		Awarded

2019	Brentwood Diocese	Citizenship Award	Awarded
2018	Essex Digital Awards	School, Education or Charity Website	Finalist
2018	Essex Digital Awards	Overall Website of the Year	Silver
2018	Diocese of Brentwood	Denominational Inspection	Outstanding
2017	Volunteer Essex	Voluntary Community Service Award in the 'Who Will Care? Awards 2017	Commendation
2017	Nationwide	Award for Voluntary Endeavour	Winner
2016	TES Independent School Awards	Independent School of the Year	Winner
2016	TES Independent School Awards	Governing Body of the Year	Finalist
2016	TES Independent School Awards	Senior Leadership Team of the Year	Finalist
2016	TES Independent School Awards	Financial/Commercial Initiative of the Year	Winner
2016	Independent Schools Inspectorate (ISI)	Educational Quality Inspection	Excellent (highest category)
2016	Independent Schools Inspectorate (ISI)	Focused Compliance Inspection for schools with residential provision	All standards met
2015	TES School Awards	Headteacher of the Year	Finalist
2015	Institute of Groundsmen	Groundsman of the Year	Finalist
2014	Essex Digital Awards	School, Education or Charity Website	Gold
2014	Independent Schools Inspectorate (ISI)	Boarding inspection	Outstanding
2013	Essex Business Awards	Best Growing Business - Large Company	Winner
2013	Essex Business Awards	Excellence in Marketing - Large Company	Winner
2013	Essex Business Awards	Essex Business of the Year	Winner
2013	Essex Business Awards	Community Award - Business Sector	Winner
2013	Pearson Teaching Awards	Pearson Teaching Awards (History)	Longlisted
2013	Pearson Teaching Awards	Pearson Teaching Awards (Physics)	Winner - Teacher of the Year
2013	Pearson Teaching Awards	Pearson Teaching Awards (Biology)	Longlisted
2011	TES Independent School Awards	Outstanding Strategic Initiative	Winner
2005	Institute of Directors' Awards	Institute of Directors' East of England Businesswoman of the Year Award	Winner
2000	Chelmsford Borough Council	The Millennium Award for Helping Young People to Fulfil their Potential	Finalist
1996	Whitbread & Make a Difference Volunteering Awards	Outstanding service to the community	Winner



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