

SENCO HEAD OF HUB INFORMATION FOR CANDIDATES



TWYFORD SCHOOL

Available from September 2025 or January 2026



Application Closing Date
09:00am, Friday 12th September
Interviews
Date to be Arranged

Welcome



A very warm welcome to Twyford and I am delighted that you are considering an application to join our exceptional community to lead The Hub, our Learning Support department.

Twyford is one of the oldest (possibly the oldest) and most prestigious prep schools in the country, educating well over 400 children on roll. It is a dynamic and exciting place to work with a highly committed and talented staff body. We wholeheartedly believe in fostering a profound love for learning, nurturing lifelong passions in academics, arts, sports, health, and culture, while equipping our pupils to embrace the challenges that lie ahead in their academic journey.

If the prospect of this role excites you and you believe you possess the necessary skills, experience, and attributes, we wholeheartedly welcome your application and I wish you every success in the upcoming interview process.

Andrew Harvey Headmaster

About Twyford

Through a narrow gap behind a high wall in the village, you encounter a vast horizon of rural beauty and a fabulous 18th century Queen Anne building. This is Twyford School, a co-educational day and flexi boarding prep school set in 30 acres of Hampshire countryside in the beautiful South Downs, three miles from the historic city of Winchester.

Twyford is one of the oldest prep schools in the country, possibly the oldest, having moved to the present site in 1809 after many years elsewhere in the village. We are proud of our heritage and the beautiful history and architecture around the School. The worn stone steps in the corridor to Upper School are a wonderful reminder of the hundreds of years of education provided at Twyford. We embrace Christian values and teach children from the earliest ages to be gracious, considerate and respectful of others. At Twyford a child that becomes adept at 'kindness' is celebrated as much as the academic, artist, budding actor, athlete or the musician. With so much on offer for all ages from 2 to 13, every girl and boy quickly finds something that they are good at and enjoy.

We are also proud of having some of the most modern facilities and forward thinking approaches to education. Classrooms are modern, bright and well-equipped with the latest technology. Our impressive facilities include music rooms, performance spaces, sports hall, swimming pool, science labs, DT labs, cookery school, 83 bed boarding facilities and much more besides, and our sports and outdoor facilities are simply outstanding.

Every teacher at Twyford shares a deep passion for the education and happiness of our children. Understanding that mental and physical development happen at different stages for different children is at the heart of a Twyford education. We shape and nurture each individual learning journey so children never feel overwhelmed, but maintain their confidence and enthusiasm for creative learning throughout their time here. Our outstanding teaching team draws on this belief to bring out the best in our children, inspiring a self-belief that serves them so well for life.

Our role here at Twyford is to give each child the most complete education – academic, cultural, emotional, physical – so that they, each and every one, can have the best start at living their best life, for themselves and for others. It is as simple as that.



The Hub: Our Dedicated Learning Support Department

At the heart of our school lies The Hub, a dedicated learning support department committed to nurturing every student's potential. Our team of highly experienced Teaching Assistants is the backbone of The Hub, bringing a wealth of expertise and specialised training to their roles. Among our staff, you'll find professionals with Specialist Teacher qualifications, EAL training, ELSA training, Speech and Language training, and Zones of Regulation training, to name but a few.

The Hub provides comprehensive support across both the Pre-Prep and Prep stages, ensuring that every child receives the tailored assistance they need. Our modern, well-equipped spaces are designed for effective interventions, although most support is integrated within the classroom environment.

The Head of Hub will lead the provision across the whole school.

This is a rare opportunity for an ambitious and innovative teacher to join the team at Twyford School.



Job Description

Reports to:

The Deputy Head Academic.

Purpose and Scope:

Work closely with the Headmaster, Deputy Head (Academic), Head of Pre-Prep and other colleagues for the strategic development and delivery of the school's Special Educational Needs and Disability (SEND) Policy.

Oversee the day-to-day operation of The Hub with the aim of supporting pupils with additional needs to thrive and encouraging all pupils to seek support when they need it.

Responsibilities and Key Duties:

- Monitor and review the progress of pupils with additional needs.
- Evaluate the effectiveness of teaching and learning through feedback from teachers and use this to provide further guidance to teaching staff.
- Analyse and interpret relevant school, local and national data and advise the Headmaster on the level of resources required to maximise achievement.
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision.
- Maintain the SEN Register and coordinate materials and information required for inspection.
- Line manage Teaching Assistants in the Prep school.
- Line manage the Pre-Prep SENCO.
- Support all staff in understanding the needs of pupils with additional needs.
- Ensure the objectives to develop The Hub are reflected in the School Development Plan.
- Promote effective communication within the department, holding regular focused meetings.
- Delegate effectively and fairly.
- Facilitate access to professional development opportunities for all members of the department.
- Manage the departmental budget effectively, ensuring that the department is appropriately resourced.
- Take an active part in the extra-curricular life of the school and its pupils.
- Create individual learning profiles for pupils with additional needs and ensure parents and staff are able to access these in a timely manner.
- Provision of training and information for staff members to ensure they have an up to date knowledge on how to support the individual pupils in their classes.
- Liaise with the external agencies and Educational Psychologists to decide the level of support required and the deployment of that support.
- Liaise with the Governor who has responsibility for SEND.
- Be readily and enthusiastically available to parents, displaying approachability and professionalism at all times.



This job description is intended to provide guidance on the range of duties associated with the post. It is not intended to provide a full and exclusive definition of the post. It may be subject to modification and amendment from time to time and it will be reviewed annually by the Headmaster.

January 2025

Job Description

Responsibilities and Key Duties (continued):

- Engage actively in the performance review process including conducting yearly appraisals of departmental staff.
- Maintain the ethos of The Hub as a place where any child is welcome and no stigma is attached to the attending sessions.
- Lead day-to-day coordination of the provision for pupils with additional needs through close liaison with members of the hub, staff, parents and external professionals.

School Responsibilities:

- Maintain high professional standards of attendance, punctuality, appearance, conduct, and positive relations with pupils, parents, and colleagues.
- Promote and safeguard the welfare of children and young people, adhering to the School's Child Protection Policy.
- Support and promote the School's ethos, aims, and objectives.
- Share in the corporate responsibility for the pastoral care, well-being, and discipline of all pupils.
- Be available to parents, displaying approachability and

professionalism at all times.

All staff are expected:

- Follow the School's safeguarding policy and procedures and ensure the wellbeing of all pupils is their highest priority.
- Contribute to the day-to-day running of the School and comply with its policies and procedures, having due regard for the Health and Safety of self and others.
- Treat each pupil and each other as individuals with courtesy and respect.
- Take part in relevant training programmes identified by the School.
- To work in a co-operative, diplomatic and flexible manner.
- To carry out any other reasonable duties as requested by the Headmaster or Bursar.



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January 2025

Person Specification

Education, Training and Qualifications:

- National Award for SEN Co-ordination.
- A Postgraduate Certificate in Education (PGCE).
- Qualified Teacher Status (QTS).
- Recent participation in relevant training.

Desirable:

- Master's Degree in Special Education.

Knowledge and Experience:

Essential:

- Safeguarding procedures including child protection.
- The SEN Code of Conduct and its practical application.
- Knowledge and experience of working with a wide range of additional needs including dyslexia, dyscalculia, Autism, ADHD and SEMH.
- Knowledge of and experience of implementing a range of strategies within SEND.
- Knowledge and experience of assessing pupils to establish need.
- The process of applying for an EHCP and the evidence required.
- Behaviour management techniques.
- Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills.
- How children develop skills and expertise in maths and how to support those who struggle to do this.
- The roles and responsibilities of educational psychologists.
- Strong track record of departmental leadership.
- Understanding of pupils' educational development.
- Knowledge of effective teaching and learning strategies.
- Manage and lead specialist teachers and learning

assistants.

- Organise and sustain systematic support from a variety of providers for a range of additional needs.
- Advise and motivate teachers with SEND initiatives.
- Clearly present a wide range of specialised information to both educationalists and non-educationalists.
- Make consistent judgments based on careful analysis of available evidence.
- Ability to interpret and apply information from assessments by outside professionals.
- To be able to influence negotiate effectively.
- Ability to work collaboratively.
- Understanding of good practice relating to safeguarding children.
- Willingness to participate in activities outside the regular school day.
- Effective IT skills.
- Working with a wide variety of additional needs.
- Experience of budget management.
- Experience of working alongside other teachers in the development of teaching and learning.
- Experience of working alongside external professionals.
- Experience of setting targets and monitoring, evaluating and recording progress.

Desirable

- An understanding of appropriate assessment criteria for examination concessions.

Essential Personal Attributes:

- Excellent listening and communication skills.
- Excellent interpersonal skills.
- Ability to prioritise time effectively and plan ahead.



Person Specification

- Ability to motivate and inspire pupils and colleagues.
- Commitment, enthusiasm, integrity and reliability.
- Flexibility and willingness to learn.
- Caring, kind and approachable attitude.
- Willingness to contribute to extra-curricular activities.
- Love of working with young people.
- Stamina, emotional intelligence and resilience.
- Role model for pupils.

Additional Information

The role is full-time, Monday to Friday. The role is available from September 2025 or January 2026.

What we offer:

- 34 week school year (including INSET days) across 3 terms, with 7-8 exeat weekends and extended school holidays throughout the academic year.
- Highly motivated pupils with lessons taught in small groups.
- Access to extensive professional development opportunities.
- Workplace pension.
- Free Death In Service & Critical Illness benefit.
- Staff fee remission (following successful completion of the probationary period and subject to the School's usual admission criteria being met).
- Freshly cooked lunch, snacks and tea and coffee at no cost during term-time.
- Staff swimming sessions in our indoor swimming pool.
- Cycle to work scheme.
- Employee Assistant Programme.
- Free parking.



The Application Process

We hope, having read the recruitment brochure and researched our School, that you will now be ready to apply. Application forms can be found on our website: twyfordschool.com/school-information/vacancies/

Closing Date and Interviews:

Friday 12th September.

Interviews are scheduled to take place during week.

We reserve the right to close this vacancy early.

Applications will be reviewed when they are received and interviews may take place at that time and early submission of applications is recommended.

Applications should be sent to: recruitment@twyfordschool.com and applicants should provide:

- A fully completed application form.
- A one-sided letter of application addressed to Mr Andrew Harvey, Headmaster.

Applications should include the names and contact details of two people who we may contact for references. References will be taken up from all shortlisted candidates before interview.

Applicants must be willing to undergo pre-employment safer recruitment checks in accordance with the Department for Education's Guidance on Keeping Children Safe in Education.

Twyford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, contractors, Governors and volunteers to share this commitment. The School has a responsibility to ensure that all employees are eligible to live and work in the UK and will undertake a social media search on short-listed candidates.

If you have any questions regarding the role or your application, please contact Mrs Vanessa Chapman, HR Manager. Telephone: 01962 712269.



Endnotes