Head of Learning Support (SENDCo) - Job Pack

ArtsEd is a brilliant place to work, full of talented people doing what they love most in the world. For over 100 years, ArtsEd has been at the forefront of performing arts training in the UK, nurturing talent, and inspiring confidence. One of the UK's leading centres of conservatoire education, the training we provide is world-class, inclusive, contemporary, and focused on the constantly evolving needs of the industry in the 21st century.

ArtsEd employs around 170 people in a variety of teaching and support roles, as well as many more on a freelance basis. We expect a great deal from our staff, and in return, we provide a fulfilling, supportive, welcoming, and engaging environment, where people feel comfortable to be creative, open, and able to give their best.



ArtsEd Day School & Sixth Form

Our Day School & Sixth Form is a national centre of excellence for the study of the performing arts. Founded over 100 years ago, ArtsEd's ethos remains much the same today as it was then: to provide a broad and balanced education, stretching students to achieve their academic, artistic, and personal potential.

An independent day school like no other; ArtsEd is an international leader in performing arts education and a local and national leader in its wider academic provision. Our students enjoy a high-quality vocational programme delivered by committed and creative professionals, whose expertise instils in our students a passion for performance that feeds into all aspects of their educational and personal development. Our students spend time every day doing what they love, encouraging their development into happy, collaborative, and well-rounded individuals, fully committed to holistic education and, at 16+ or 18+, armed with a set of skills and experiences that prepare them for whatever pathway they choose to follow.

In 2024, recognising our outstanding curriculum and performing arts achievements, ArtsEd was awarded a 'significant strength' by ISI, and the School won the ISA National Award for Excellence.

ArtsEd Higher Education

ArtsEd is one of the UK's leading providers of degree-level conservatoire education. Our Foundation, BA and MA courses in Musical Theatre and Acting, create graduates who are innovative and resilient performers. We prepare our students for both the physical and mental rigours of the performing arts industry through a combination of outstanding vocational training and focused pastoral care. The success of our approach has led to our alumni playing a key role in the success of the UK's creative economy for many years and they include choreographers, directors, and producers, as well as performers.

'The future of this country's theatre tradition depends on centres of excellence such as ArtsEd.'

Lord Lloyd Webber, ArtsEd President

What do we offer?

The energy and passion at ArtsEd are tangible. We are a small, close-knit team, committed to supporting all of our students to achieve their best. We offer competitive salaries and our size means that we are able to provide tailored opportunities for staff to develop their skills and experience through internal and external programmes.

The health & wellbeing of our staff is a key focus and we have teamed up with Simply Health to offer a family-wide health plan that includes the following:

- a full Employee Assistance Programme, including face-to-face counselling and unlimited telephone support;
- contributions towards a range of therapies, including sports massage, physiotherapy and chiropractic appointments;
- contributions towards dental and optical costs;
- 24/7 GP appointments via telephone/webcam;
- Lifestyle Discounts.

In addition, staff are eligible for the following:

- Cycle to Work Scheme;
- a 5% matched pension (after the relevant qualifying period).

Head of Learning Support (SENDCo)	
Department:	Day School and Sixth Form
Reports to:	Director of Teaching and Learning
Working Pattern:	Full Time, Permanent
Start date:	September 2025
Salary:	Commensurate with experience

ArtsEd is committed to safeguarding and promoting the welfare of children and young people and expects all staff (permanent and visiting) and volunteers to share this commitment; all staff are required to undergo background checks in line with Keeping Children Safe in Education 2024 regulations and to hold an enhanced DBS.

Summary of the role:

We are seeking a committed and compassionate leader with a deep-rooted belief in the power of inclusive education to transform lives. To excel in this role, you will need a thorough understanding of Special Educational Needs and Disabilities (SEND), underpinned by strong knowledge of the legislative framework, including the Children and Families Act 2014, the Education Act 1996, and the SEND Code of Practice (2015).

The Learning Support department aims to support all students with their learning and performance at ArtsEd, particularly those who require additional help or reasonable adjustment to access their full potential, including those with Special Educational Needs and Disabilities. We follow the SEND Code of Practice (2015) in our fully integrated, 'graduated approach' to learning intervention and we work actively to ensure high-quality adaptive teaching and targeted intervention by subject teachers.

As Head of the Learning Support department (which includes the role of SENDCo), you will play a pivotal role in shaping the School's vision and strategic direction for supporting students with Special Educational Needs and Disabilities (SEND). Your leadership will ensure that inclusive practices are embedded throughout the School, promoting high expectations and aspirational outcomes for all learners.

Equally essential will be your ability to build trusting, respectful relationships with families, ensuring they feel heard, valued, and actively involved at every stage of their child's journey. You will bring a proven track record of improving outcomes for students with SEND, alongside the leadership acumen to inspire, develop, and support those around you. This role demands not only drive and emotional intelligence, but also resilience, the ability to remain calm, focused, and solutions-oriented when facing challenges.

You will determine, develop and implement the strategic approach to SEND policy and provision, ensuring it reflects current legislation, aligns with best practice, and is tailored to the evolving needs of the student population.

All staff at ArtsEd are expected to sustain and improve the quality of performing arts training and academic education that is offered to the students in the School. Our ethos is one of shared responsibility to which all teachers make a significant contribution. You will generate and implement, along with the other members of this successful department, the vision for the most innovative support for all our students.

In 2024, recognising our outstanding curriculum and performing arts achievements, ArtsEd was awarded a 'significant strength' by ISI, and the School won the ISA National Award for Excellence.

Please email hr@artsed.co.uk for any further questions about the role.

Key Responsibilities:	
As Head of Learning Support	The Learning Support department is located at the heart of the School and works collaboratively with staff from all areas of the ArtsEd Curriculum, developing resources, sharing good practice, and ensuring excellent student progress in both academic and vocational areas of the curriculum through impactful teaching and learning. The work of the Department supports the creation and development of a nurturing and supportive environment. To excel in this role, you will need a thorough understanding of Special Educational Needs and Disabilities (SEND), underpinned by strong knowledge of the legislative framework, including the Children and Families Act 2014, the Education Act 1996, and the SEND Code of Practice (2015). • **Intervention strategic and individual:** Part of the role will be to develop and implement programmes for ongoing planned intervention (at individual and group levels), assessment and careful tracking and monitoring of every student that is supported by the Department. Contribute to the development and implementation of targeted strategies to enhance the learning experience at all key stages. Use data to inform decisions and ensure pupil voice is central to all interventions. • **Information Management**: Collate, maintain and disseminate relevant student information, including Individual Learning Plans (ILPs), action plans, and recommended teaching strategies to ensure staff are well-equipped to support learners with SEND. • **Targeted Support & Literacy Development**: Organise, oversee, and contribute to the learning support provision for identified students, particularly focusing on academic literacy and supporting students in producing high-quality written work. Conduct appropriate assessment and careful tracking and monitoring of every student that is supported by the Department. • **Audits, Reporting and Review** Provide on request audits, reports and reviews of provision at both individual and cohort levels. • **Data and Records**: Create and maintain accurate and up-to-date records in the SEND database on ISAMS, ensuring all relevant data is available to teaching staff through regularly updated ILPs. • **EHCP Oversight**: Liaise with relevant outside agencies to ensure that individual pupil special additional. educational needs are met. Lead annual reviews for students with Education, Health and Care Plans (EHCPs), monitoring implementation and progress toward agreed outcomes throughout the academic year. • **Whole-School Strategy and Training**: Develop and promote effective SEND teaching practices. Share strategies and resources with staff through INSET and personalised guidance as needed. • **Advice on matters of SEND** In addition to overseeing the day-to-day coordination of SEND provision, to act as a key advisor to staff, offering expert guidance and professional development to build whole-school capacity. Work closely with teachers, parents, and external agencies to develop robust, individualised support strategies, ensuring every student receives the tools they need to thrive academically, socially, and emotionally. • **Professional Development**: Stay abreast of national developments in SEND. Attend relevant training and organise internal INSET to ensure best practice is embedded across the School. • **Policy Review**: Annually review and update the School's SEND policy, ensuring compliance with current legislation and statutory guidance. • **Admissions & Suitability**: Participate in the review process of prospective students to assess the School's capacity to meet their individual needs. Ensuring that the needs of all new students are assessed on, or before, entry, with appropriate strategies identified and agreed with all key stakeholders, and staff are informed as necessary. • **Cover & Teaching Support**: Provide occasional classroom cover when required. Uphold high standards of teaching room care and ensure adherence to Health and Safety regulations.

	• **Pastoral Collaboration**: Attend Key Stage meetings and liaise closely with the wider pastoral team and safeguarding leads to ensure a joined-up approach to supporting SEND students. • **Safeguarding**: Regularly consult with the safeguarding team to monitor the wellbeing of vulnerable students and ensure safeguarding concerns are appropriately managed. Be prepared to undertake safeguarding training, if not already completed. • **In-House Assessment**: Plan and implement a screening programme for all students both on entry to the School and at appropriate points as they progress through the School. Run and oversee in-house assessments (e.g., Star Reader, Exact) and make data available to relevant stakeholders. Coordinate other SEND assessments as necessary. • **Learning Environment**: Conduct class observations to identify barriers to learning and provide support to teaching staff. Monitor classroom accessibility for SEND students. • **Gifted and Talented:** ArtsEd students are, by definition, talented within the performing arts, and a number are gifted. Some of our students are also gifted and talented in the academic curriculum. The Head of Learning will work closely with the Director of Teaching and Learning to ensure that appropriate provision is made for these students and will take the day to day lead for supporting gifted and talented students. • **Exam Access Arrangements**: Conduct and coordinate assessments for exam access arrangements, including the completion of Form 8s and the collation of supporting evidence in line with JCQ regulations. Work closely with the Examinations Officer to ensure that the necessary arrangements are made to support students in both internal and external examinations. • **Wider Pastoral Role**: Serve as a form tutor and contribute to the School's pastoral care and development framework. **Curriculum Responsibilities** • Deliver high-quality support to individuals and targeted cohorts of students identified as requiring learning support. • Plan and assess interventions focused on literacy and academic literacy, with a particular emphasis on tracking and accelerating student progress and achievement. • Support and assess students' development in subject-specific written work, ensuring alignment with curriculum standards and examination requirements. • Maintain accurate and up-to-date curricular records, assessments, and progress reports (including routine reporting to parents). Ensure all work set in relation to learning support interventions is marked promptly and constructively. • Collaborate with teaching staff to refine and develop effective differentiation strategies, ensuring these are embedded across units of work and adapted for various exam specifications. • Promote and uphold health and safety standards across all teaching activities, ensuring procedures are clearly understood and consistently applied.
General Responsibilities	• Contribute to whole-school cover supervision as required, ensuring continuity of learning for identified classes. • Participate fully in the School's performance management and appraisal processes, setting clear professional development goals and reflecting on progress. • Attend staff meetings, briefings, and relevant departmental or cross-school forums as appropriate. • Maintain effective communication and collaboration with class teachers and Form Tutors to support student progress and wellbeing. • Ensure all professional responsibilities—including planning, reporting, and administrative tasks—are completed accurately and within agreed deadlines. • Follow all school policies and procedures consistently, upholding high standards of conduct and professionalism**.**

School wide duties and responsibilities:	• Ensure that health and safety issues are properly understood, and procedures followed effectively and consistently. • Maintain effective discipline through the implementation of the School's agreed procedures • Take part in the Performance Management Programme. • Maintain effective discipline through implementation of the School's agreed policies and procedures. • Carry out general school supervisory duties as and when required to do so. • Attend and support Open Evenings, Parents Evenings, School performances and other relevant events. • Attend and contribute to staff meetings, department and faculty meetings, and other meetings as required.
Finance and Resources	• Provide timely and accurate information regarding resource requirements, examination costs, and disbursements for SEND-related activities and educational visits, as requested by the Finance Director or Headteacher. • Effectively manage the department's allocated budget, ensuring that all spending aligns with strategic priorities, delivers value for money, and complies with the School's financial procedures
Duties and responsibilities of all Staff:	• All staff must promote and safeguard the welfare of children and young persons for who you are responsible and with whom you come into contact . • All staff must carry out their responsibilities with regard to all ArtsEd policies and procedures, ensuring inclusivity, equality of opportunity, and compliance with Health and Safety in the workplace. • All staff must respect the confidentiality of data stored electronically and by other means in line with the Data Protection Act. • All staff must adhere to the staff Code of Conduct. • All staff are required to regularly undertake Safeguarding, Keeping Children Safe in Education, Prevent, and GDPR training and to maintain their own professionalism and job-related knowledge through ongoing CPD. • All members of staff are required to be professional, co-operative, and flexible in line with the needs of the post and the School. • Job Descriptions are reviewed annually and will change to reflect the needs of the School and the post. • ArtsEd is committed to the safety, wellbeing and safeguarding of all students and students and expects all staff to share this commitment. Staff in all posts are required to hold a clear, enhanced DBS. • You may also be required to undertake and additional duties as your line manager, SLT, or the Head requires from time to time. • All staff are expected to provide a safe and professional environment that is respectful and supportive of other staff members and members of the ArtsEd community. • All staff are expected to provide safe and professional environment that is respectful and supportive to all students and enables them to explore their identities under the Equality Act 2010 and in line with ArtsEd EDI protocols. • Demonstrate a total commitment to safeguarding all students.

Person Specification

Qualifications and Knowledge	**Essential / Desirable**	**Method of assessment**
• A relevant Degree or Diploma • Qualified Teacher Status (QTS) • National Award for Special Educational Needs Coordination (NASENCO) • Strong knowledge of SEND legislation and policy • Postgraduate qualification in Special Educational Needs or Inclusive Education • Assessment and Access Arrangements Training – for example, CPT3A or similar. • Leadership or Middle Leadership Training • Safeguarding Training (Level 2 or Designated Safeguarding Lead)	Essential Desirable	Production of the Applicant's certificates Discussion at interview Independent verification of qualifications

Knowledge		
The knowledge required by the Applicant to perform effectively in the role: • A thorough understanding of a wide range of Special Educational Needs and Disabilities (SEND), including the four broad areas of need as outlined in the SEND Code of Practice. • A sound knowledge of national frameworks, including the *Children and Families Act 2014*, the *SEND Code of Practice (2015)*, and relevant sections of the *Equality Act 2010*. • Familiarity with examination access arrangements and procedures for GCSE and other qualifications, including a willingness to develop expertise in line with evolving exam board requirements. • A well-developed range of teaching, intervention, and support strategies that effectively meet the needs of diverse learners, with a particular focus on literacy, academic resilience, and independence. • A strong understanding of current best practice in inclusive education, including differentiated planning, assistive technology, and universal design for learning. • A secure grasp of assessment procedures for identifying, monitoring, and reviewing student needs—including the use of diagnostic assessments and tools for measuring progress over time.	Essential	Contents of the application form Interview Professional references
Experience		
• Proven experience working as a SENDCo or in a leadership role within a SEND or inclusion team. • Direct experience of developing and implementing SEND provision across Yrs 7-13.. • Successful coordination of support for students with EHCPs, including conducting Annual Reviews. • Experience managing Access Arrangements and liaising with exam boards in line with JCQ regulations. • Leading or contributing to staff training on SEND strategies and inclusive classroom practice. • Working collaboratively with external agencies, parents/carers, and multidisciplinary teams. • Using data to track progress and inform targeted interventions for students with SEND. • Involvement in writing and maintaining SEND policies and/or preparing for inspections by regulatory bodies including ISI or for SEND provision.		Contents of the application form Interview Professional references
Skills and abilities		
The skills required *by the Applicant to perform effectively in the role:* • Strategic Leadership: Proven ability to lead and develop SEND provision across the School. • SEND Legislation Expertise: In-depth knowledge of SEND Code of Practice and related policies. • Effective Communication: Skilled in liaising with parents, staff, external agencies, and senior leaders. • Organisational Management**:** Strong ability to manage resources, caseloads, and compliance. • Data-Driven Decision Making: Ability to analyse pupil progress and adapt interventions accordingly. • Empathy and Emotional Intelligence: Understanding of diverse needs with sensitivity and patience. • Problem Solving and Flexibility**:** Creative and adaptable in overcoming challenges. • Staff Development**:** Experience mentoring and building a cohesive SEND team. • Budget Oversight: Competence in managing SEND budgets efficiently. • Technological Competence: Proficient with SEND management and data systems. • Commitment to Inclusion**:** Dedicated to promoting equality and inclusive education. • Resilience: Ability to manage workload pressures while maintaining wellbeing.	Essential	Contents of the application form Interview Professional references

Personal competencies and qualities		
The personal qualities that the Applicant requires to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people: • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience • Positive attitude to the use of authority in maintaining discipline. • A strong commitment to educating young people • The ability to work constructively across a wide age and ability range. • The all-round ability to discharge all professional duties properly • The competence, stamina, and professionalism necessary to perform all professional duties effectively • Enthusiasm for the work of this specialist school including a passion for educating through the Arts • Ability to work as part of a small team and communicate effectively • Total commitment to safeguarding children	Essential	Application Interview Professional references

Background to ArtsEd

ArtsEd originated from two schools, one founded in 1919 by Grace Cone and one founded in 1922 by Olive Ripman. These two educational pioneers believed passionately in the value of combining a general academic education with specialised training in dance, drama, music and art. They were committed to preparing young people for professional careers in or related to the theatre. In 1939, Grace and Olive joined forces to create the Cone Ripman School, subsequently named the Arts Educational Schools. Dame Alicia Markova and Sir Anton Dolin drew almost exclusively on ArtsEd students to help them create their revolutionary company London Festival Ballet, which eventually became the English National Ballet. Ballerina Dame Beryl Grey became Director of the Schools in the 1960s.

ArtsEd continued to innovate, introducing both professional acting and musical theatre courses and in I986 moved to its present home in Chiswick. In 2007, Lord Andrew Lloyd Webber became President, heralding an auspicious new era for ArtsEd. The Day School and Sixth Form remains the leading school of its kind in the UK with all students possessing outstanding creativity and dedication. Academic results and vocational success are significant and our Value Added return is in the top 1% nationally.

In additional to vocational training and significant success in the creative arts, each year a number of ArtsEd students move on to Russell Group universities where they study a range of more traditional academic subjects, including English.