



Queen's College Preparatory School

Established 2002

SENCO (part-time)

The Role

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

Queen's is seeking a skilled and compassionate SENCo to join their team.

This is an exciting opportunity for an experienced practitioner who is passionate about inclusive education and ensuring that every child, regardless of need, thrives academically and emotionally. The successful candidate will lead the school's SEND strategy, working collaboratively with staff, families, and external professionals to deliver exceptional provision and outcomes for pupils with additional needs.

The postholder will ensure that all pupils are supported to achieve their full potential within a nurturing, inclusive, and aspirational school environment, in line with the school's ethos and statutory requirements.

Key Responsibilities

- Lead and manage the school's SEND provision, ensuring the highest standards of support and intervention.
- Oversee the identification, assessment, and monitoring of pupils with SEND in line with statutory requirements.
- Support all teaching staff in developing and adhering to inclusive classroom practice and differentiated learning strategies.
- Coordinate EHCP processes, annual reviews, and multi-agency meetings.
- Build strong partnerships with parents, carers, and external agencies to promote holistic support.
- Deliver staff training and guidance around SEND best practice and inclusive pedagogy.
- Maintain accurate, confidential records and contribute to whole-school self-evaluation and improvement planning.

Strategic Development

- Contribute to school-wide policy and strategic planning and development, as required by the SLT
- Prepare and monitor the Learning Enhancement Department priorities plan which is informed by previous departmental outcomes and future aims
- To report annually to the Educational and Pastoral Committee of the College Council
- 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 Prep
- Make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists

Leadership and Management

- Support and develop Teaching Assistants, so that effective intervention takes place to support the needs of the pupils, with direct reporting to parents
- Work closely with the Head of Learning Enhancement/Deputy SENDCo in coordinating the needs of the department
- Oversee and support the continuing professional development (CPD) of the teaching 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 Prep. 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 11+ Examinations
- Chair and minute weekly 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
- 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 Deputy Head Academic with termly Pupil Progress Meetings
- Work closely with the SENDCO at QCL and external senior schools to support Form VI transition

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
- Monitor the quality of teaching and learning that supports neurodiverse needs within the Prep alongside the Deputy Head Academic
- 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 SEND
- Ensure that appropriate provision is made for pupils who require adjustments e.g. SEN, EAL, more able, for those who require additional support

Curriculum Development

- Support staff with appropriate and engaging SEND resources / ideas to support the wider curriculum
- Coordinate provision and monitoring of EAL across the Prep, alongside the Head of Languages

Admissions & Marketing

- Arrange representation of the department at internal and external events e.g. open days, information evenings, parent evenings etc
- Promote and support partnership and community engagement events related to the department, where appropriate
- 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
- 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
- Support teachers and TAs to develop schemes of work and learning programmes for pupils with SEN

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
- A recognised SENCO qualification
- The ability to teach across the school (3 to 11 age range) and provide learning support sessions
- 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
- Knowledge of school management systems
- First Aid qualification or willingness to train
- Familiarity with GDPR and safeguarding procedures
- Experience in a preparatory or independent school setting
- Experience of working with external agencies and specialists
- Leadership or management experience within SEND or pastoral provision

Terms and Conditions

- Permanent position
- Part-time, 0.6-0.8FTE negotiable, term time only
- Start date: April 2026 (preferably) or September 2026
- The salary for this role will be competitive, dependent on qualifications, skills and experience
- Normal working hours: 0800 to 1600, Monday to Friday (Wednesdays until 1715)
- 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.