

st Chris

A day and boarding school for boys and girls aged 3 – 18. Asking interesting questions since 1915.

“

A dynamic and rewarding place to work.

”

**Inclusion Strategy Lead
One Year Fixed Term Contract**

**Full time, Term Time
plus 4 weeks**

**Apply by 12:00pm
Wednesday 5 March 2025**

Hello! Thank you for taking an interest in our Inclusion Strategy Lead role. Here at St Chris, we embrace the challenges of the modern world which necessitates the asking of interesting questions.

This job pack contains more details about what this position involves, personal specifications and total reward.



Inclusion Strategy Lead

Salary

£68,788 - £74,033

Point L19 - L22 of the Leadership Scale.
Salary is dependant on skills and experience.

Contract

Fixed Term Contract One Year
Full Time, Term Time plus 4 weeks to cover Admissions over the holiday period

Location

On-site, Letchworth Garden City
Hertfordshire

Life at **stChris**

St Chris is an independent day and boarding school for girls and boys aged 3 to 18 located in Letchworth Garden City, Hertfordshire. Our School was established in 1915 and, since then, has been working to do things differently if, and only if, it makes things better for our students.

There are currently around 500 pupils on roll and 200 staff.

St Chris seeks to be a continuously developing community of children and adults working together to enable everyone to achieve their best. All are valued as individuals and encouraged to develop curiosity, competence, judgement, kindness and courage. St Chris seeks to prepare pupils for happy and fulfilled lives in the service of others.

We treat young people as individuals, encouraging them to develop into capable, imaginative, responsible people with a zest for life.

Purpose of the Role

Responsible for the strategic development of our whole school (Junior School and Senior School) SEND provision, including Arunfield, ensuring that the school provides best practice and the highest standards in the quality of education, support and care for students in order for them to achieve more than they thought was possible. You will hold a pivotal position in ensuring that every student with special educational needs and disabilities receives tailored support and provision conducive to their holistic development. Reporting directly to the Head, you will spearhead, manage, and enhance high-quality SEND provision across the school, fostering an inclusive learning environment where every student can flourish academically, socially, and emotionally.

Line Management Responsibility

This role will report in to the Head and have line management responsibility over the following roles:

Assistant Head Inclusion (SENDCo)

Arunfield which will include leadership of Nurse, SEMH Lead, Administrative team, LSA Autism and EAL



I love that students feel able to bring their authentic selves, interest and passions to school; it makes me smile.

Amelia Turvey, Pastoral Assistant

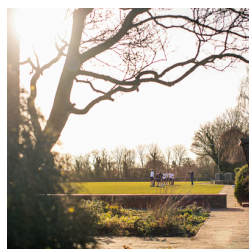
What will the Inclusion Strategy Lead do?

Here's an overview of the Inclusion Strategy Lead's responsibilities and how they will be involved in the day-to-day running of the school.

Key accountabilities and responsibilities of the role:

Leadership and Strategic role

- Spearhead the strategic direction of SEND provision, aligning it with the school's vision, values, and educational priorities.
- Lead the formulation and implementation of cutting-edge policies and practices in line with the latest research, legislation, and best practices in the fields of SEND.
- Drive continuous improvement in SEND provision through rigorous evaluation, data analysis, and the development of innovative strategies to enhance outcomes for all students.
- Lead the Arunfield provision, ensuring appropriate, effective provision for the students, working collaboratively both with parents/carers, teams within school and external professionals as required.
- Cultivate a culture of excellence and collaboration within the Individual Needs team, inspiring colleagues to pursue excellence in their practice and professional development.
- Being a champion for inclusion celebrating the SEND students and diverse backgrounds of international students and their achievements across the school.
- Reporting to SLT termly and governors annually about the progress of SEND students and the strategic vision of the SEND department.
- Conduct regular, targeted Quality Assurance (QA) activities, including lesson observations, work sampling, and gathering student feedback, to assess the effectiveness of interventions for SEND students.
- Ensure the appropriate leadership and management of the Inclusion team including EAL teacher to ensure that they have a clear understanding of expectations, establish positive relationships with pupils and that high performance standards are consistently achieved.
- Liaise effectively with staff across the school, including pastoral, attendance and behaviour support teams, to ensure high quality provision for students with SEN
- Ensure that the school has an accurate SEND and EAL register and provision map to ensure that provision always meets the needs of students and statutory provision, including overseeing the identification and review of students with SEN.
- Ensure user-friendly versions of needs and best practice with individual pupils is freely available to staff and regularly updated.
- Ensure that Education and Health Care Plans (EHCPs) and other relevant documentation relating to students with SEND are regularly reviewed with students, parents and other agencies and recommendations made are implemented.



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- Ensure that Admissions process is completed as per admission policy for all students with SEND.
- Lead on the development and implementation of inclusive practice throughout the school and liaise with teachers across the school, including delivering appropriate training when necessary.
- Line manage the Assistant Head – Inclusion. In addition line manage the nurse, SEMH Lead, Autism LSA and the admin team
- Forge strategic partnerships with external agencies, specialist organisations, and community stakeholders to enhance support services and resources available to students with SEND.
- Ensure that the school is fully compliant with all aspects of the SEND Code of Practice, maintaining the annual SEND Report.
- Ensure that students with specific special educational needs are identified and effective support is put in place to support them to move towards being independent successful learners.
- Ensuring the completion of reports, consultation responses and other documents in line with statutory deadlines.
- Ensure effective deployment of resources (including LSAs, EAL teachers) to ensure appropriate support for students with identified needs to ensure that they can make progress
- Leading and managing the processes of planning, review and self-evaluation within this area of the school
- Ensure the effective implementation of Exam Access Arrangements (EAA) in line with Joint Council for Qualifications (JCQ) regulations, working closely with the Examinations Officer.
- Ensure the appropriate support and provision is in place to support students with medical conditions, including those with Health Care Plans.
- Ensure the appropriate provision is in place to enable students who are EAL or Bilingual to make appropriate progress to becoming successful independent learners and are able to access both the curriculum and community.
- Work with the SLT to implement change and progress for SEND in the SS and JS.
- Ensure the appropriate system is used for the consultation process regarding admissions and transfer for students with Education Health and Care Plans (EHCP)
- Keep up to date with and disseminate national developments in relation to SEND to key stakeholders
- Ensure that the school follows the EHCP process including appropriate record keeping and sharing of information with the relevant professions.
- Manage, develop and regularly review the SEND Provision Map.
- To undertake the role of Assistant Designated Safeguarding Lead, working alongside the Designate Safeguarding Lead.
- Represent the school at local, regional, and national forums, advocating for the rights and inclusion of students with SEND and sharing best practices with the wider educational community.

Teaching and Learning

- Provide expert guidance and mentorship to staff across the school, fostering a culture of inclusive pedagogy and differentiated instruction in the form of Quality First Teaching.
- Work to expand and develop knowledge and skills of SEND for all teachers and relevant professional services staff. Supporting school colleagues to develop effective teaching and learning strategies for all students.
- Ensure that appropriate teaching strategies are implemented to support students with complex SEND challenges, including ASC, ADHD, SEMH.
- Design and deliver bespoke training programmes for teachers and teaching assistants, equipping them with the knowledge, skills and resources needed to effectively support students with diverse learning and language needs.
- Collaborate closely with parents and guardians, empowering them as partners in their child's educational journey, providing them with the tools and resources needed to advocate effectively for their child's needs.
- Ensure smooth transition of students with SEND into the school and across the different phases, e.g. Junior School to Senior School, into Sixth Form, and then to life beyond the school.
- Work effectively with the Exams Officer to ensure SEND students taking public examinations (and their mocks) have the right access arrangements and that SEND students in other year groups equally are given the support they need for formal assessments within the school.
- Organise exams for EAL students as and when needed throughout the year, such as IELTS and the Cambridge exams and ensure they have the right access arrangements
- Have oversight of the EAL provision across the whole school
- Deliver 1:1 or small group specialist SEND teaching, as required.
- Carry out baseline assessments, cognitive assessments and literacy screening as appropriate.

- Stay abreast of emerging trends, research findings, and best practices in SEND, disseminating relevant information and insights to colleagues and stakeholders.

Resource Management and Budget Oversight

- Effectively manage the budget allocated for Inclusion provision, optimising resource allocation to maximise impact and ensure equitable access to support services.
- Identify opportunities for resource mobilisation and grant funding to enhance the school's capacity to meet the diverse needs of students with SEND.
- Where needed oversee the procurement, maintenance, and utilisation of specialised equipment, assistive technologies, and learning resources to support inclusive teaching and learning practices.

Quality Assurance and Evaluation

- Establish robust systems for monitoring, evaluating, and benchmarking the effectiveness of SEND provision, using data-driven insights to inform decision making and drive improvement initiatives.
- Work collaboratively with the Head, Deputy Head, and Head of Junior School to ensure effective provision for SEND students' to allow them to flourish with their individual academic progress, including provision to support mental health challenges where appropriate.
- Ensure that students in need of additional support are identified accurately and as early as possible, with the appropriate interventions being allocated in a timely manner.
- Liaise with the Deputy Head relating to Value Added and tracking progress. Mapping across the curriculum relating to Value Added and SEND pupils and developing teaching and learning strategies to support all pupils in SS and JS.

General responsibilities

- To respond to concerns from parents and pupils
- To deliver presentations at induction events, parents' evenings etc.
- To represent the Head or SLT at events
- To liaise with the Parents' Circle on relevant events
- To be available out of hours and during School holidays, as required.

Participate in wider school life to include but not limited to:

Saturday Assessment Morning (currently once a year 09:00-14:00)

Saturday Summer Fair held in June (11:00-15:00)

Evening SS and JS Parents' Consultations – hybrid models used

Participation in the Late Summer Programme Residential trip (either UK or overseas) held on the last week of Summer Term.

Additional duties

- Demonstrate a continual commitment to safeguarding and promoting the welfare of children and young people
- To uphold St Chris policies to protect and safeguard pupils in order to secure their health, safety and wellbeing
- Demonstrate a continual commitment to the promotion of equity, inclusion and diversity initiatives and the sharing of best practice in line with St Chris Equal Opportunities policy and procedures

This job description is not contractual or exhaustive but reflects the type and range of tasks, responsibilities and outcomes associated with the role. The post holder will be expected to also complete any tasks, as requested by their manager.





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Person Specification

Qualifications, Training and Experience

- Qualified teacher Status, National SENDCo Award and Level 7 qualification (Examination Access Arrangements, SpLD)
- Substantial experience in a leadership role within a SEND role, demonstrating a track record strategic visioning, policy development, and stakeholder engagement.
- Experience of undertaking the role of SENDCO in both Primary and Secondary.
- Thorough understanding of the SEND Code of Practice and relevant legislation.
- Proven ability to develop and implement effective SEND strategies and interventions.
- You will work well under pressure, excellent time management and organisational skills, along with excellent written and verbal communication skills.
- Experience of varied teaching experience in both primary and secondary stages.
- Committed to continuous professional development and staying informed about changes in SEND education.
- Good appreciation/knowledge of safeguarding, health and safety in the working place, data protection principles and equal opportunities
- Level 7 SpLD Assessment Qualification
- Level 7 Examination Access Arrangement qualification
- EAL teaching qualification
- Qualification in supporting pupils with English as an additional language and experience in assessing EAL students to determine their level of need (eg upon entry to School)
- Experience of SEND within Early years, primary and secondary ages
- Qualifications in specific SEND challenges, for example ADHD, ASC.
- Qualification in SEMH.
- Be up to date in current developments of educational research and have an up-to-date awareness of the local SEND offer and provision.
- St Chris is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.



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Person Specification Continued

Skills and Abilities

- Experience of working with a range of pupils who face challenges in their learning, both in small groups and 1:1.
- Experience of leading the EHCP process.
- Experience of line managing a team, including TA's LSA's and HLTA's.
- Experience of developing and leading on in house CPD for other members of the school team, both teaching and non-teaching to support their understanding of best practice for all students with SEND.
- Knowledge and experience of SEND online systems, including ISAMS, Provision Map, Class Charts, CPOMS.
- Working knowledge of the current assessment demands of English public exam boards.
- Experience of supporting students with complex medical needs to ensure they flourish within their educational journey.
- Experience of supporting students who are EAL or Bilingual to ensure they are successful in their learning journey.
- Exceptional interpersonal, communication, and leadership skills, with the ability to inspire, motivate, and empower colleagues to achieve shared goals and objectives.
- Ability to prioritise levels of need among pupils, knowing when to refer on and to whom.
- Effective communication skills with both parents/carers and a range of external professionals.
- Have a positive attitude, and problem-solving approach, always exhibiting good judgement and discretion.
- Can demonstrate enthusiasm and commitment by engaging and motivating pupils.
- Be capable of inspiring trust and confidence.
- Be highly motivated and committed to improving the quality of pupils' learning.
- The ability and willingness to teach across all age groups.
- A flexible approach and the ability to work as part of a team.
- Desire to undertake continuous professional development.
- IT literate and knowledge of assistive technologies to support students with SEND.
- Up to date with developments in educational research as appropriate.

Benefits of Working at St Chris

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From the moment I visited, I knew this was the place for me. The ethos, the focus on the child, the relaxed environment it was everything I was looking for.

Kelly Wailes, Nursery Teacher



Welcome to St Chris

Schools are - in truth - nothing more than a collection of people working together, and it is on that understanding that all the incredible things achieved at St Chris come to be. So, 'Hello'; and we mean that.

St Chris is a lot of things, all at the same time.

St Chris is an independent school for boys and girls aged 3-18.

St Chris is a community of young people from across the local area, the country, and the world.

St Chris is something unmistakably different from the moment you arrive.

St Chris is an outstanding, modern school with an important, progressive heritage.

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1

Pension Scheme

Competitive pension scheme with 8% employer contribution plus an additional up to 4% personal sacrifice matched.

2

Westfield Health Plan

Complimentary opt-in Level 1 Westfield Health Plan with the option to scale up your plan with salary sacrifice.

3

Free Lunch

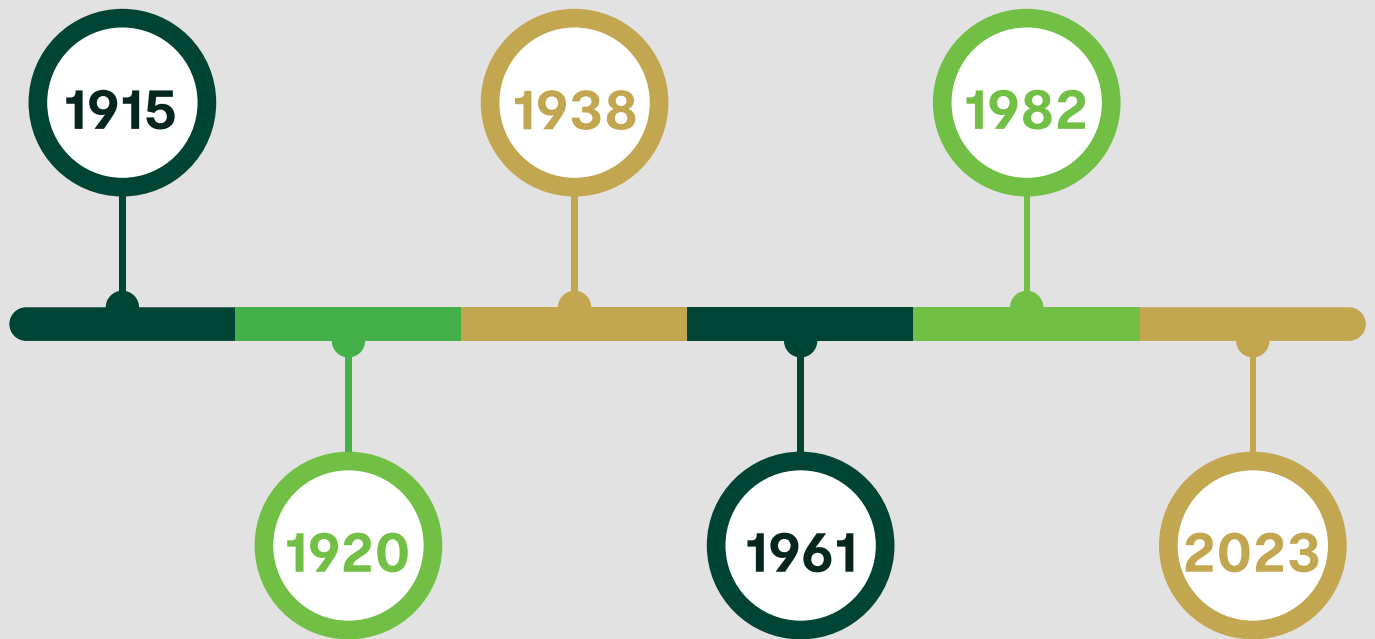
As part of a non-contractual agreement. Free vegetarian lunches are provided to staff during term time.

4

Facilities

Access to the school's on-site swimming pool and gym.

A Brief History of St Chris



St. Chris Established

St Christopher School (then known as the 'Garden City Theosophical School') was established in 1915 by headmaster, Dr. Armstrong Smith, ready for a new style of education.

Initial Meeting of the School Council

The Council consisted of 32 students and staff and met on a fortnightly basis to discuss and legislate on school matters. From December 1920, decisions made by the Council were later ratified by a meeting of the whole school.

Abolishing Uniform

Following a protest in the school magazine, the School Council discusses abolishing school uniforms for boys. The motion is, eventually, passed but no action is taken. During the war, clothing rationing and difficulties for parents meant that uniform was relaxed in 1938.

Swimming Pool Built

Parents contribute an initial £600 towards building the school swimming pool and pupils aim to raise £1000 themselves in 1961. The community pulls together to remove topsoil, excavate and build the pool. By 1968, the pool and changing rooms were completed.

Theatre and Sports Hall Open

A drama festival of eight plays marks the opening in 1982. Over the next decade, the enthusiasm of pupils allowed an average of five school productions each year, ranging from *Twelfth Night* and *Three Sisters* to *Blood Wedding* and *Accrington Paris*.

Present Day

Today, St Chris is a vibrant, thriving community working together. We believe in the benefits of an informal approach underpinned by the belief that all voices, from the youngest member of the nursery to the chair of governors, should be listened to and treated respectfully.



Let's work together.

Piqued your interest? We thought so.

At St Chris, we do things differently to benefit our young people and community. Looking for a new challenge? Looking to have an impact? Searching for a job that gets you thinking?

Apply for this role at www.stchris.co.uk/vacancies.

How to apply

To apply, please complete an application form (we do not accept CVs as an educational institution) and submit this, together with a covering letter to the People team at hr@stchris.co.uk. If you would like a conversation regarding this opportunity, please contact Zoe Weaver, Director of People at 01462 650962.

Please also complete the Equal Opportunities Monitoring form which will be immediately detached from your application.

St Chris is committed to safeguarding and promoting the welfare of children. Applicants will be subject to child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

St Chris is fully committed to equality of opportunity and diversity and we warmly welcome applicants from all suitably-qualified candidates. We welcome applications regardless of race, colour, nationalist, ethnic or national origins, religion or belief, sex, sexual orientation, gender reassignment, marital or civil partner status, pregnancy or maternity, disability or age.

The closing date for applications for this role is 12.00pm on Wednesday 5 March 2025. Interviews will take place on Wednesday 12 March 2025.