



HARROW  
SCHOOL

Appointment of  
**TEACHER OF LEARNING SKILLS (SEND)**

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January 2026  
(or April 2026 for the right candidate)





# APPOINTMENT OF TEACHER OF LEARNING SKILLS (SEND)

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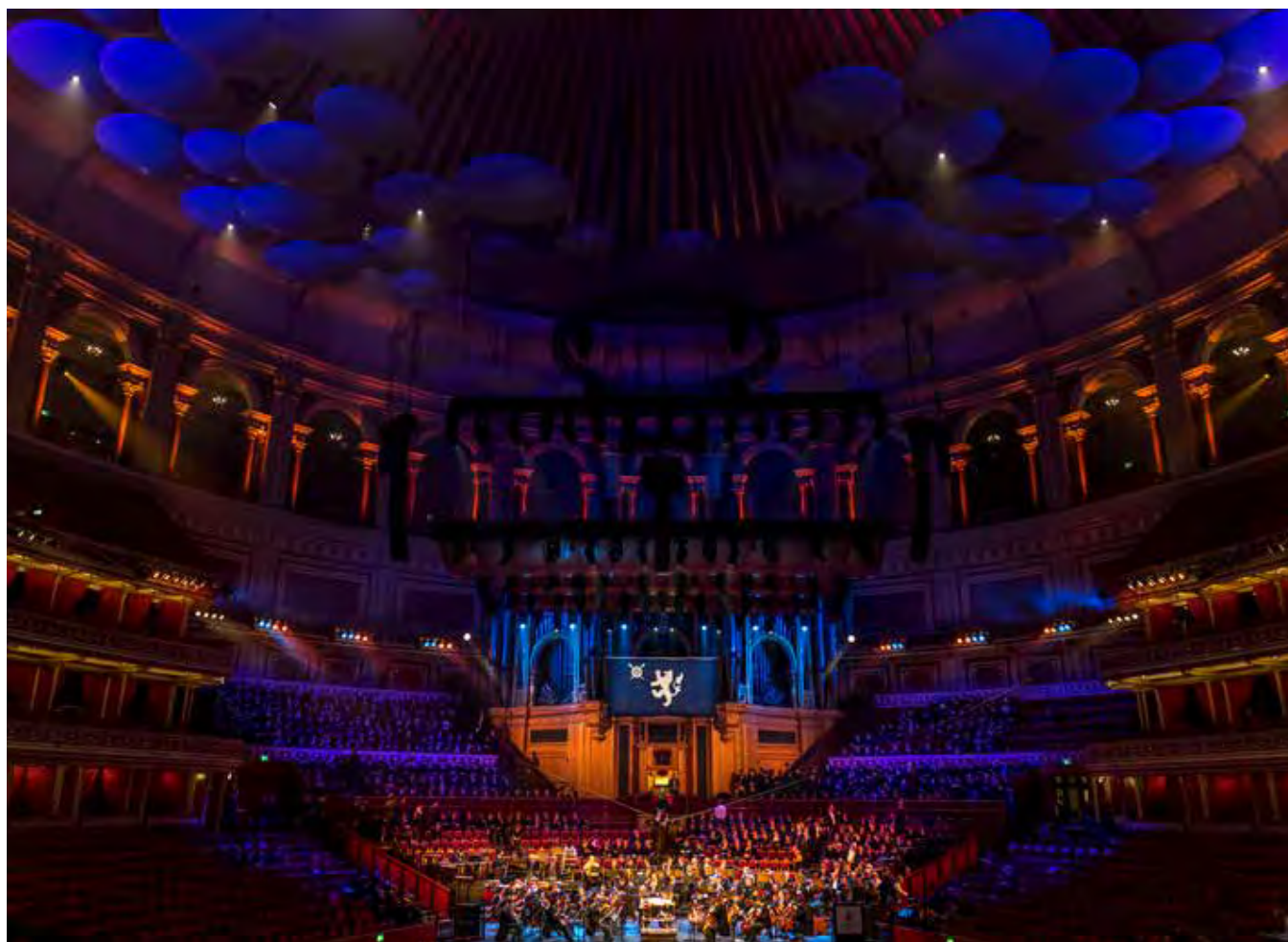
The School seeks to appoint a teacher of Learning Skills (SEND) for January 2026, or April 2026 for the right candidate. The post is for 30 hours each week (term-time only).

Please note that this is not an accommodated role.

## BACKGROUND

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Harrow School is one of the world's most famous schools. Founded in 1572 by a local yeoman farmer, John Lyon, under a Royal Charter granted by Queen Elizabeth I, it is located on a 324-acre estate encompassing much of Harrow on the Hill in north-west London. Around 830 boys aged 13 to 18, from all over Britain and across the world, live in the School's 12 boarding houses. There are about 120 academic staff and over 500 support staff.



The academic curriculum for the first year (Year 9), which we call the Shell, is a foundation course in which boys study a range of subjects, including a choice of two languages. In the second and third years, Remove (Year 10) and Fifth Form (Year 11), boys study ten subjects to (I)GCSE. All boys are

expected to take at least four subjects in the Lower Sixth, plus an Elective in the Autumn and Spring terms. In the Upper Sixth, they carry on with three or four subjects to A level. Lessons are taught in the mornings Monday to Saturday, and in the afternoons of Monday, Wednesday and Friday.

Our Super-Curriculum encapsulates all those activities that foster academic endeavour beyond the measurable outcomes of examination results. It includes (but is not limited to) wide and habitual reading, extended project work, debate, public speaking, research, competitions, lectures, study trips and our Electives programme – off-piste courses that capitalise on our teachers' academic passions and are taught at Sixth Form through university-style seminars.

We have 12 boarding houses, each of which has a unique character and its own gardens and facilities. Each house accommodates on average 67 boys. Pastoral care is delivered by the House Master, Assistant House Master and Matron (all resident), as well as the year-group tutors and Health Education Tutors. Our Chaplaincy, full-time Psychologist and Pastoral Support Committee provide further layers of support.

Boys and teaching staff gather in Speech Room once a week. This is an important time for reflection, keeping abreast of news and events, and celebrating achievements. Harrow has a Christian foundation and ethos, meaning that Chapel also plays a significant part in our daily life. We have three Christian Chaplains (two Anglican and one Roman Catholic), as well as a Muslim and Jewish Chaplain, and most boys attend services twice each week. Boys of all faiths are welcome at services, where together we worship and contemplate important issues.

Harrow has a breadth of sporting opportunities to suit each boy's interests and ability. An extensive games programme includes approximately 30 sports. We hold afternoon games four times a week, as well as sporting fixtures against other schools and regular inter-house competitions. Our elite sportsmen have an impressive record and some go on to enjoy professional sporting careers. Our provision for the lower teams includes expert coaching.

A number of parents send their sons to Harrow because of our strong Music department. We aim to raise the best musicians to a very high level of skill, while involving every boy in enjoyable musical







activity. Over half of our pupils learn an instrument and most of these are involved in ensemble work too, putting on more than 80 performances each year.

Harrow has a national reputation for drama. As well as teaching boys at every level in the School, the Drama and Theatre department stages a diverse season of School, house and boy-led productions each year in the state-of-the-art Ryan Theatre.

The Art Schools and Churchill Schools provide a rich education in Art and in Design & Technology. We offer specific tuition in painting, sculpture, photography and art history.

All boys are encouraged to join our many clubs and societies. Some are organised by academic departments or are related to games and sports; others are less easy to classify, such as the Debating Society, the Law Society and the Conservation group. Our close proximity to London means that we regularly attract excellent speakers. *The Harrovian* is the School magazine; edited by boys, it began life well over a century ago and appears every week during term time. Boys also help to run the School Farm. The Harrow Rifle Corps is one of the largest combined cadet forces in a school in the country and it has a proud record of preparing boys for scholarships in the armed services. We offer The Duke of Edinburgh's Award programme at all levels, with around 170 boys taking part annually.

Shaftesbury Enterprise encompasses all Harrow's philanthropic, charitable, outreach and partnership work, with the service work of the boys making up an important part. Through this initiative, all boys engage purposefully and genuinely with the local community. Harrovians give a great deal through Shaftesbury Enterprise, but they also receive plenty in return. It is not uncommon for boys to feel that their commitment to Shaftesbury Enterprise is one of the most valuable that they make at School.

Culturally, Harrow's way of life is steeped in tradition. From playing Harrow football and carving new boys' names on boards in the boarding houses, to singing Harrow Songs, wearing the straw hat and using our distinctive terminology, these customs have developed over centuries. They continue to pervade our community on the Hill and to bind us together in support and fellowship.

Harrow School is part of a much larger family, which is made up of John Lyon's Foundation, the Harrow International Schools, and the Harrow Club (a centre for sport and education for young people in Notting Dale that the Foundation helped to establish). John Lyon's Foundation is made up of a Charter Corporation comprising Harrow School, John Lyon School (a nearby co-educational school) and John Lyon's Charity (a grant-giving charity that gives over £10 million a year to schools and other organisations in the boroughs of north-west London).



## VALUES AND PURPOSE

Harrow seeks to appoint staff who live and work in accordance with our stated Values. These are **Courage, Honour, Humility** and **Fellowship**.

All members of staff at the School work to a single, uniting purpose: **to prepare boys with diverse backgrounds and abilities for a life of learning, leadership, service and personal fulfilment.**

Our statement of purpose has Harrow's boys at its heart and is borne out through our various areas of activity – teaching that helps boys achieve their best academically, pastoral care that matures them both emotionally and spiritually, and an co-curricular programme that develops their characters and interests.





# THE TEACHING STAFF

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We have a very friendly and increasingly diverse teaching staff, and a growing proportion are women. Some joined Harrow straight from university, others after taking a PGCE. Some have taught in an independent school before, others have not. What all of our teachers have in common is an enthusiasm for their subject and a willingness to be involved in the life of a boys' full-boarding school.

As the School has a duty to supervise pupils around the clock during term time, our teachers' responsibilities include caring for the boys at irregular times outside normal teaching hours.

Harrow on the Hill is only 30 minutes from central London on the London Underground Metropolitan line but it has a rural feel; the streets resemble a village, and it is surrounded by woods and playing fields. It is a good place to bring up a young family – there are many children on the Hill and some excellent local schools.





# THE DEPARTMENT

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The Learning Skills department is an integral department at Harrow, supporting all of the academic and pastoral departments within the School. It currently consists of three masters, one learning support assistant and one administrator.

Provision for boys with SEND is led by the Head of Learning Skills (who is also the SENDCo), who manages a small team of specialist Masters within the Learning Skills department. The team works in close partnership with House Masters, division Masters, the rest of the School community and parents to ensure that boys' needs are holistically understood and met during their time at Harrow. The voice of the boys is considered integral to the provision. Colleagues within the department liaise regularly with numerous professionals, both inside and outside of the school team in order to provide boys with highly individualised, and specialist, support.

Boys who have SEND at Harrow School are included on a register, which is available to Masters through our internal computer system. This register is formally reviewed each term and is regularly updated in line with boys' needs or diagnoses. Masters are expected to familiarise themselves with the information about boys they teach to inform teaching and learning in the form room. Regular communication about the needs of boys who have SEND occurs through various forums at the School and through the departmental SEND liaisons in the School.

The Learning Skills department supports boys, on a 1:1 and small group basis, with study skills, revision, organisation, as well as other academic and pastoral difficulties as they arise. In addition, the department prepares boys files in readiness for applications for access arrangements at GCSE and A Level, as well as for ACT/SATs, BMAT, LNAT etc. The candidate will ideally be a specialist assessor and will have a detailed knowledge of the JCQ regulations.

The atmosphere in the department is enthusiastic, happy and supportive. Resources and ideas are generously shared between colleagues and the team are flexible with the support they offer to both boys and other members of staff.



# THE JOB

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The successful applicant will:

- plan and create bespoke lessons to boys who have additional learning requirements across the school;
- routinely meet with parents, House Masters, Masters and other members of the School community, as well as external professionals, with regards to boys' needs;
- casework for individual boys or groups of boys, as required;
- ▮ understand the JCQ regulations and undertake annual update training;
- ▮ contribute to Access Arrangement Board meetings, either through preparation of paperwork or by forming part of the panel;
- ▮ support the Head of Learning Skills in maintaining the boys' SEND files to ensure compliancy with the JCQ regulations;
- ▮ update boys' diagnoses, strategies, and strengths on the SEND register;
- ▮ carry out observations of boys in the form room, where required;
- ▮ routinely support academic departments via the School's Learning Skills reps;
- ▮ contribute to training for other colleagues in the Beaks' Room;
- ▮ make an enthusiastic contribution to the work of the department;
- ▮ contribute to the creation of study skills resources for the Fifth Form and Upper Sixth in the run up to public examinations;
- ▮ commit to professional development in the area of SEND;
- support the Head of Learning Skills in screening new applicants to the School for access arrangements in line with JCQ regulations;
- where qualified, carry out specialist assessments for access arrangements;
- prepare documentation for applications for US Universities for the ACT/SAT, and
- carry out any other tasks that are required by the Head of Learning Skills/SENDCo.

Support and training to achieve Qualified Teacher Status can be offered if required. We occasionally appoint teachers with outstanding qualities and a good degree who do not have a formal teaching qualification.





# PERSON SPECIFICATION

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All members of staff are expected to conduct themselves in line with the School's values: **Courage, Honour, Humility** and **Fellowship**.

The successful applicant for this role will demonstrate the following:

## Professional Qualifications and Attributes

- Strong knowledge of the JCQ;
- Enthusiasm for the subject;
- High expectations of pupils;
- Strong inter-personal and communication skills;
- A creative mind;
- Impressive academic qualifications, including a good degree;
- Resonance with Harrow School's ethos; and
- An understanding of the full-boarding environment.

## Personal Attributes

- Stamina and resilience;
- Tact and discretion;
- Integrity.







## HOW TO APPLY

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Please visit the School's website at [www.harrowschool.org.uk/contact/work-at-harrow](http://www.harrowschool.org.uk/contact/work-at-harrow) or click on the 'Apply to School website' button for more detailed information about the role and to complete our online form, which should be submitted by 8am, Wednesday 8 October 2025. Informal enquiries about the role would be welcome: please contact the Head of Learning Skills, Gemma Cole ([GLC@harrowschool.org.uk](mailto:GLC@harrowschool.org.uk)).

### INTERVIEW PROCEDURE

In addition to teaching a lesson, you will be interviewed by the Head Master, the Deputy Head Master and the Director of Studies. You will also meet more informally with the Head of Learning Skills and with other members of the Learning Skills Department and the Senior Management Team. The selection process and interview questions will relate to the details given in this job description, in particular 'The School', 'The Department', 'The Job' and 'Person Specification'. You will be asked to explain any discrepancies or anomalies in the information you have provided either on the application form or in your covering letter, as well as any issues arising from references, which we will take up in advance of your interview.

### SAMPLE LESSON

When we observe your teaching, we will be looking, in particular, for the first five attributes outlined in 'Person Specification'. Do not try to cover too much in a sample lesson, and do not lecture excessively. Ask the pupils to do something other than just listen, for example to make notes or to do an exercise or activity.

### IN-TRAY TASK

In addition to the observed lesson, there will be a short in-tray task.



# SAFEGUARDING AND CHILD PROTECTION

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Harrow School is committed to safeguarding, protecting and promoting the welfare of children and you must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). At interview, we will ask questions about child protection procedures and your suitability to work with children. All teachers at Harrow must comply with our Child Protection Policy Statement, which can be found on our website [www.harrowschool.org.uk](http://www.harrowschool.org.uk).

The position is subject to an enhanced DBS check.

In addition, the position will be offered subject to the receipt of satisfactory references, proof of qualifications and proof of right to work in the UK.

Copies of the School's *Recruitment, Selection and Disclosure Policy*, and *Privacy Notice for Job Applicants* are available on the School's website, alongside the candidate pack.

Equality, diversity and inclusion are values that are important to us at Harrow. We believe in diversity of thought and actively welcome anyone regardless of their background to bring their valuable and relevant skills to our community.

