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ST MARGARET'S

SCHOOL

Brief for the position of
Head of Inclusive Learning



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About St Margaret's School

St Margaret's is a co-educational independent day and boarding school in Hertfordshire offering an outstanding education to pupils from 2 to 18. Set in over 60 acres of beautiful grounds, the School has a reputation for supporting pupil wellbeing whilst nurturing academic talent and progress. In a supportive environment, pupils feel happy and secure and want to learn and do well. Pupils are confident, courteous and considerate.

All benefit from superb teaching by committed subject specialists, underpinned by excellent pastoral care and the School prides itself on working for and with individuals.

St Margaret's was established in 1749 as a charitable foundation to help orphans, specifically the children of deceased clergymen of the Church of England. This was the beginning of the Clergy Orphan Corporation, and of the two schools: for girls, St Margaret's, Bushey and for boys, St Edmund's Canterbury.

The school was initially situated in Southwark, the first of the five locations before its arrival at Bushey in 1897. In 1925, Little St Margaret's was built to provide accommodation for boarders but has since evolved into the Junior School. In 1996, the School architect, John Biswell, transformed old classrooms and common rooms in the main building into a new Library and Resource Centre using design features favoured by Alfred Waterhouse back in 1895.

Also in 1996, St Margaret's became completely independent from the Clergy Orphan Corporation. In 1999 the School marked its 250th anniversary with a grand service of Thanksgiving in St Paul's Cathedral in the presence of HRH Princess Alexandra.

As the School moved into the 21st century, it was graced with the presence of more royalty as the John Owen Sports Centre was opened in 2005 by HRH Princess Anne. Today, St Margaret's is a modern co-educational all-through school, although its history has left an indelible mark on its character and ethos.



“ A small, warm and kind school where children reach their potential in a wonderful setting. Emphasis is on a family feel and making full use of its space, both inside and out. ”

GOOD SCHOOLS GUIDE



The Nursery

The Nursery at St Margaret's is for children from 2 years old, during their preschool years, before they start in Reception.

Children immerse themselves in play-based learning in a beautiful, light and spacious space, allowing them to create, play and explore the world around them. The children follow the EYFS curriculum, which focuses on areas including

communication and language, physical development, personal, social and emotional development, literacy, mathematics, understanding the world and expressive arts and design.

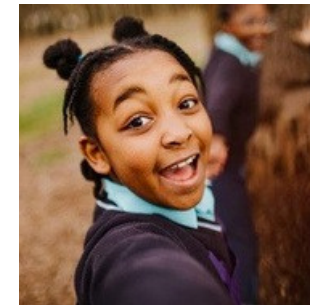


Junior School

The purpose-built Junior School is equipped with classrooms designed for pupils to excel in their learning. Pupils aged 4 years to 11 benefit from accessing specialist rooms across the School, such as The Garton Music Building, the Dance Studio and the Performing Arts Centre.

The Junior School has an engaging curriculum and high quality teaching, the children are happy and equipped for a changing world and they seamlessly move into the Senior School. In Y3 and Y4, the children focus on building strong core skills and technology is used as a key part

of the delivery of academic learning. Children in Y5 and Y6 continue to build on the broad and balanced curriculum with an emphasis on core skills, to enhance knowledge and understanding across the curriculum.





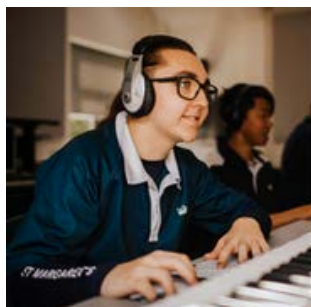
Senior School

The Senior School aims to provide an all-round education which is both challenging and flexible, offering small classes, a beautiful spacious campus and optional supervised study until 6pm each evening.

The curriculum is broad and balanced to allow the strengths of different individuals to be discovered and fostered. Regular educational visits and opportunities for residential trips extend knowledge and deepen friendships.

The Senior School has recently completed the build of a new music centre which, along with a well-equipped performing arts studio and performance space in the main hall, ensures that pupils can enjoy the arts throughout the curriculum.

From Y10 to Y11, pupils take their GCSEs and are encouraged to choose varied subjects to maintain the breadth which is a mark of their earlier education.





Sixth Form

From September 2020, St Margaret's Sixth Form went co-educational. With over twenty A-Level subjects to choose from, St Margaret's Sixth Form students have access to a broad range of inspiring and challenging courses.

At St Margaret's Sixth Form, students mature into adults with a set of values, practical skills and the confidence that will stand them in good stead for life. The post-18 pathways preparation programme enables students to learn more and prepare for the next steps into adult life, be that the world of higher education, apprenticeships or entry level jobs.

Typically, pupils gain access to the most competitive institutions, graduate schemes and entry level jobs in the world, having benefited from timetabled university preparation lessons, visits to universities, interview and entrance examination practice and bespoke career guidance.



Boarding

Pupils are welcomed into the boarding house, which is situated within the main school building, from Year 7 onwards. The offering ranges from full, weekly and occasional boarding and full boarders have the flexibility to go home for occasional weekends to fit in with family events.

Weekly boarders have their own bed in School which can be used for 3-5 nights a week by arrangement. Weekend stays and all excursions are available to weekly boarders for a supplementary charge.

Occasional boarding can take the form of one or two nights a week on a regular basis, just the odd night here or there, or a week or two during the year.



Co-curricular & Sport

At St Margaret's there are abundant opportunities to shine, inside and outside the classroom. Every day, pupils from EYFS classes through to Sixth Form take part in all kinds of co-curricular activities, to broaden their experiences and challenge themselves.

With a choice of twenty musical instruments to learn from alone, our pupils can truly say they have an enriching experience at St Margaret's. From academic enrichment clubs to volunteering; football and cricket to ballet; chess to speech and drama; Model United Nations to coding club, pupils are encouraged to push their limits and discover their passions.

Sports are a key part of life at St Margaret's: the dance studio, all-weather pitches, sports centre and large grounds ensure pupils can enjoy a wide range of sports and activities.



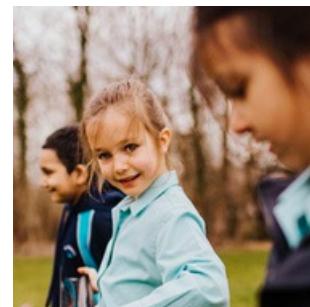


Scholarships & Bursaries

St Margaret's scholarships are awarded in recognition of outstanding achievement or promise in a particular subject.

The majority of scholarships are up to 10% of school fees and are available at 11+, 13+ and 16+. Specialist scholarships are also available in: Art, Dance, Drama, DT, Music, Sport and STEM (Science, Technology, Engineering and Mathematics).

St Margaret's is committed to broadening access to the School. Within the resources available, means-tested financial support for the payment of school fees can be provided to parents/guardians of pupils who have been offered a place following the normal admissions and selection process.



Governance

The Governors are Trustees of St Margaret's and are collectively responsible for the long term vision and development of the School and come from a wide range of professional fields.

As a board Governors meet eight to nine times a year following a circle form of governance. The board carry out their work and scrutiny of all aspects of school life through their regular meetings. The board is supported by a Finance, Pay and Compliance committee (FPC) which meets four times a year.

Our Governors come from diverse backgrounds including education, business, finance and property. Further information on St Margaret's can be found via the School's website: <https://www.stmargarets-school.org.uk/>





Hours of Work: Full time

Start Date: September 2026

Summary of the Role:

The Head of Inclusive Learning leads the SEND department, acts as the nominated Senior School SENCo, and holds strategic responsibility for ensuring consistently high-quality provision for all pupils with special educational needs and disabilities (SEND).

The Head of Inclusive Learning plays a key role in ensuring that pupils with SEND are supported through a trauma-informed, person-centred approach that recognises the impact of adverse experiences on learning, behaviour, and wellbeing.

The role will work closely with the DSL, Deputy Head Academic, Mental Health Lead, Head of Departments and Heads of Year to ensure that SEND pupils reach their full potential.

The role will work closely with the Mental Health Lead, Junior School SENCo, Head of Co-Curricular, and Heads of Department to promote the meaningful participation of pupils with SEND in co-curricular activities and across curriculum areas such as sport, drama, music, and art. This collaborative approach supports pupils' holistic development, ensuring opportunities to engage, succeed, and feel a sense of belonging.

By leveraging the school's broad and inclusive offer, the postholder will enable pupils to build on their strengths while being appropriately supported to develop in areas they find more challenging.

The post holder will lead a team of dedicated SEND staff and support teachers, ensuring the smooth transition of pupils from Junior to Senior School and into the School as new pupils.

The Role



Job description:

The Head of Inclusive Learning leads the SEND department, acts as the nominated Senior School SENCo, and holds strategic responsibility for ensuring consistently high-quality provision for all pupils with special educational needs and disabilities (SEND).

The role will work closely with the DSL, Deputy Head Academic, Mental Health Lead, Head of Departments and Heads of Year to ensure that SEND pupils reach their full potential.

The role will work closely with the Mental Health Lead, Junior School SENCo, Assistant Head Co-Curricular, and Heads of Department to promote the meaningful participation of pupils with SEND in co-curricular activities and across curriculum areas such as sport, drama, music, and art. This collaborative approach supports pupils' holistic development, ensuring opportunities to engage, succeed, and feel a sense of belonging.

By leveraging the school's broad and inclusive offer, the postholder enables pupils to build on their strengths while being appropriately supported to develop in areas they find more challenging.

The post holder will lead a team of dedicated SEND staff and support teachers, ensuring the smooth transition of pupils from Junior to Senior School and into the School as new pupils.

Accountable to:
Director of Safeguarding (DSL)

Key Responsibilities:**Leadership and Management of the SEND Department**

- Working closely with the Designated Safeguarding Lead (DSL), the role will lead and manage the School SEND team, ensuring the delivery of high-quality support for all pupils with SEND. This includes fostering strong partnerships, promoting collaborative and consistent provision, and ensuring effective alignment and continuity of practice with the Junior School.
- Provide strategic oversight of the department, leading the development and implementation of the SEND policy in line with current legislation and school priorities.
- Manage the performance, professional development, and wellbeing of SEND staff, ensuring continuous improvement in the delivery of SEND provision.
- As SEND provision forms a core part of the Welfare Hub service delivery, the Head of Inclusive Learning is responsible for ensuring a joined-up, trauma-informed approach. This includes working closely alongside wellbeing and safeguarding leads to ensure consistent, compassionate, and coordinated support for pupils, with a strong focus on emotional safety, inclusion, and holistic wellbeing.
- Work closely with the Head of Co-Curricular and Department Heads to ensure that pupils with SEND are encouraged and supported to participate fully in the School's cocurricular activities & wider curriculum offer.
- Identify the strengths of pupils with SEND in areas such as sports, music, drama, and other activities, and ensure that they are given opportunities to shine and build confidence in these areas.
- Support pupils in using the broad curricular & co-curricular offer to develop their skills in areas where they face challenges, creating a holistic development plan that focuses on both strengths and areas for growth.
- The SEND Strategic Plan will be aligned to ensure that the academic, wellbeing, and safeguarding needs of pupils with SEND are met in a coherent and integrated way. This includes promoting high-quality inclusive teaching, targeted interventions, and appropriate reasonable adjustments alongside a strong focus on emotional wellbeing, safeguarding, and trauma-informed practice.

Strategic SEND Leadership

- Collaborating with the DSL, oversee the design and delivery of the school's SEND provision, ensuring compliance with statutory requirements and best practices.
- Lead the development of inclusive teaching practices across the school. Ensuring that staff are equipped with the tools and strategies necessary to differentiate instruction effectively.
- Work with the Senior Leadership Team to integrate SEND strategies into the wider school plan, ensuring every child is supported to achieve their full potential.
- Collaboration with Mental Health Lead, Welfare staff, Head of Co-Curricular & Head of Departments/Head of Years.

Job Description

- Monitor the participation of SEND pupils in activities, ensuring that the broad offer contributes to their social, emotional, and academic development.

Transition and Collaboration

- Oversee the seamless transition of Year 6 pupils with SEND into the Senior School, ensuring a smooth handover of information and provision.
- Collaborate with the Junior School SENDCo and Head of Year to ensure that pupils with SEND receive the necessary support as they progress through the School.
- Support the Y11 pupils as they prepare for Sixth Form, including supporting children on results days in the Summer and over the academic year.
- Support Sixth Form students with SEND over Y12 and Y13 as they prepare for life beyond school, this includes preparation for future studies and in-person on results day with the HODS/HOFs and Pastoral teams.
- Work with the pastoral and academic teams to ensure that all pupils with SEND have a personalised plan that supports their transition into new year groups and beyond.
- Support the preparation and administration with the DSL ahead of care list meetings.

- Attend 'Meet the Head' events and Parents' Evenings.
- Attend the care list meetings, reviewing SEND children's performance in line with attendance, academic progress, co-curricular involvement, Pass survey data and additional trackers.
- Working closely with the Designated Safeguarding Lead (DSL), the role will lead and manage the School SEND team, ensuring the delivery of high-quality support for all pupils with SEND. This includes fostering strong partnerships, promoting collaborative and consistent provision, and ensuring effective alignment and continuity of practice with the Junior School.

Teaching and Academic Support

- Teach a small group or set in a subject such as English or Maths to support differentiated instruction to SEND pupils.
- Work closely with teachers to implement in-class support strategies, ensuring that SEND pupils can fully engage with the curriculum.
- Provide one-on-one or small group interventions as needed, focusing on areas such as study skills, literacy, and numeracy to promote independent learning.

- Exam Access Arrangements.
- Oversee Exam Access coordinator and the arrangements for public examinations, including assessments for extra time, readers, scribes, and other necessary accommodations.
- Ensure all legal and professional guidelines are followed when making decisions regarding exam accommodations.
- Work closely with the Exams Officer to ensure smooth delivery of these arrangements during both internal and external assessments.

Partnership with External Agencies

- Work under the direction of the DSL to facilitate coordination of teams around the child.
- Under the direction of the DSL and in conjunction with the wider DSL team, build and maintain strong relationships with external agencies such as Educational Psychologists, Speech and Language Therapists, and Local Authorities to ensure comprehensive support for pupils with complex needs.
- Coordinate multi-agency meetings and maintain clear records of support plans and interventions for individual pupils.

Staff Training and Development

- Lead professional development for all school staff on SEND issues, ensuring they understand the latest research and best practices in inclusive teaching.
- Provide guidance and support to newly qualified teachers and trainees, ensuring they are confident in differentiating instruction and managing SEND pupils in their classrooms.
- Organise and deliver workshops and CPD sessions on specific SEND conditions and strategies for supporting them in the classroom.
- Initiate whole school and departmental training. Covering themes and patterns that emerge from focus groups with parents, HoDs and HoYs.

Job Description





Monitoring and Reporting

- In consultation with the DSL and DH Academic ensure that screening is implemented as per the Assessment, Recording and Reporting schedule.
- Review the annual screening for all pupils and work with the DH academic team, pastoral team and DSL on communicating these outcomes to parents.
- Work with the DSL and pastoral teams to review the PASS data to ensure that SEND children's attitude to school, study and self is reviewed and any action implemented.
- Regularly assess the progress of SEND pupils using both quantitative data and teacher feedback, ensuring interventions are adjusted as necessary.
- Provide detailed reports to the DSL, Senior Leadership Team, Governors, and parents on the impact of SEND provision and the progress of individual pupils.
- Ensure that all records related to SEND provision, including individual education plans and access arrangements, are kept up to date and meet the required legal standards.
- Lead annual parent questionnaires on the work of the SEND department and complete a follow-up development plan to review areas highlighted.

Resource and Budget Management

- Manage the SEND department's budget, ensuring resources are used effectively to support pupils and the wider school community.
- Oversee the procurement and use of specialist resources, such as assistive technology and educational tools, that support pupils' learning and participation.



Job Description

Person Specification		ESSENTIAL	DESIRABLE
QUALIFICATIONS	Qualified teaching status (QTS)		✓
	National Award for SEN Coordination (NASENCO) or willingness to undertake it		✓
EXPERIENCE	Significant experience of SEND leadership or equivalent	✓	
	Demonstrated experience of leading a SEND department and managing a team	✓	
	Experience of working with cocurricular programmes and encouraging pupil participation in a range of activities		✓
	Previous experience of leading CPD sessions for staff on SEND-related issues and inclusive teaching practices		✓
KNOWLEDGE	In-depth knowledge of the latest SEND legislation, including the Equality Act (2010) and JCQ regulations for access arrangements	✓	
SKILLS & ATTRIBUTES	Strong interpersonal skills with a track record of working collaboratively with parents, external agencies and colleagues	✓	
	Ability to lead and implement strategic initiatives that enhance SEND provision and enhance student outcomes	✓	
	Track record of managing teams		✓
	Safeguarding training (DSL)		✓

The Person



The closing date for applications is **Thursday 28 May at 17:00**.

Interview Date: Monday 8 June

Suitable candidates may be interviewed before the closing date and St Margaret's School reserves the right to withdraw the position if an early appointment is made. In order to apply please submit an application form along with a covering letter which sets out your interest in the role and encapsulates the aspects of your experience relevant to the required criteria. Please include current salary details and the names and addresses of two referees. Referees will not be approached until the final stages and not without prior permission from candidates. Please note, we are unable to accept CVs.

The application form is available online at <https://www.stmargarets-school.org.uk/work-with-us>

For an initial discussion, please contact: recruitment@stmargarets-school.org.uk

Personal Data

In line with GDPR, we ask that you do NOT send us any information that can identify children or any of your Sensitive Personal Data (racial or ethnic origin, political opinions, religious or philosophical beliefs, trade union membership, data concerning health or sex life and sexual orientation, genetic and/or biometric data) in your application documentation. Following this notice, any inclusion of your Sensitive Personal Data in your application documentation will be understood by us as your expressed consent to process this information going forward. Please also remember not to mention information or details of individuals (e.g. referees) who have not previously agreed to their inclusion.

St Margaret's School is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service. St Margaret's School is an equal opportunities employer.

How to Apply





ST MARGARET'S
SCHOOL

stmargarets-school.org.uk