



Job Title: Head of Learning Support (SENCO)

About our School

St Paul's Cathedral School is a co-educational independent preparatory school (Reception to Y8). The majority of our (up to 285) pupils are Day Pupils. We also educate the Choristers of St Paul's Cathedral who are boarders at the school, accommodated in a purpose-designed boarding house. The Choristers follow an extended termly programme, enabling them to play a central role in Cathedral worship at Christmas and Easter. Music permeates the whole life of the school and is central to our ethos, in the context of a holistic education.

Every day at St Paul's Cathedral School, children achieve extraordinary things, with the support of a dedicated and collegiate staff team. Around 85 teachers and support staff (full and part time), all contribute, directly or indirectly, to the safety and wellbeing, the holistic development, progress and success of our pupils. Our philosophy is that all achievement must be rooted in wellbeing.

The Good Schools Guide has described us as 'pastorally superb' and a 'joyful place', noting that our parents feel that our location and exceptional ethos give pupils a strong sense of being rooted in a community.

Job Description:

Head of Learning Support (SENCO)

We are delighted to welcome applications from outstanding, dynamic and suitably experienced individuals for the role of Head of Learning Support (SENCO) from September 2026 or preferably April 2026 if possible.

We are seeking an exceptional professional to lead our small department and contribute to high quality learning support provision across the school.

The Head of Learning Support is line-managed by the Deputy Head Academic.

Whilst this is advertised as a full-time post, we are able to consider requests for part time at 0.8 i.e.: 4 days.

Main Duties and Responsibilities:

- Provide inspirational leadership of SEND across the school, promoting inclusion and high-quality provision for pupils with SEND.
- Support the Head and deputies in determining the strategic development of SEND across the school and ensuring the SEND policy is up to date and adhered to by all staff.
- Ensure that the school meets its statutory obligations regarding SEN under the Equality Act, 2010 and SEND Code of Practice, 2014.
- Ensure a high level of inspection readiness of SEND provision.
- Maintain, review and develop the Learning Support register
- Complete one-page learning support profiles for pupils on the Learning Support register
- Complete Individual Provision Maps for all children on the Learning Support Register
- Advise staff on procedures to raise SEND concerns, assessment, provision of support and review of progress
- Support all adults within school in understanding the needs of pupils with SEND and delivering regular professional development sessions for teaching staff and assistants.
- Ensure a clear and comprehensive record of the graduated approach for supporting SEND pupils is maintained, tracking support and progress
- Ensure written records are kept as appropriate and in accordance with GDPR and the Data Protection Act 2018
- Work with parents, staff and external professionals to ensure high-quality provision for pupils with SEND and any recommendations are embedded into a pupil's daily support.
- Develop a collaborative and supportive relationship with parents ensuring they are central to their child's SEND support within school.
- Liaise with external professionals such as Speech & Language Therapists, Occupational Therapists, Educational Psychologists, Paediatricians and child therapists and, where appropriate inviting them into school.
- Interpret and share information from specialist assessment reports from external professionals and use this information to inform SEND provision and additional support.
- Carry out observations and assessments at the earliest opportunity to support understanding of additional needs and ensure support is put in place.
- Develop a close working relationship with the Early Years Foundation Stage and Pre-prep team to ensure staff are supported and potential SEND needs are identified and supported as early as possible.
- Work closely with the Deputy Head and Heads of Year to monitor the wellbeing of pupils with SEND.
- Plan, deliver and review targeted learning support lessons for individuals and groups as part of the schools SEND provision plan.

- Meet with parents of pupils on the Learning Support register on a regular basis, usually once a term.
- Collate evidence to support access arrangement requests for pupils sitting external school entrance examinations.
- Line manage members of the learning support team, dyslexic tutor and school counsellor
- Oversee the work of the Mental Health Lead
- Support the smooth transition to senior school for pupils with SEND by working closely with Deputy Head Academic and parents and collaborating with chosen senior schools.
- Ensure statutory processes are adhered to for pupils with Education, Health and Care Plans.
- Line management.

Person Specification:

Qualifications and Training

- Post Graduate Certificate of Education or equivalent
- Qualified Teacher Status (QTS)
- National Award for SEN Coordination (NASENCO) (or willingness to work towards the new NPQ for SENCO's).
- Mental Health or ELSA qualification desirable

Experience

- Experience working with children with SEN in an educational setting.
- Experience of working with early years and primary-aged children.
- Experience working with School MIS systems
- General teaching experience within primary sector

Knowledge and Skills

- Sound knowledge of the national primary curriculum and EYFS curriculum.
- Up to date knowledge of effective pedagogy to inform high quality teaching
- Excellent communication and interpersonal skills.
- Strong organisational and time management skills.
- Ability to lead and inspire others.
- Ability to work collaboratively with a range of stakeholders.
- Knowledge of current SEN legislation and best practice.
- Ability to provide specialist teaching for pupils with complex SEND needs.
- Strong I.T.

Skills

- Knowledge of using technology to support learning

- Experience in EHCP process (desirable)
- Experience of working with the Early Years

Personal Qualities

The person employed as Special Educational Needs Coordinator needs to:

- Possess excellent verbal and written skills.
- Be personable, patient and supportive as the role involves supporting pupils, parents and staff in a positive manner, as well as providing staff training.
- Have excellent people management skills and the ability to oversee SEND projects throughout the school.
- Have an ability to handle and interpret data, including excel spreadsheets.
- Work independently and as part of a team, as well as liaising closely with the Senior Leadership Team.
- Be proactive in their role, have excellent time keeping skills have integrity and loyalty, maintaining confidentiality at all times.
- Have strong leadership skills to coach and influence teaching and learning across the school.
- Ability to see things through to completion.

Terms and Conditions:

This post is employed (contract) and offers a competitive salary with a generous Employer Defined Contribution pension scheme.

This is a school-based role working on-site. Lunch is provided.

Attendance at termly INSET is also required, as is attendance at the compulsory Cathedral services including Advent and Palm Sunday (falling on Sunday's).

We are committed to supporting the professional development of all our team members; all staff may apply for support with relevant training courses.

Employees may also be entitled to discounted school fees for dependent children, subject to the standard admission process and the availability of places.

The Pension scheme is managed by the Cathedral, using Aviva.

Application:

All applications must be made via the School's application form (available on the school website), accompanied by a letter addressed to the Head, Mrs Judith Fremont-Barnes.

Please submit your completed application and letter to **tkeller@spcs.london.sch.uk**.

The closing date is: **09:00 Tuesday 10th February 2026.**

In line with Keeping Children Safe in Education, online checks are conducted as part of our application process for all new employees and all appointments are made subject to pre-employment checks including an enhanced Disclosure and Barring Service certificate

Safeguarding:

Safeguarding is the responsibility of all staff at St Paul's Cathedral School and all staff are expected to share our commitment to safeguarding and promoting the welfare of the children in our care. Staff must be aware of the procedures within the school which support safeguarding and must act in accordance with the school's Safeguarding Policy and Staff Code of Conduct.

All job descriptions may be adapted to suit the skillset and experience of the post holder and are kept under regular review. Job descriptions are not comprehensive; the post-holder may at times be expected to carry out other tasks and undertake training in line with business need when reasonably requested by the Head.