



King Edward's

WITLEY

Appointment of a
SENDCO



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Executive summary

This is an exciting opportunity for an experienced and outstanding SENDCO to develop, enhance and lead the School's caring, kind and thorough provision. The successful candidate will coordinate and manage all aspects of learning support within our overarching ethos of inclusion to play a leading role in the holistic understanding and support of our diverse pupil body, specifically in the following ways:

While the SENDCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

In their leadership of the department, the successful candidate will

- possess the rigour and vigour to lead continual development, improvement, learning and renewal
- ensure that pupils' learning is at the heart of their departmental leadership, and
- support pupils and colleagues to achieve their fullest potential, providing effective management, leadership and development to ensure a positive and forward-thinking workplace.

All full-time teachers have responsibility for academic tutoring of around 16 pupils. Part of the tutoring responsibility involves a duty evening in one of the Houses. All full-time staff also play a part in the co-curricular and pastoral life of the School according to their skills and aptitude: at King Edward's a very wide range of sports, arts, community and other activities is offered, in the afternoons and on Saturday mornings. Although there are no lessons on Saturday mornings, the weekend programme is a busy one and all teaching staff should expect to participate in one way or another.



King Edward's – yesterday, today, tomorrow

As one of the longest-standing co-educational schools in the country and one of only two remaining Royal Hospitals from Tudor times, King Edward's Witley has a rich history of providing an education which is holistic, inclusive and progressive.

YESTERDAY

Nicholas Ridley, Bishop of London, convinced the boy King Edward VI to grant his palace at Bridewell on the banks of the Thames to the Lord Mayor of London, so creating the parent foundation – Bridewell Royal Hospital – as a place for the training and education of poor children in 1553. In 1860, the new charity scheme for Bridewell Royal Hospital was created and the House of Occupations was renamed King Edward's School admitting boys and girls from aged 10.

The pupils from King Edward's Boys' School moved to its current site in Witley in 1867 and the School now occupies around 100 acres of stunning Surrey countryside. The School became co-educational again in 1952 and 2017 marked the 150th anniversary of the Witley school on its current site.

TODAY AND TOMORROW

We are steadfastly proud of our heritage and longstanding engagement with the City of London through Bridewell. King Edward's Witley, Barrow Hills School and Longacre School are the operational arms of Bridewell Royal Hospital, a charitable foundation from which the schools inherit

a culture with diversity, generosity, opportunity and social responsibility at its heart, combining a global outlook with a sense of local belonging. More concretely, a significant endowment from Bridewell allows us to provide boarding places to pupils with a clear boarding need – our Foundationers.

King Edward's holds true to its Founders' mission to offer a foundation for life to young people from a range of backgrounds. At King Edward's this means an exciting and challenging curriculum, a broad range of sporting, artistic, social and cultural opportunities and an environment which is specifically created to inculcate the values of independent learning, responsibility for others and the enjoyment of challenge.

Pupil experience is at the heart of what we do. The School has over 475 pupils, many of whom are day pupils from primary and Prep Schools. Boarding is a core pillar of the King Edward's community, with over 140 boarders accommodated in Houses including an Upper Sixth pre-university House.

All pupils, day and boarder belong to a House and are cared for by their Housemaster/ Housemistress and their team.



King Edward's – yesterday, today, tomorrow *continued*

Around 30% of pupils live abroad, in over 30 different countries and there is a growing cohort of local day pupils. The Sixth Form generally numbers more than 100 pupils, most of whom go on to study at Russell Group, Oxford and Cambridge (in small numbers), and leading European or US-based universities.

Tradition continues to be highly valued and close links with the City of London remain through the Court of Bridewell (Board of Governors). The Lord Mayor attends Admissions Day and the School's annual Foundation Day Service at St. Bride's Church. Pupils participate in a range of events and activities associated with the City of London, perpetuating the School's links with its historic roots.

The School has a long tradition of philanthropy and addressing disadvantage and vulnerability. King Edward's offers welfare

bursaries through Bridewell Royal Hospital, livery companies and other charities, for young people who are less advantaged and who have a particular need for a boarding education. Over 50 pupils are supported by Bridewell Royal Hospital and other charities with financial contributions equal to annual boarding fees to attend the School. King Edward's is proud of its ongoing work transforming the lives of disadvantaged young people through providing a safe, fulfilling and purposeful educational environment.

The Head is a member of HMC.

Further details of the School are to be found in the Independent Schools' Yearbook, or on our website www.kesw.org.





Academic life and life beyond the classroom

ACADEMIC LIFE

King Edward's offers a broad, balanced curriculum, where excellent teaching is provided in a supportive and stimulating environment, enabling pupils to equip themselves with the skills and characteristics needed to succeed in today's ever-changing and dynamically global society.

The School follows the National Curriculum but learning goes well beyond this, enabling pupils to think critically, study broadly but also in depth, and pursue interests in the creative and active sides of life, devoting attention to the wider community. Therefore, the School has two exam pathways at Sixth Form: A-Levels and BTECs to allow pupils to pursue different routes through the post-16 curriculum.

The School is building its academic profile and sees this as its highest priority. Whichever pathway they take, all pupils are encouraged to be independent thinkers, develop a love of learning and be open-minded and principled.

LIFE BEYOND THE CLASSROOM

The 100-acre site at King Edward's and excellent facilities ensure that the School can provide co-curricular and enrichment opportunities that are extensive and wide-ranging.

There is significant ongoing investment into the School's facilities, notably the Academic Hub and Reception area containing a Learning Resource Centre, and a fully refurbished day and boarding House for the Upper Sixth girls and boys.



Pastoral care and boarding

“Pupils of all ages demonstrate outstanding levels of respect for diversity and other cultures... [they] contribute enthusiastically to boarding and the community... [and] have a highly developed sense of moral understanding.” ISI 2022

King Edward’s has a uniquely diverse pupil body – culturally, socially and economically – and this forms a key part of its identity and ethos. Pupils benefit hugely from the outstanding care and support that the School provides which is inclusive and outward-looking.

Unique paired Houses share common rooms, kitchens, television and music rooms allowing girls and boys to mix naturally. This is particularly valued by parents and characterises the School’s belief in engendering equality in the community.

Housemasters/ Housemistresses lead each House, ensuring pupils are treated as individuals and encouraged to pursue their passions.

The School also offers weekly boarding and flexi boarding which is particularly popular with parents from London who wish their children to benefit from the countryside and a boarding environment but retain some flexibility.



Leadership, management and governance

The School's Governing Body is known as The Court of Bridewell, reflecting the historic foundation of the School as Bridewell Royal Hospital in 1553. The Chairman of Governors is known as the Treasurer. The Court comprises up to 30 members, all of whom are unpaid volunteers, and includes Aldermen and members of the Common Council of the City of London, and several Governors co-opted for their expertise in education, finance and other relevant areas.

The Strategic Management Team is responsible for overseeing the school's strategic direction and comprises:

- Mrs J Wright, Head (Chair of SMT)
- Mr D Corran, Deputy Head
- Mr M Harrison, Deputy Head Co-Curriculum
- Mr A Kirk-Burgess, Deputy Head Academic
- Dr A N Lennard, Director of Studies and ICT
- Mr D Rogers, Chief Finance and Operations Officer
- Mr Z Siva, Director of Safeguarding & DSL

The Senior Leadership Team, also chaired by the Head, oversees important operational matters and includes all members of SMT, plus:

- Mr J Andrade, Head of Lower School
- Mr T Campbell, Head of Middle School
- Mr J Downs, Head of Digital Innovation
- Mr N Emsley, Senior Housemaster
- Mr S Fitch, Head of Marketing, Admissions & Communications



The Inclusive Learning Department

The department comprises several staff members with a range of specialisms, including Mathematics support, EAL and expertise in specific learning needs such as ADHD, ASC, dyslexia and other non-specific learning disorders.

We also offer one-to-one support for pupils with learning needs including English as an Additional Language. The department has administrative support to organise a weekly timetable for one-to-one sessions and to supervise billing for paid tuition provided to both SEND and EAL pupils. Subject teachers across the curriculum may also be assigned learning support lessons. Some pupils from each year group across the School have timetabled access to the Inclusive Learning department and curriculum.

The department has flourished in recent years and we seek to build on its success in developing positive partnerships through outreach with our feeder schools, and between staff, pupils and their homes.



Role description

KEY TASKS AND RESPONSIBILITIES

The SENDCO has a vital role in the ongoing development of the School and provision of outstanding academic and pastoral care to our pupils. The SENDCO works closely with the Deputy Head Academic and Heads of Department to ensure that all pupils achieve their full potential, assessing pupils sitting entry tests into First and Third Forms (Years 7 and 9 respectively), running full diagnostic tests where necessary, and advising on the potential need for further investigation. As a logical extension of this, in due course, there is scope for the role to include some responsibilities for pupils at Barrow Hills School and Longacre School, our partner Schools within Bridewell Royal Hospital.

The SENDCO also supports the whole-school enrichment programme and oversees the provision of English as an Additional Language, which is taught by both the SEN and the English departments. This involves organising external examinations such as the First Certificate in English and IELTS, which many of our international pupils seek to take. The SENDCO administers a range of tests and other diagnostic tools to assess language levels of pupils on arrival in the School and ensures that there is full support for pupils with EAL needs. The SENDCO supervises the learning programmes of all pupils with an identified learning need and works closely with parents to ensure that pupils are fully supported through their schooling, particularly in the following way:

- determine the strategic development of special educational needs (SEN) policy and provision in the school

- be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- provide professional guidance to colleagues, working closely with staff and other agencies
- work closely with parents to reassure and inform about the School's provision and their child's development.

We expect our Heads of Department to lead, guide and support their teams, to contribute to our collaborative and collegiate Common Room, to share in developing the policies, strategies and systems that underpin our daily practice, as well as leading their department to ensure that our pupils achieve excellent results. They should understand and promote the School, its values, ethos, structures, systems.

We celebrate success and model a culture of aspiration, intellectual curiosity and appreciation for the different skills and knowledge that all contribute to the education of rounded, happy pupils who will leave King Edward's equipped to seize opportunities, relish challenge and build for themselves happy and fulfilling lives.

We are keen to nourish and develop our staff through focused professional development tailored to the needs of our individual teachers, allowing each one to flourish and enrich both subject knowledge and pedagogy. Our colleagues are involved in research projects, Masters' programmes and are offered regular opportunities to extend their academic and pastoral knowledge and skills through InSet.



Role description *continued*

WIDER STRATEGIC AND WHOLE SCHOOL RESPONSIBILITIES

- have a strategic overview of provision for pupils with SEN or a disability across the School, monitoring and reviewing the quality of provision
- work with the Head and governors to ensure the School meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP)
- contribute to school self-evaluation, particularly with respect to provision for pupils with SEN or a disability
- maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective
- prepare and review information the governing board is required to publish
- take responsibility for safeguarding and promoting the welfare of children
- ensure compliance with the School's missions, values, policies and the broader regulatory framework
- advise the Head on the recruitment and retention of staff and pupils
- oversee assessment, monitoring and reporting within the department, liaison with parents and other stakeholders
- be aware of, and report, any Health and Safety issues
- monitor and promote educational trends and emerging good practice; keep the department fully compliant in terms of policies and the regulatory framework
- hold regular departmental meetings and record minutes
- prepare and manage the annual departmental budget

SUBJECT AND DEPARTMENT

- co-ordinate provision that meets individual pupils' needs, and monitor its effectiveness
- secure relevant services for pupils
- ensure records are maintained and kept up to date
- review education, health and care plans (EHCP) with parents or carers and pupils
- lead and manage teaching assistants (TAs) working with pupils with SEN or a disability
- communicate regularly with parents/carers
- ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities
- act as the designated teacher for looked-after children (LAC), where a looked-after pupil has SEN or a disability
- lead and coordinate policy and provision for pupils with SEND
- administer and organise screening and diagnostic tests for new entrants to the School and pupils identified as having potential EAL needs or SEND
- administer and organise JCQ Access arrangements in liaison with the Exams Officer
- maintain records and evidence of each pupil, including the School's SEND register and iSAMS database
- meet prospective parents; advise them, Admissions and Head on the School's capacity to meet candidates' learning needs
- manage liaison with and assessments from external specialists
- communicate with parents to explain outcomes and recommendations
- review and update relevant KESW policies and advise SMT on SEND issues



Role description *continued*

- support pastoral and academic colleagues in delivering clear and consistent strategies for improvement
- support colleagues in the drafting of Individual Learning Plans for pupils
- liaise with Deputy Head and Deputy Head Academic to develop and implement enrichment strategies for the most able pupils, and to advise on the coordination of learning support for all pupils with their pastoral needs
- arrange group and individual lessons for SEND and EAL support
- articulate the defining qualities of Inclusive Learning, promote it and the department within and beyond the classroom
- contribute to the wider intellectual life of the community through co-curricular activities, clubs and societies, and encourage others to do so
- design and deliver programmes of study which promote success at all stages of the School
- ensure that the department has a clear ICT strategy that will enhance pupil progress
- monitor and review resources, work set and marked, and all electronic submissions to enable full use to be made of them and a seamless transition between learning media
- develop and deliver strategy, using available data where appropriate, to ensure all pupils progress optimally, achieve their full potential in public exams and in their knowledge and understanding

TEAM

- delegate appropriately and effectively; facilitate and promote professional development of self and others including CPD
- lead and manage staff fairly and with empathy, give appropriate constructive feedback in line with appraisal procedures; manage colleagues' underperformance sensitively but clearly
- ensure colleagues' lessons are observed and they are appraised according to School policy

UNDERSTANDING AND KNOWLEDGE

- of the concepts and skills in Inclusive Learning including SEND and EAL, health and safety requirements, ICT, literacy and numeracy
- of how to coach, mentor and develop individuals and teams
- of School structures, systems and procedures
- of examination board specifications and wider academic developments
- of how to set individual performance and development objectives
- chairing meetings and managing teams effectively
- deep subject knowledge inspired by engagement with and enthusiasm for the department to enhance academic and pastoral outcomes across the School



Person specification

ATTRIBUTES

- personal charisma: warmth, integrity, self-awareness, empathy and kindness; a highly visible, approachable leadership style and presence
- vision and determination; strategic thinking
- mental agility demonstrated through innovation and flexibility with good attention to detail
- stamina and grit
- sound judgement, ability to manage sensitive and complex situations with care and clarity
- good sense of humour and appreciation of others
- willingness to challenge, evaluate, monitor, refine and revise with a view to continuing improvement
- the capacity to inspire loyalty

SKILLS AND KNOWLEDGE

- a SENDCO qualification such as the National Award for SEN Coordination and SpLD Assessment Practising Certificate and/ or post-graduate qualification in individual assessment at or equivalent to Level 7, or a willingness to complete these within 3 years
- have QTS
- sound knowledge of the SEND Code of Practice
- confidence and ability to analyse and interpret CEM data
- ability to listen well and think clearly in difficult situations
- be a fine role model
- foster habits of excellence and a culture of thinking
- strong interpersonal skills, communicative abilities, numeracy, and emotional intelligence
- high levels of personal organisation and professional efficiency
- excellent time management: ability to prioritise yet keep in mind a granular level of detail

- good academic standing and evidence of continuing professional learning
- building strong relationships

EXPERIENCE

- experience of leading an Inclusive Learning or SEND department
- understanding of the demands and rewards of fast-paced life in a boarding school
- managing diverse teams in an effective, collegiate manner with regard paid to colleagues' welfare
- managing difficult conversations
- managing or leading change

KPIs

Among others:

- excellent academic outcomes (assessed against relevant benchmarking data)
- the curriculum, and delivery of it, is enriching, challenging and enabling
- pupils leave with a love of learning



Terms of appointment and how to apply

The role of SENDCO will attract a competitive salary in line with experience and benefits including substantially reduced school fees at King Edward's, Barrow Hills and Longacre Schools. There may be single or family accommodation available on or close to the school campus, where the post-holder may choose to live at substantially reduced rates.

Candidates should submit a fully completed Application Form and a covering letter which addresses the competencies outlined as key responsibilities and in the person specification. Candidates may submit a CV in addition.

King Edward's Witley, Barrow Hills and Longacre Schools are committed to safeguarding and promoting the welfare of children and young people and the Court expects all staff and volunteers to share this commitment. The successful candidate must be willing to undergo child protection screening appropriate to the post.

Please refer to our websites or ask HR for our child protection and rehabilitation of offenders' policy. We particularly welcome applications from under-represented groups.





Bridewell Royal Hospital

King Edward's Witley, Barrow Hills and Longacre Schools are partner schools of Bridewell Royal Hospital.