



Queen's College, London

Established 1848

## SENCO

### The Role

**Reporting to:** Designated member of the Senior Leadership Team (SLT)

The Neurodiversity and Adaptive Learning Department at Queen's College provides support for pupils with a range of Specific Learning Difficulties, ranging from dyslexia, dyscalculia, ADHD to support with Executive Functioning Skills. Pupils at the College achieve strong academic results with the Neurodiversity and Adaptive Learning Department playing a key role in this success.

This is a role for a highly organised, knowledgeable and compassionate professional who is committed to championing neurodiversity and inclusive practice. Building on the outcomes of a recent departmental review, the successful candidate will shape a coherent, efficient and pupil-centred Neurodiversity and Adaptive Learning department, working closely with senior leaders, teaching staff, parents and external specialists to ensure that every pupil is supported to thrive both academically and pastorally.

### Key Responsibilities

#### Strategic Development

- Contribute to school-wide policy and strategic planning and development, as required by the SLT
- To build upon the outcomes of a recent Department Review to help build an efficient and process led department that meets the needs of pupils, staff and broader strategic needs of the College
- Prepare an annual departmental development plan which is informed by previous departmental outcomes and future aims
- To report termly to the Educational and Pastoral Committee of the College Council
- Prepare an annual report on public examination results and value added to SEN pupils
- Monitor the progress of department development plan and respond accordingly
- Ensure that school-wide policies and strategies are embedded in department development plans and schemes of work

- Ensure that teachers are equipped to respond to the range of neurodiverse needs within the College

### **Leadership and Management**

- Line manage, support and develop departmental staff, so that effective intervention takes place to support the needs of the pupils, with direct reporting to parents
- Work closely with the department administrator to ensure that billing and accounting takes place effectively, with accurate communication with peripatetic teachers
- Work closely with the Deputy SENCO in coordinating the needs of the department
- Oversee and support the continuing professional development (CPD) of departmental staff and the teaching staff
- Organise and direct departmental teaching and coordinate and monitor the work of departmental staff
- Work alongside the Deputy Head Pastoral and the School Counsellor to ensure appropriate triaging of neurodiverse pupils so that mental health and neurodiverse needs are adequately met and delineated
- Encourage the sharing of good practice within the department and beyond
- Ensure timely, transparent and well audited processes that allow for Access Arrangements to be prepared for both internal and external exams
- To ensure all Access Arrangements are evident for JCQ inspection during the public exam season
- Chair and minute departmental meetings
- Assist in coordinating cover work in the event of departmental staff absence, and supporting the broader cover needs of the department, where capacity exists
- Assist in the appointment of new departmental staff
- Interpreting specialist assessment reports and using this information to plan bespoke interventions for dyslexic students and other pupils with SpLD
- Review, and monitor Individual Learning Plans, through the use of ProvisionMap
- Communicate regularly with parents in a professional and timely way
- Keep up to date with recent research and legislation in SEND
- Ensure the pastoral care, safety and wellbeing of all students
- Monitor the outcomes of interventions and supporting the Exams Officer and Deputy Head Academic with data relevant to ISI preparation

### **Teaching and Learning**

- Promote excellence in teaching and learning to ensure all neurodiverse pupils achieve their potential
- Design and lead staff training sessions for teaching staff and oversee the curation of online resources for staff
- Monitor the quality of teaching and learning that supports neurodiverse needs within the College
- Keep up to date with subject developments to ensure that effective new practice is adopted within the department, especially in light of the national discussions around SEN

- Ensure that appropriate provision is made for pupils who require adjustments e.g. SEN, EAL, more able, including subject clinics for those who require additional support

### **Curriculum Development**

- Develop an appropriate and engaging SEN curriculum with schemes of work which incorporate the requirements of interventions for neurodiverse pupils
- Coordinate provision and monitoring of EAL across the College

### **Admissions & Marketing**

- Arrange representation of the department at internal and external events e.g. Heads of Department meetings, open days, information evenings etc.
- Promote and support partnership and community engagement events related to the department
- Assume responsibility for helping with the recruitment of prospective pupils, as and when required

### **Resources**

- Monitor and manage the departmental budget and purchasing to ensure the efficient use of funds and achieving value for money
- Identify future departmental resourcing requirements to inform the annual budget planning process
- Maintain an up-to-date departmental handbook
- Ensure that the department is well resourced to support effective teaching and learning

### **Other Duties**

- Ensure that all relevant policies and procedures are followed within the department
- Undertake additional duties that are commensurate with the role, as reasonably required

### **All staff are expected to:**

- Be aware of and committed to the ethos and values of Queen's
- Take an active role in the development and implementation of school policies and in the whole life of the school
- Ensure that there are equal opportunities for all
- Adhere to school policies and procedures
- Be fully committed to safeguarding and promoting the welfare of children

## Person Specification

The successful candidate is highly likely to have the following skills and experience:

### Essential

- A good honours degree or equivalent
- Qualified to work and teach in the UK
- The ability to teach across the 11-18 age range and provide learning support sessions to both GCSE and A level students
- Evidence of further relevant professional development
- Be able to assess pupils who have long or short-term learning difficulties and work with colleagues to identify the most appropriate support for individual pupils
- Personal warmth and excellent communication skills to gain the confidence of pupils, staff and parents
- Be passionate and knowledgeable about the learning process for different individuals and have a good understanding of recent developments
- Excellent written and verbal communication skills
- Strong IT skills (Microsoft Office including Outlook and Excel, databases).
- Highly organised, punctual, proactive, and efficient multitasker, with the ability to prioritise
- Warm, calm, professional manner and commitment to high standards of customer service
- Ability to handle sensitive and confidential information with discretion

### Desirable

- Level 5 or 7 Diploma in SPLD or equivalent
- An Access Arrangements Assessor qualification at Level 7 or equivalent
- Knowledge of school management systems
- First Aid qualification or willingness to train
- Familiarity with GDPR and safeguarding procedures

## Terms and Conditions

- Permanent position
- Full-time, term time only
- Start date: April 2026
- The salary for this role will be competitive, dependent on qualifications, skills and experience
- Normal working hours: 0830 to 1605, Monday to Friday
- Free lunch in the Dining Hall during term time
- Healthcare insurance (taxable benefit)
- Defined Contribution pension scheme (up to 22% employer contribution)
- Wellness Allowance
- Cycle to Work Scheme
- Employee Assistance Programme

*Queen's College, London is committed to safeguarding and promoting the welfare of children; applicants must be willing to undergo the requisite pre-employment procedures, including checks with past employers and the Disclosure and Barring Service.*

*During the shortlisting process, Queen's College, London will consider carrying out an online search on shortlisted candidates as part of its due diligence.*

*This post is 'exempt' from the Rehabilitation of Offenders Act 1974; all shortlisted applicants will be required to declare:*

- *All unspent conditional cautions or convictions under the Rehabilitation of Offenders Act 1974*
- *All spent adult cautions (simple or conditional) or spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020*

*The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Further guidance on disclosure can be found [HERE](#).*

*Queen's College, London recognises the positive value of diversity, promotes equality and challenges discrimination. We welcome applications from people of all backgrounds.*