



Stephen Perse

Foundation

Assistant Head - Inclusion (3-11)
JD & PS

stephenperse.com/currentvacancies

History of Stephen Perse

The Perse Girls School, founded in 1881, evolved into the Stephen Perse Foundation in 2007, and first admitted boys to its Senior School in 2017. Stephen Perse has grown over recent years, adding a co-educational sixth form to its highly successful Senior School in 2008, and four nurseries and early years settings (three in Cambridge and one at Dame Bradbury's in Saffron Walden) between 2010 and 2021. Stephen Perse has been fully co-educational in all settings since 2017 and now comprises four nurseries, two junior schools, a senior school and sixth form.

Predominantly a day school, there are currently 60 (mainly sixth form) boarders. As well as its reputation for academic excellence, Stephen Perse is renowned for an innovative approach to education, and a focus on preparing students for the future.





Our Mission Statement

At Stephen Perse, our mission is to educate and inspire the contributors to tomorrow's world: intelligent young people with the creativity, compassion, confidence and conviction to question, evaluate and improve society.

Our Vision Statement

To deliver this mission, our vision is to create and sustain an outstanding educational environment that:

- Fosters modern scholarship through exceptional teaching and a dynamic, flexible and rigorous academic curriculum.
- Provides outstanding breadth of opportunity and quality of experience through a rich and varied co-curriculum.
- Nurtures and celebrates individuality, wellbeing, personal development, and contribution to the growth of others, through superb pastoral care, social and emotional education, and learning support.
- Champions and models equality, diversity and inclusivity, and social and environmental responsibility with a global outlook.

Our Values Statement

With excellence and creativity in teaching and learning at the core of each of our schools and nurseries, we value the positive difference our students can make in the world through:

- Scholarship and the advancement of knowledge and understanding.
- Kindness, courtesy, inclusivity and collaboration.
- Diligence, independence and self-reliance.
- Humility, reflectiveness and the pursuit of self-improvement.
- Character, individuality, wellbeing and confidence.
- Conserving the environment and living sustainably.

Welcome from the Principal

Richard Girvan

Stephen Perse is a leader in modern independent education, superbly well placed, both to meet the challenges, and to seize the opportunities, presented by its future.



Any school, indeed, any group of schools, is only as strong as its people. Stephen Perse boasts exceptional people across all of its schools and nurseries, and invests in their recruitment, development and empowerment to ensure our pupils benefit from excellent role models, outstanding support and exceptional teaching. As Principal, I consider this investment in our people to be of utmost importance.

At Stephen Perse, all are united in embracing the modern world and in seeking to help our pupils to find and take their place in it, as confident, socially responsible adults. We seek to attract people who are inspired by this challenge, people who share our values, people who are passionate about our collective vision of developing the change-makers of the future.

Richard Girvan

Principal

Assistant Head - Inclusion (3-11) JD & PS

Responsible to: Head of School

Location: Dame Bradbury's Junior School and Nursery, Saffron Walden

Role Description

To contribute to the long-term development and implementation of educational strategy across Stephen Perse, acting as a champion for students with SEND and EAL.

To support the Head of Dame Bradbury's and the wider leadership team in the day to day running of Dame Bradbury's School as a member of the Dame Bradbury's Senior Leadership Team.

To take specific responsibility for leadership, management and delivery of Dame Bradbury's Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), and broader Inclusion provision.

To Lead and contribute to the continuous professional development of all of the teaching and support staff working at Dame Bradbury's in delivering high quality support for the children with their teaching and learning to ensure accessibility across the curriculum.

To support the wider inclusion and SEND provision across 3-11 and across Stephen Perse, through developing and sharing best practice in teaching and learning, SEND, EAL and inclusion.

This role is to start from September 2025.

Your Role as a Teacher

At Stephen Perse everyone is a learner. While our pupils enjoy the benefits of a creative and innovative learning environment, our teachers strive to inspire and engage through using a wide range of pedagogical approaches.

We want every teacher to offer the very best in teaching and learning to our students and this will inevitably, and perhaps even increasingly, involve the digital world. We are iPad 1-to-1 from 11 to 18 and our Junior Schools use class sets. We are a leader in the use of digital technology within the classroom and are one of only 11 schools in the UK to be an Apple Distinguished Schools. This helps us to support our teachers and learners to have an appropriate use of these technologies.

We don't need you to be a fluent or confident user of technology before you start working with us, but we will want you to have an agile and ambitious mindset that is open to adopting new techniques. Training and support are offered on a regular basis as part of formal and informal CPD and is focused on student learning.



Specific Responsibilities

Membership of Dame Bradbury's SLT

- Attend and participate in SLT meetings and any subsidiary committees or working groups, as required, both specific to Dame Bradbury's and all Stephen Perse sites.
- Contribute to the wider management of the school, including by taking responsibility for relevant components of the Dame Bradbury's and wider 3-11 development plan, as required.
- Contribute to the implementation of strategic plans and initiatives, leading and supporting, as required.
- Contribute to crisis or critical incident management, as required.
- Contribute to the professional development of colleagues and the management of their performance, as and where required.
- Contribute to the recruitment of teaching and other staff.
- Contribute to the admissions process for pupils.
- Contribute to the safe and effective running of the school site through duty rotas, as required.
- Contribute to identifying, developing and improving teaching and learning standards in the school to support all children.

Leadership of SEND, EAL and Inclusion provision

- To be the named SENDCO for Dame Bradbury's.
- Support the implementation of the Special Educational Needs (SEN) Code of Practice, including:
 1. Contribute to the formulation, monitoring and review of all Stephen Perse policies relating to SEND, EAL, Inclusion and Equal Opportunities for pupils;
 2. Determine and administer appropriate diagnostic tests, screeners and other assessments to identify SEND and/or EAL needs among the pupils at Dame Bradbury's;
 3. Liaise and work with specialists and stakeholders (colleagues, parents, students) to determine specific strengths and weaknesses in pupils' behaviour/ learning and develop, implement and monitor individual education plans;
 4. Facilitate, design, document and deliver, as appropriate, interventions, either within the classroom, in small groups or 1:1, for pupils with identified learning needs and/or social, emotional and behavioural issues. Such interventions should ensure that the teaching and learning opportunities support and meet the needs of each student to help them in

reaching their maximum potential;

5. Monitor and report (verbally and in writing) to relevant stakeholders (SLT, colleagues, parents and pupils) on the purpose and success of interventions;
- Be a role model for classroom teachers and to support them as appropriate to achieve effective differentiated teaching methods which ensure teaching and learning activities respond to and meet individual pupil needs.
 - Manage and advise on the school budget and resources for SEND provision.
 - Develop and maintain systems for keeping pupil records ensuring information is accurate and up to date.
 - Analyse School, Local and National Data. Develop appropriate strategies and interventions.
 - Being a pivotal point of contact to support children with transitions at all age ranges and liaising with appropriate colleagues in other settings.
 - Monitor and evaluate the wider body of academic research, developments and emerging best practice in the SEND/EAL/Inclusion space, and cascade to staff to inform and develop ever more effective practice.
 - Provide professional development training sessions, as required, to develop colleagues' skills and competence in the teaching of pupils

with a diverse range of needs whilst also identifying wider support needs for staff to improve the overall experience for children with their teaching and learning.

- Develop effective relationships with a range of external agencies and stakeholders to support and enhance SEND provision, including but not limited to, educational psychologists, play therapists, healthcare professionals, agencies involved in providing 'Early Help', other schools and educational networks. Lead on any communications and support interventions needed with these agencies.

Management and delivery of SEND, EAL and Inclusion provision responsibilities

- Assist classroom teachers, to differentiate for and maximise all pupils' learning opportunities within their individual classes, by providing advice and guidance on strategies to successfully address behavioural and learning issues within the classroom.
- Manage Teaching and Learning Assistants across Dame Bradbury's, directing their day-to-day activities to support pupils.
- Model to classroom teachers good differentiated teaching methods which ensure teaching and learning activities

are reflective of individual pupil needs.

- Be responsible for the assessing, planning, and reviewing of the graduated approach across the school 3-11, delivering on the key responsibilities of the SEND Code of Practice.
- Working with a range of specialists, the post-holder is responsible for: administering diagnostic tests, use screening and other assessment procedures to determine specific strengths and weaknesses in a pupils' behaviour/learning; designing and delivering small-group focused educational and behavioural interventions which address these needs in an inclusive school environment; and monitor and report (verbally and in writing) on the success of interventions.
- Delivering on-going interventions to address the needs of pupils identified with Special Educational Needs and Disabilities, and improve educational standards on behalf of these pupils, as detailed above.
- Collate, record and monitor pupils with English as an Additional Language (EAL) to ensure there is adequate support and celebration of diverse language heritages. Support the wider school team in this work and participate in the creative development of the school's cultural provision.

- Collate, record and monitor pupils with Exceptional Ability. Support the wider school teams to manage the identification of pupils with exceptional abilities, generally 2 years above peers, in learning areas to ensure there is identification and a learner-based approach in enhancing provision and encouraging progress.
- Embracing initiatives that improve the quality of teaching and learning within the system, including implementing Digital Learning initiatives.

General responsibilities

- Act as an excellent ambassador for Stephen Perse at all times.
- Undertake other duties as agreed with the leadership team.
- Build and maintain good working relationships with all Stephen Perse colleagues.
- Assist as necessary in other Stephen Perse areas at peak times.
- Work at all times towards the aims and goals of Stephen Perse and any individual objectives and targets you may have agreed.
- Proactively identify areas for improvements within Stephen Perse.
- Actively promote the Stephen Perse Equal Opportunities Policy, encouraging staff awareness and participation in all areas.

- Act in accordance with the Data Protection principles at all times.
- Adhere at all times to Stephen Perse operational and employment policies and procedures.
- Take care of your own health and safety and that of people who may be affected by what you do (or do not do).
- Cooperate with others on health and safety, and not interfere with, or misuse, anything provided for your health, safety or welfare.
- Follow the training you have received when using any work items Stephen Perse has provided.
- Adhere to the Stephen Perse Privacy Notice and ensure private and confidential data is kept secure and disposed of in the appropriate manner.

This job description is not necessarily comprehensive and the position holder will be required to carry out such other duties as may reasonably be required within the general scope and level of the post.

Safeguarding and welfare of children

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact, will be to adhere to and ensure compliance with the Stephen Perse Safeguarding and Child Protection Policy statement at all times. If, in the course of carrying out the duties of the post, the role-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School, s/he must report any concerns

to the School's Designated Person or the Stephen Perse Designated Safeguarding Lead. All employees of Stephen Perse adhere to the Safer Working Practices guidance and all teaching staff are required to adhere to the Teaching Standards which can be **found on the government website.**

Person Specification

	Essential	Desirable	Assessment Method
Qualifications	<p>Qualified Teacher Status</p> <p>Evidence of ongoing professional development; attendance on courses, INSET, action research, personal study etc.</p> <p>Commitment to continuing professional development, working towards standards and role expectations described in the Teacher Standards Framework for SENCO</p> <p>Driver with own transport</p>	<p>National Award for SEN Coordination</p> <p>Level 5 Certificates in Dyslexia, Literacy Support and intervention, Dyscalculia and Maths learning difficulties</p> <p>Level 7 Diploma in Teaching and Assessing Learners with Dyslexia/Specific Learning Difficulties</p> <p>Strong qualifications in English and Maths at GCSE (or equivalent)</p>	<p>Application Form</p> <p>Production of the Applicant's certificates at interview</p>
Knowledge & Experience	<p>Previous experience of being a SENCO within the 3-11 age range</p> <p>Thorough knowledge and understanding of the SEND code of practice</p> <p>Knowledge of the range and type of interventions available and be able to apply these appropriately in context of the school's resources and the individual child</p> <p>Experience to identify needs for intervention and support for groups of children to support their needs</p> <p>Varied experience and understanding of teaching and learning across the primary age range in particular SEND, G&T, EAL</p> <p>Experience of effectively using data analysis to inform pupil progress</p> <p>Experience of leading and training of other staff development activities including analysing the impact of support staff in raising progress</p> <p>Willingness to engage with digital technology</p> <p>Knowledge of the National Curriculum</p> <p>Experience of inter-agency work</p>	<p>Experience of successful leadership and management within a school or other educational setting</p> <p>Experience of teaching in more than one key stage</p>	<p>Application Form</p>

Person Specification

Skills & Aptitudes	<p>Work effectively under pressure</p> <p>Ability to ensure that inclusive practice is confidently led, well organised and able to promote and further develop the highest standards of pupil achievement</p> <p>Ability, in collaboration with relevant teaching and support staff, to generate and monitor pupils' programmes and plans</p> <p>Responsibility for the writing, monitoring and updating of the school's 'Local Offer' for SEND provision</p> <p>Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEND</p> <p>Be responsible for policy review and development relating to inclusion throughout 3-11</p> <p>Keep abreast of technological developments and to make effective use of evolving technology</p> <p>Due to our statutory obligations in respect of safeguarding, the ability to read, understand and communicate in English to a sufficient standard to understand these obligations is required</p>		Interview
Personal Attributes	<p>Professionalism and integrity</p> <p>Dedication and enthusiasm</p> <p>Energy and resilience</p> <p>Approachability and Flexibility</p> <p>Organisational skills</p>		Interview

Terms and conditions

All appointments for Stephen Perse are subject to satisfactory reference and disclosure and barring service (DBS) checks, suitability to work with children checks, online checks, proof of identity and eligibility to work in the UK, completion of a medical questionnaire and proof of qualifications.

Hours of work

Full-time.

Salary

The successful candidate will be remunerated at the appropriate point on Stephen Perse teaching scale, which is in excess of the state sector teaching scale.



Benefits

- Contributory pension scheme - Aviva Pensions Trust for Independent Schools (APTIS).
- Salary sacrifice tech and cycle to work schemes.
- Life assurance scheme.
- Rail season ticket loan/discount on train travel on Greater Anglia rail services.
- Free lunch and refreshments provided.
- A loan of an iPad, for use whilst employed at the school.
- Annual flu immunisation.
- Parking available at Dame Bradbury's school.
- Many of the sites offer covered bike parking.
- Free access to the Cambridge University Botanic Garden.
- Access to private health and dental plan subscriptions.
- A staff discount on School Fees of 50% (pro rata for part time and term time) should staff have a child at any school (from Reception to Year 13) within Stephen Perse (from September 2025).

Please note, all benefits are under periodic review and subject to change.

Privacy Notice

Please see our privacy policy which is available on the recruitment portal.

<http://www.stephenperse.com/recruitment>



Please apply directly by downloading an application form from our recruitment page at www.stephenperse.com/recruitment, or email recruitment@stephenperse.com to request an application form. Please send completed application forms to recruitment@stephenperse.com. We are unable to accept CVs.

The Recruitment Process

- Closing date for applications:
9am on Friday 16 May 2025.
- Interviews will take place:
Friday 23 May 2025.

References may be taken up before interview.

Invitation to interview and recruitment arrangements

Stephen Perse is committed to safeguarding and promoting the welfare of its pupils. Stephen Perse has a statutory duty to apply for DBS clearance and shall ask the successful candidate to complete an online form which must be cleared before the applicant can commence work. Such checks may take up to eight weeks to complete.

Stephen Perse has a legal responsibility to ensure that all its employees have the legal right to live and work in the UK. Therefore, you will need to provide original documents verifying that you are eligible to work in the UK to the interview. Details of these will be provided in the invitation to interview.

All candidates invited to interview must bring the original documents confirming any educational and professional qualifications that are necessary or relevant for the post.





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Stephen Perse (Main Office), Union Road, Cambridge, CB2 1HF

stephenperse.com



Charity No: 1120608