



ST EDMUND'S COLLEGE
& PREP SCHOOL

A CAREER AT ST EDMUND'S COLLEGE

Part-time SENCO / Head of Learning Support (approx. 0.6)

Required for September 2026



Closing Date for Applications: Midday, Friday 6th March 2026

Interviews to take place: As soon as possible after the closing date

Suitable candidates may be interviewed before the closing date and we reserve the right to withdraw the position if an early appointment is made.

St Edmund's College, Old Hall Green, Ware, Hertfordshire, SG11 1DS

Telephone: 01920824335 Email: hr@stedmundscollege.org

www.stedmundscollege.org

Education for the whole person: Intellectual, physical, emotional and spiritual



ST EDMUND'S COLLEGE & PREP SCHOOL

Dear Colleague,

Thank you for expressing an interest in teaching at St Edmund's College.

I hope that this brochure will give you a sense of what we are looking for, as well as a flavour of this wonderful school.

Half an hour from London, yet nestled in 450 acres of breathtakingly beautiful Hertfordshire countryside, St Edmund's is a lovely place to live and work. Founded in 1568, as a seminary, then a boys' school, it is the oldest continuously operating and oldest post-Reformation Catholic school in the country, yet we are a modern, forward-thinking, imaginative and lively school. We are proud of our academic standing, but grades are not our sole focus. At St Edmund's the spiritual, academic, pastoral and co-curricular are of equal value. These four elements combine to create an education that is second to none.

The true measure of our success is found in the qualities of the young people we send out in the world: excellent but never arrogant; ambitious but never selfish; robust but never uncaring and faith-filled but never intolerant.

We remain selective (there are typically about two applicants for every place in Year 7), but selection is based on character and all-round potential as well as academic prowess.

The salary for will be commensurate with the experience of the successful candidate and the seniority of the post.

If you would like to discuss the post informally at any stage, please feel free to get in touch. In the meantime, we very much look forward to receiving your application.

With all best wishes,

Yours faithfully,



Matthew Mostyn,
Headmaster



Our Community



The College has an incredible sense of community among its staff which can be felt immediately. The fascination of our setting is lasting and the Good Schools Guide describes the College as: "A successful, flourishing, dependable school with real spiritual heart."

Our 400 acre site with its large leafy grounds, impressive playing fields and attractive school buildings offers modern facilities in a country setting, providing a safe and stimulating environment for young minds. With excellent transport links and only 30 minutes by train to central London stations, the College is 20 minutes' drive from junction 25 of the M25, immediately off the A10. Also within easy access is London Stansted airport, which is a 20-minute drive.

At St Edmund's we strive to:

- Provide a rounded education for the whole person – intellectual, physical, emotional and spiritual.
- Encourage students to demonstrate care and concern at home and in the wider community.
- Reflect the scholarship of St Edmund with a balanced and challenging curriculum for each individual.
- Show concern for all within the College community, demonstrate our collective commitment to be truly Christ-centred in all we do, and ensure that the students' experience of relationships within the College reflects the Gospel maxim, "Love thy neighbour as thy self".
- Build on our enriching Catholic heritage, making prayer, worship and liturgy a central part of our lives and our community.
- Create meaningful interaction between the College, home and the wider community and prepare our students to make their way in the world while making a difference to the world.

The ISI regulatory compliance inspection in November 2019 recorded that all eight parts of the standards were met.

Rooted in Christ and Catholic tradition and under the guidance of our patron, St Edmund, we aim to realise the God-given potential, in body, mind and spirit, of all members of our community through service and leadership.



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Our History



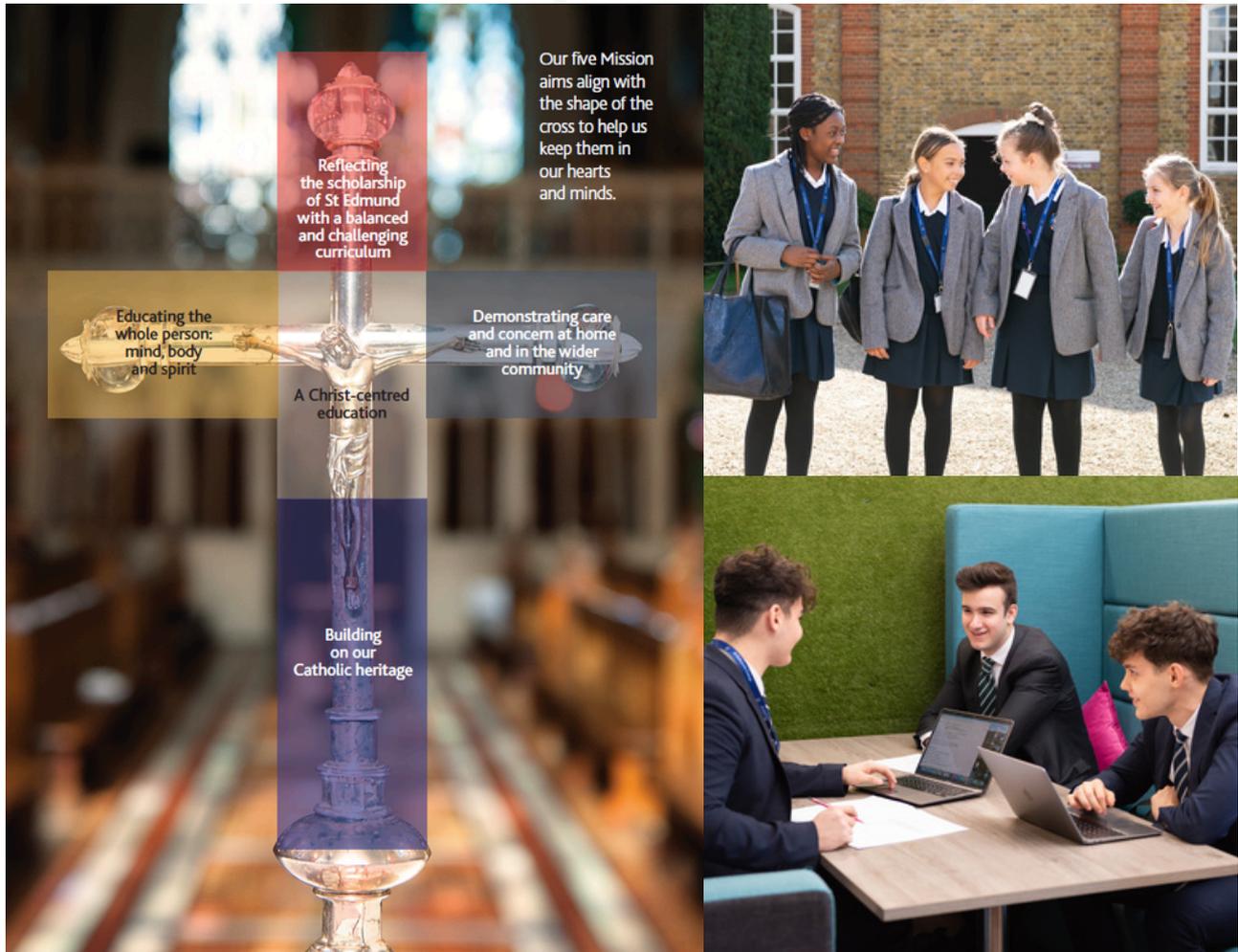
Founded in 1568, St Edmund's College is the oldest Catholic school in England, offering an all round co-education for students from 3 to 18. Our community values both academic excellence and the achievement of one's personal best, right through from our Prep school, to Sixth Form and beyond.

We are proud of our academic achievements at GCSE and A Level. Originally located in Douai, France as a seminary to train priests, the College also became a Catholic school for boys. During the French Revolution, it transferred to England and found its present home on the beautiful site of Old Hall Green in 1793.

In 1874 the junior boys were separated from the rest of the College into St Hugh's Preparatory School, which became St Edmund's Prep in 2010, and in 1974 girls from the adjacent Poles Convent were admitted to Rhetoric as the first stage towards co-education, which was accomplished by the closure of Poles in 1986.



Five Year Strategic Plan



The Governors' and Headmaster's aim is to raise our standards even further, with continued investment in staff, buildings and resources, and they have developed a Five Year Strategic Plan, which is inspired by the College's Five Mission Aims:

- Christ Centred Education
- Scholarship of St Edmund
- Education of the Whole Person
- Home and the Wider Community
- Catholic Heritage



What advantages do our staff enjoy?



There are many advantages enjoyed by most independent schools and their staff: a disciplined environment, the opportunity for teachers to express their passion for their subjects, good resources, smaller class sizes and greater professional freedom for all members of our staff community. Relationships between students and staff, both teaching and non-teaching, are extremely strong.

We hold professional development to be of the utmost importance, and have a generous training budget for that purpose, as well as an established appraisal system.

The College offers the following benefits:

- Excellent catering facilities including school lunches during term time when the kitchens are open, cakes and biscuits during break times in the staff common room and hot drinks machines.
- Use of the College sports facilities when not in use by students, including the gym.
- For children of staff:
 - Discretionary discount on College Fees, subject to completion of the admissions process.
 - After school club and breakfast club charged at cost.
 - Parties for children of staff including at Easter and Christmas.
- Free parking.
- Cycle to Work Scheme.
- Access to free counselling and health advice helplines.
- The College has its own pay scale.



A Career at St Edmund's College	
SENCO / Head of Learning Support	
Job Description	
Reporting to:	Assistant Head Academic (Teaching and Learning)
Probationary Period:	1 Academic Year
Summary of the role:	<p>As part of its Catholic ethos the College wishes to provide the best possible care for those with special needs or learning difficulties or disabilities (SEN). It aims to ensure that pupils fully participate in the curriculum and have high levels of expectation and of achievement.</p> <p>This is a challenging and high-profile post, which is very important for the College in the delivery of its mission. There is strong support from Senior Management for the correct level of provision for each child. It is important that the successful candidate should be able to help guide the strategy as well as manage the day-to-day delivery of provision.</p> <p>In the Prep School, there is an SEN Co-ordinator and the 3 to 11-year-olds are supported by teaching assistants who work closely with the class teachers. Classes are small with approximately maximum 15 pupils. In the College class sizes are a maximum of 24 pupils.</p> <p>The College Learning Support department currently consists of one full time SENCO, and three experienced teaching assistants. The department is well funded, has its own office and is well valued and respected by all colleagues.</p>
Main duties and responsibilities:	<p>The key responsibilities of the SENCO will include:</p> <ul style="list-style-type: none"> • Promoting and safeguarding the welfare of children and young persons for whom you are responsible and with whom you come into contact. • Embrace the High-Performance Learning (HPL) philosophy and framework and apply it to all aspects of College life. • Strategic development of SEN provision at St Edmund's. • Overseeing the day-to-day operation of the SEN policy. • Liaising with pastoral and academic staff to help identify pupils with SEN. • Maintaining the records on all pupils with SEN and drawing up IEPs as appropriate. • Liaising with the parents of pupils with SEN, organising and attending any appropriate meetings with parents; informing parents of any major concerns or successes of pupils. • Contributing to the in-service training of staff. • Liaising with external agencies and co-ordinating referrals. • Helping teachers to provide the most effective classroom practice for each SEN student. • Responding to national and local, policies, initiatives, and strategies. • Undertaking baseline assessments and co-ordinating information to assist with the identification of SEN.

- Considering effective ways to overcome barriers to learning and developing provision in the College to raise the achievement and attainment of pupils with SEN.
- Ensuring that information regarding pupils on the SEN register is collected, recorded and updated and providing related professional guidance to colleagues to secure high-quality teaching.
- Monitoring, reviewing and evaluating standards of pupils' achievements and helping teachers to set targets for improvement.
- Organising and running Annual Reviews for pupils with Educational, Health and Care Plans, including Transition Plans at all Key Stages, and Examination Access Arrangements, liaising with the Examinations Officer where necessary.
- Implementing the principles, strategies and models of school self-evaluation and school improvement for SEN.
- Maintaining existing resources for SEN and exploring opportunities to develop or incorporate new resources, including IT and digital technology.
- Assessing pupils for examination access arrangements for public examinations in line with the appropriate examination board guidelines; producing assessment reports for parents; liaising with external professionals to complete diagnostic assessments where appropriate.
- Liaising with the Exams Officer to accurately submit EAA applications; oversee the access arrangements for public exams; line manage the LSA support for pupils with readers/scribes in public exams.
- Working closely with the admissions department to oversee the examination access arrangements for incoming pupils; meeting with potential parents and pupils to discuss support requirements; liaising with schools to ensure successful transition of pupils into the College.

Key Tasks

- Producing a strategic plan to deliver the vision which is supported by departmental review.
- Completing an annual self-review of the department, including an analysis and commentary of pupils. The conclusions of the report should then be used to modify the strategic plan.
- Being accountable for the highest standards of achievement for those pupils with SEN, monitoring and evaluating student achievement and helping to set targets for improvement.
- Leading, developing and enhancing the teaching practice of all teachers to meet the aims of the SEN policy.
- Being accountable for the strategic direction, leadership and management of the department.
- Line managing and deploying staff in their department.

Additional Tasks

Internal Communication

- Attending meetings of middle leaders and representing the views and interests of the Department at any appropriate meeting.
- Attending parents' evenings for all cohorts and open days as directed
- Meeting regularly with their line manager to discuss progress within the Department.
- Producing written reports/information as required by SLT.

	<p>Staff Development within the Department</p> <ul style="list-style-type: none"> • Ensuring their own professional development, and that of their team. • Keeping up to date with examination access arrangement guidelines for the upcoming academic year and sharing the outcomes with relevant staff members. • Taking part in the appointment process for new members of the Department. • Ensuring that there is a programme of support and guidance for any new members of the Department. • Supporting Departmental staff with professional advice and provision of appropriate staff development. • Appraising the department. • Ensuring that support staff are used effectively within the College curriculum. • Arranging and chairing regular Departmental Meetings and ensuring that action points are taken and are passed on to SLT. <p>The department has developed significantly over the last few years and is committed to the welfare of all pupils at the College. This is an exciting and rewarding role.</p>
Line management duties and responsibilities:	<ul style="list-style-type: none"> • Learning support staff
Safeguarding Responsibilities:	<ul style="list-style-type: none"> • The post will involve close contact with, and a high degree of responsibility for, children and young adults. The majority of this will be regulated activity. • Safeguarding and promoting the welfare of children is everyone’s responsibility. As with all College staff members, you will therefore be responsible for providing a safe environment in which children can learn.
Other	<ul style="list-style-type: none"> • Undertake other duties of an appropriate level and nature as and when requested by the Headmaster, Bursar and any other member of the core SLT. • Performing the ‘Role of Teacher’ job description, as set out in the College’s Academic Handbook.
	<p>St Edmund’s College and Prep Old Hall Green, Ware, Hertfordshire, SG11 1DS Telephone: 01920 824335 Email: hr@stedmundscollege.org</p>
<p>The College is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Candidates will be required to undergo relevant Safeguarding Checks.</p> <p>We will seek references on short-listed candidates that will include questions about past disciplinary actions or allegations in relation to behaviour with children and may approach previous employers for information to verify particular experience or qualifications before interview.</p> <p>This role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.</p>	



A Career at St Edmund's College

SENCO / Head of Learning Support

Person Specification

	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed.	These are extra qualities which can be used to choose between applicants who meet all the essential criteria.	
Qualifications	<ul style="list-style-type: none"> Degree directly linked to the role and/or a recognised Higher-Level qualification. Teaching qualification or QTS. National Award for Special Educational Needs Coordinator. (NASENCO) Level 7 qualification for assessing Examination Access Arrangements. (e.g. CPT3A/ PATOSS AAA/ PAPP) 	<ul style="list-style-type: none"> Additional leadership or management qualification in an appropriate area of Special Educational Needs. Evidence of recent professional development directly linked to Special Educational Needs. Recognised SEN specialist teaching qualification Level 5. 	Production of the Applicant's certificates Discussion at interview Independent verification of qualifications
Experience	<ul style="list-style-type: none"> Relevant work experience in a school environment. Experience and confidence in assessing and teaching children and young people with difficulties in the areas of communication and learning difficulties. Experience of line management responsibilities. Secure knowledge of the Equality Act 2010 and the SEN Code of Practice 2014. 	<ul style="list-style-type: none"> Experience of working with/teaching SEND pupils. Experience and confidence in planning and delivering training and advising others. 	Contents of the application form Interview Professional references

<p>Skills & Knowledge</p>	<ul style="list-style-type: none"> • Effective time management and organisational skills. • Ability to communicate complex and sensitive information in writing and orally. • Ability to make sound judgements and decisions. • Ability to work with pupils in either one-to-one or small group situations. • Ability to support the preparation of teaching resources. • Ability to track and monitor pupil progress. • Competent IT and digital skills across a range of IT packages, equipment, and digital platforms. • Ability to understand, interpret and use data to inform planning and action. 	<ul style="list-style-type: none"> • Knowledge of schools' responsibilities towards SEND pupils. • Knowledge of the Independent Schools Standards in relation to supporting pupils with SEN. 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>
<p>Personal competencies qualities, attitude, and behaviours</p>	<ul style="list-style-type: none"> • Sense of humour. • Mature approach to learning needs. • Flexible approach coupled with an empathetic outlook. • Good interpersonal skills. • Team player. • Commitment to the ethos and aims of the College community. • Motivation to work with children and young people. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Emotional resilience in working with challenging behaviours. 	<ul style="list-style-type: none"> • Produce, maintain, and share high quality learning materials and resources, which are aligned with the HPL philosophy and framework. 	<p>Contents of the application form</p> <p>Interview</p> <p>Professional references</p>

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| | <ul style="list-style-type: none">• Positive attitude to use of authority and maintaining discipline. | | |
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