

# **Part-time Head of PASS Department (SENCO)**

**Job Description**



**Queen Margaret's  
School for Girls**

Escrick Park, York

## Queen Margaret's School for Girls

Established in 1901, QM is an independent boarding and day school for girls aged 11-18. You will find us in glorious parkland about six miles south of York. But we are much more than our surroundings, we are more than a school:

We're a home from home,  
A family of learning and belonging,  
In a truly inspirational setting.

We are somewhere each and every girl can thrive,  
Where they'll be happy and healthy,  
Grow their knowledge, skills and confidence,  
And make friends for life.

Somewhere that's the bedrock for success,  
Opens up opportunities and possibilities,  
Inspires them to forge their own future,  
And gets them ready for life, whatever their calling.

We nurture girls to fulfil their ambitions,  
To realise their potential,  
To become the best women they can be,  
And give them an amazing start in life.

Girls do so much better in single-sex education and here we see our pupils engaging enthusiastically in a range of activities - academic, sport, extracurricular and social. No airs and graces, no frills or make-up, just girls getting stuck in, and having fun while they do it. They achieve academically (outstandingly so), they come from a variety of backgrounds and, with an increasing emphasis on the level of support available, we are proud to continue making a QM education possible for an increasingly diverse range of girls. Our girls have homes in York, Ripon, Thirsk, Newcastle upon Tyne, Inverness, Hong Kong, Madrid, Frankfurt and Bangkok. Many girls board, not because they have to, but because they want to. The girls are the focus of life at QM and are at the heart of everything we do. It's this focus and an individualistic approach that allows our girls to carve their own path, and flourish as formidable, independent women.

## Working at QM

The majority of staff live within 30-45 minutes of the school including York, Hull, Leeds and Harrogate. Staff involved in boarding live on site. We operate our own salary scale and all staff contribute to a pension scheme. During term time (in normal times) meals are provided when you are on duty. Working in a boarding school is an experience like no other. The sense of community is very strong and the opportunity to get to know both girls and staff is more apparent than would be the case in a day school. There are lessons on a Saturday morning and our term dates are shorter than schools in the state sector, although we adhere wherever possible to the half term dates of the local authorities in order to support our staff with children of school age.

Beyond the specific requirements of the job explained below, we are looking for staff with personality and the ability to support and encourage girls. You will put your heart and soul into developing your practice and improving on what you do. You will know the value of boarding school life. A team player, you are likely to want to spend time with colleagues and enjoy getting to know them and be involved in the boarding community.

Most girls stay at school after their lessons finish each day, either because they are boarders or because they are involved in activities. There are a variety of enrichment activities and clubs on offer including horse riding, tennis coaching plus clubs as diverse as debating, fashion, philosophy and swimming. We have extensive sports facilities and all girls play hockey, lacrosse, netball and rounders as well as an array of other sports. Day girls are able to stay until 19:30.

## About the Role

Queen Margaret's School for Girls is looking for an experienced, enthusiastic and proactive SENCO to effectively and efficiently lead the Special Educational Needs (SEND) provision at the school from September 2025 or January 2026. This is a part time position (0.5 FTE) which has the potential to increase in hours with the ability to offer a second subject.

QM has a proud history of supporting the specific learning needs of all its students and has a highly inclusive culture as a result. At QM we call our SEND department the PASS Department (Progress, Achievement and Student Support) reflecting our commitment to providing the best possible learning environment without labels or stigma. The Department is located in the heart of the school and is currently staffed by one full-time and one part-time learning support specialist as well as the Head of PASS (SENCO). We are passionate about our commitment to providing inclusive and accessible education to all our girls and therefore, unusually in the independent sector, there is no additional charge to parents for PASS support (including one to one sessions). As a result, the culture of the school is one where students readily seek support from the PASS Department and the SENCO plays an important role in supporting both the academic and pastoral life of this busy boarding and day school.

As an all girls' school QM is able to focus on the specific needs of girls and young women, especially their approaches to learning and the particular gender specific features of female neurodiversity. The new SENCO will have a particular responsibility for further developing our inclusive provision for neurodiverse girls in the classroom and advising colleagues on how best to support all students with disabilities and protected characteristics. We expect that they will be visible in lessons and in the staff room observing and supporting students and staff in teaching and learning.

The SENCO, with the support of the Head and Governing body, takes responsibility for the day-to-day operation of provision made by the school for students with SEND and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all students. This role involves the oversight of the SEND provision of the whole school, teaching timetabled 1-1 sessions and the line management of SEND staff. The Head of PASS should be qualified to administer the necessary diagnostic tests for a range of SEN and maintain records enabling the students to access appropriate adjustments in their internal and external examinations. In addition, as inclusion lead, the Head of PASS will also work closely with the Governor responsible for EDI, the Senior Deputy Head and staff and student representatives to further develop the school's approach to inclusion and thus further strengthening our commitment to EDI.

Excellent interpersonal and communication skills and a flexible approach are essential to meet the varied demands of a school environment and the responsibilities of the post, including ongoing support and communication with parents as well as colleagues and students.

Applicants must have a thorough knowledge of SEND provision requirements for schools and demonstrate a good understanding of current and future developments in SEN and education. They will have substantial experience in the strategic direction and development of SEND provision. They will have a good knowledge of the JCQ requirements for public examinations with regards to access arrangements.

Moreover, the successful candidate must be able to demonstrate a successful track record in teaching and have experience in leading teams of staff as well as leading whole school training.

## Job Description

### Job Title: Part-time Head of PASS Department (SENCO)

**Responsible for:** The leadership of departmental development on day to day issues and ultimately the Headmistress in all matters. The key task of the SENCO is to ensure that Special Educational Needs (SEND) provision is both efficiently and effectively managed and led. The range of responsibilities delegated to the SENCO with regard to provision and coordination is outlined below. It is expected that all legal and statutory requirements are met for students with SEN via the SENCO.

Working with the Headmistress and Senior Leadership Team (SLT) the SENCO has the following responsibilities:

#### Objectives of the post:

- Strategically direct and develop the SEND provision throughout the school
- Work with Heads of Department to ensure quality first teaching is being delivered throughout the school
- Communicate effectively with parent/carers
- Contribute to effective teaching throughout the school
- Provide SEND training to colleagues, supporting them in the development of appropriate syllabuses, materials and schemes of work
- Interact on a professional level with colleagues and seek to establish and maintain productive relationships with the aim of improving the quality of teaching and learning in the school
- Contribute expertise, enthusiasm and talents in order to develop each girl's full potential within the ethos of the school
- Efficiently and effectively deploy staff and resources throughout the school
- Carry out other associated duties as are reasonably assigned by the Headmistress or other appropriate senior member of staff.

#### Key Responsibilities:

- The SENCO, with the support of the Head and Governing body, takes responsibility for the day-to-day operation of provision made by the school for students with SEN and provides professional guidance in the area of SEND in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement of all students.

- It is the statutory duty of all members of the teaching staff to safeguard and promote the welfare of all children at the school and to adhere to the school's safeguarding policy and procedures.

### **Strategic Direction of SEND provision**

- Ensure effective systems of communication, including feedback about student's learning to inform future planning
- Monitoring the quality of SEND support by establishing effective systems to identify and meet the needs of students, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed
- Ensure that the objectives of the SEND policy are reflected in the School Improvement Plan
- Liaise with and coordinate the contribution of external agencies
- Maintain up-to-date knowledge of national and local initiatives which may impact upon policy and practice.

### **Progress and Achievement of Students**

- Monitor the achievements, welfare and discipline of students, and follow up the progress reviews, liaising with the pastoral team and parents when appropriate
- Liaise with subject departments, feeder schools particularly regarding transition, exam boards, and other relevant external providers
- Coordinate the application for, and lead in the area of, access arrangements in external examinations, in conjunction with the Examinations Officer.

### **Teaching and Learning**

- Work with all staff to promote aspects of quality teaching
- Lead INSET regularly and, where appropriate, this may include chairing and be a part of working parties
- Provide opportunities for observation of colleagues/visits to other schools in order to share best practice
- Collect and interpret specialist assessment data gathered on students and use to inform practice
- Work with students, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement is set for SEN students
- Support developments and initiatives to improve standards in literacy and numeracy as well as access to the wider curriculum
- Oversee and monitor the quality of Individual Education Plans and other support plans such as pastoral support plans and maintaining detailed information for subsequent meetings with parents
- Develop systems for colleagues to monitor and record progress made by students with SEN towards the achievement of targets set in IEPs and support plans
- Support the school in meeting statutory responsibilities for SEND provision and review
- Lead the Annual Review meetings where appropriate and ensure all related preparation is completed in a timely fashion
- Liaise with the Examinations Officer to ensure appropriate assessments are up to date and provision for special needs for all examinations is identified and met
- Support the transition process for all students joining the school, ensuring that relevant information is shared with teachers and that student starting points are known.

### **Leadership and Management**

- Work with and alongside teaching staff and members of the SLT
- Lead the team, be instrumental in planning for continual improvement and contribution to the evaluation of the work of the department
- Promote an atmosphere of continuing professional development and share good practice with colleagues

- Contribute to the school's development plan
- Support the professional development of all staff in the department
- Manage effectively all staff connected with the department
- Advise the Head and Senior Deputy Head on all staffing matters within the department
- Carry out annual professional review of colleagues in line with school policy. Encourage all staff to recognise and fulfil their statutory responsibilities
- Identify the training needs of staff and organising/coordinating INSET to be delivered by the department and other professionals
- Disseminate procedural information such as recommendations of the code of practice or the school's own SEND policy
- Review the needs, progress and targets of students with SEN
- Provide regular information to the Headmistress, governing body and other relevant parties, on the evaluation of the effectiveness of provision for students with SEN, to inform decision making and policy review
- Work closely with teaching staff to ensure there is a clear understanding of SEND issues and/or joined up approach to support.

### **Efficient and Effective Deployment of Staff and Resources**

- Draw up the annual department budget and annual Departmental Development Plan
- Provide advice to Head/ALT relating to resource requirements, the deployment of staff and timetabling in relation to the support of SEND
- Organise and coordinate the work of colleagues to ensure appropriate deployment of learning resources including ICT
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range available within and externally to the school
- Organise and manage timetabling for SEND staff throughout the school.

### **Curriculum**

- Ensure that work in the curriculum is developed and reviewed regularly in cooperation with all members of the department to meet the needs of SEND students
- Manage the department's financial, teaching and material resources to ensure the effective learning of all students
- Construct the timetable of the SEND team
- Contribute to the implementation of the safety regulations in accordance with the Health and Safety at Work Act 1974 and other DFE guidelines.

### **Ethos and Culture**

- Provide leadership in promoting an ethos and culture within the department that is in line with achieving the aims of the school
- Facilitate, within the whole school, behaviours that support and contribute towards developing the values of the school.

### **Other Professional Requirements**

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the school, especially those relating to the safeguarding of, and promoting the welfare of, children
- Establish effective working relationships and set a good example through personal presentation and professional conduct

- Contribute to the wider life of the school through effective participation in meetings and support for the co-curricular activities in school
- Take responsibility for their own professional development and duties in relation to school.

### **Policies and Practices**

- Promote the general progress and wellbeing of individual students and of any class or group assigned to the post holder
- Provide guidance and advice on educational and social matters where appropriate
- Help ensure that departmental teaching areas are attractive in appearance and conducive to stimulating an interest in the subject but are also appropriate for all students
- Contribute to the induction of new members of staff
- Carry out supervisory duties in accordance with published rosters
- Contribute towards the marketing of the school by participating in Open Mornings and parent events
- Participate, when appropriate, in meetings and functions with colleagues and parents
- Carry out other associated duties as are reasonably assigned by the Head or other appropriate senior member of staff.

The post holder may also be required to perform any other duties as may be reasonably required as far as is relevant to the post holder's grade and level of responsibility, for which the post holder has the necessary experience and/or training. Responsibilities may be subject to review from time to time and amended to reflect changing circumstances.

## **Person Specification**

<b>Attribute</b>	<b>Essential</b>	<b>Desirable</b>
Training and Qualifications	<ul style="list-style-type: none"> <li>• A graduate in a relevant discipline</li> <li>• To hold a teaching qualification that is recognised by the DfE</li> <li>• Successful experience in a secondary school</li> <li>• To have evidence of continuing and recent professional development relevant to the post.</li> </ul>	<ul style="list-style-type: none"> <li>• National SENCO Award or willing to complete training</li> <li>• Other specialist qualification in SEND.</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Directly supporting children with special educational needs</li> <li>• Effective working with a variety of stakeholders</li> <li>• Effectively leading the work of a number of adults</li> <li>• Monitoring and identifying areas for improvement</li> <li>• Leading, motivating and developing practice</li> <li>• Effective use of assessment and analysis of SEND children's progress in raising standards.</li> <li>• Teaching experience across the secondary range having taught at all levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience as SENCO</li> <li>• Experience of working as part of a SEND team</li> <li>• Working effectively with students with SEND.</li> </ul>

Professional knowledge, skills and understanding	<ul style="list-style-type: none"> <li>• Previous experience of effective SEND development and pupils based learning</li> <li>• Thorough and up to date knowledge of SEND code of practice and SEND issues</li> <li>• Proven Management and SENCO skills to support inclusion teaching and learning</li> <li>• Ability to produce accurate work to tight deadlines under pressure</li> <li>• Ability to communicate clearly in writing and orally to a variety of audiences</li> <li>• Ability to deal sensitively with pastoral issues relating to staff and students</li> <li>• Extensive ICT skills that reflect the impact of technology on today's classrooms</li> <li>• Ability to deal sensitively with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of managing successful change.</li> </ul>
Personal Qualities and Abilities	<ul style="list-style-type: none"> <li>• An enthusiastic, confident and able communicator with excellent interpersonal skills</li> <li>• An effective organiser who can get the most from all types of resources through their development and deployment</li> <li>• A positive and resilient individual with drive, initiative, vision and commitment to improve standards in the school</li> <li>• Can lead, motivate and inspire others including teachers, parents and governors</li> <li>• Commitment to inclusion and raising standards for all.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to demonstrate strong leadership and management skills.</li> </ul>
Management	<ul style="list-style-type: none"> <li>• Ability to analyse and evaluate data on students</li> <li>• Ensure appropriate curriculum provision for all students across the department</li> <li>• Ability to establish credibility with colleagues, students and parents.</li> </ul>	

## Benefits of Working at QM

- Friendly, rural working environment
- Occupational DC pension scheme with an employer contribution of currently 8.4%
- Free lunches during term time
- Death in Service benefit
- Discount on school fees at the discretion of the Head
- Onsite free parking.



## How to Apply

All applicants must complete the school's official application form, available via this link to our website <https://queenmargarets.com/careers>, providing a full career history and names and contact details for two referees. Completed application forms should be returned to: [recruitment@queenmargarets.com](mailto:recruitment@queenmargarets.com).

Queen Margaret's is committed to safeguarding and promoting the welfare of children and young persons and candidates must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service and will be asked to bring certain documents to interview to confirm their identity.

Candidates should be aware that, in compliance with statutory guidance, as part of the shortlisting process the school will consider carrying out an online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with the applicant at interview.