



ST PAUL'S
GIRLS' SCHOOL

Second in Learning Support

**CANDIDATE
INFORMATION
PACK**

Required as soon as possible

Welcome

St Paul's Girls' School (SPGS) is an extraordinary school. While we are well known for regularly achieving some of the best GCSE and A level results in the country, what has stood out to me since joining the School in September, is its truly distinctive ethos, focused on nurturing creativity, curiosity, and a love of academic discovery.

Ours is a school full of opportunity where students are encouraged to take responsibility, to get involved and to broaden their horizons. The co-curricular programme at SPGS is wide ranging and ambitious and students are actively engaged in service to the community with numerous opportunities for local partnerships.

SPGS is a vibrant and welcoming community where individuality is celebrated, friendships flourish, and curiosity thrives. With few rules and no uniform, students enjoy the freedom to explore ideas beyond the curriculum and engage in a rich array of co-curricular opportunities. Our pastoral care nurtures empathy and leadership whilst creativity and innovation are at the heart of everything we do.

As we develop our outstanding educational provision in the coming years, I am excited to be leading a collegiate, high-performing and exciting team at SPGS. I hope that you will consider joining me in this important role for me, and for the school.

Liz Hewer, High Mistress





The School

St Paul's Girls' School is a historic and highly successful day school in west London, welcoming students aged 11 to 18. It was founded in 1904 by the Worshipful Company of Mercers as one of the first purpose-built schools for girls and was designed by the architect Gerald Horsley. It is one of the country's leading independent secondary day schools and is a lively academic community with excellent facilities for all subjects.

The education we offer is classical yet forward-looking, encouraging students to take risks, think ambitiously and play a leading role in the world beyond school. It is no coincidence, therefore, that amongst our alumnae we count leading scientists, journalists, artists and politicians. One of our earliest students was Rosalind Franklin, whose brilliant pioneering work was pivotal to the understanding of DNA.

There are 825 students on roll, coming from a wide range of feeder schools across both the state and independent sector and there is thriving sixth form of about 230 students. Entry to the school at 11+ is by competitive exams held in January and at 16+ in November, and there is heavy demand for each place. Public exam results are consistently outstanding and about 40% of all students every year move on to Oxford and Cambridge. Increasing numbers also go on to higher education at Ivy League colleges in the United States. Aspirations and achievements in many areas go well beyond what one would normally expect from a school, making SPGS a very exciting and stimulating place in which to work.



The Role of Second in Learning Support



The Second in Learning Support works to the Head of Learning Support (SENDCO) in leading and managing provision for students with special educational needs and disabilities (SEND), ensuring inclusive practice and high-quality outcomes across the school.

The Second in Department will assist in the strategic development of SEND policy and provision, support staff training, work directly with students and families, and ensure compliance with assessment and exam access arrangements.

Key Responsibilities

All aspects of the job description are to be carried out within a system of supervision by the SENDCO.

Leadership & Management

- Support the SENDCO in the day-to-day running of the Learning Support Department.
- Contribute to the strategic development of SEND provision and inclusion.
- Deputise for the SENDCO in their absence to ensure continuity of provision.
- Assist in line managing Learning Mentors and SEND Teacher.
- Data analysis skills, and the ability to use data to inform provision planning
- Maintain up to date understanding of the latest SEND research

Student Support

- Support the SENDCO to oversee identification, assessment, and provision for students with SEND.
- Monitor student progress and evaluate the effectiveness of interventions.
- Support the development and review of Education, Health and Care Plans (EHCPs) and Individual Education Plans (IEPs).
- Deliver targeted interventions to students where appropriate.
- Ensure pupil voice informs planning and provision
- Support transitions for SEND pupils, both within school and to other settings.
- Identification of SEND: maintain the SEND register under the direction of the SENDCO.
- Work with teaching staff to ensure they are aware of any changes to SEND register.
- Work with external agencies as required e.g. educational psychologists
- Ability to work across all year groups from year 7 – year 13.
- Work with the SENDCO and Admissions Officer to support the 11+ and 16+ assessments

Key Responsibilities

Staff Development & Support

- Lead INSET as required
- Provide training and guidance to teachers on Quality First Inclusive Teaching and differentiation.
- Promote adaptive teaching strategies across the curriculum.
- Support staff in understanding exam access arrangements and inclusive classroom practice.
- Work closely with pastoral staff to promote wellbeing and attendance of SEND students
- Model and share best practice in inclusive pedagogy.
- Attend Head of Department, Head of Year and Safeguarding meetings as required

Assessment & Exams

- Carry out assessments to determine eligibility for Exam Access Arrangements, in line with JCQ regulations if qualified.
- Be willing to undertake qualifications to enable them to assess for Access Arrangements if not qualified.
- To support with the administration with Access Arrangements (training can be provided) across both internal and external examinations (including, but not limited to, booking IT support, creating seating plans and overseeing the invigilation of access rooms).
- Maintain up-to-date knowledge of assessment tools, access arrangements, and exam compliance.
- Liaise with the Exams Officer to ensure approved access arrangements are implemented effectively.
- Advise staff, students, and parents on exam-related support strategies.

Compliance & Administration

- Work with the SENDCO to ensure the school meets statutory duties under the SEND Code of Practice.
- Maintain accurate SEND and exam records, including evidence for access arrangements.
- Contribute to reports for governors, ISI and local authority monitoring, the School website and student/staff/parent portals

Person Specification

Essential

- Commitment to inclusion and raising outcomes for students with SEND.
- Qualified Teacher Status (QTS).
- Experience of working with high achieving SEND students.
- Experience of teaching and adapting provision for students with SEND.
- Knowledge of the SEND Code of Practice and current legislation.
- Knowledge of up new evidence-based practices that work for SEND students.
- Knowledge of assessments used for access arrangements and broader SEND needs.
- Excellent organisational, communication, and interpersonal skills.
- Ability to work effectively in a team and lead colleagues.
- Excellent IT skills
- Patient, approachable and reliable
- Resilient and committed to their responsibilities.
- Able to uphold confidentiality.

Desirable

- National Award for SEN Coordination (or willingness to achieve it).
- Experience of line managing staff.
- Strong knowledge of exam regulations and JCQ compliance.
- Experience of executive functioning coaching
- Ability to assess students for exam access arrangements (formally trained or willingness to undertake JCQ-recognised training).
- Experience working directly with external professionals (e.g., Educational Psychologists, therapists).
- Experience of conducting training/leading INSET



Our Educational Ethos

The emphasis on liberal learning established by the first High Mistress, Frances Gray, finds expression today in an academically adventurous curriculum, which encourages intellectual freedom, discovery, and the joy of scholarship. In our rich and varied academic curriculum students are encouraged to explore beyond the syllabus to enrich their learning through collaborative work, interdisciplinary projects and individual research. We run several school-directed courses at GCSE level: Computer Science, Creative Technologies, Art and Design, Drama and Theatre Studies, Music, and History of Art and a bespoke programme in the Sixth Form which extends learning beyond A levels as preparation for university and the world of work. Pastoral care is excellent, and all students are placed in small tutor groups to ensure the highest standards of personal attention and development.

Creative Arts & Co-curricular

We have an excellent reputation for the creative and performing arts with students contributing to an exciting programme of musical and dramatic performances and art exhibitions. Music plays a central role. The composer of *The Planets*, Gustav Holst, was Director of Music at the school for over 30 years, and his legacy continues. Our co-curricular programme is full and varied, offering innumerable opportunities for students to develop their individual interests and skills, from debating to fencing, chess to Fem Soc. We also have an extensive supra-curriculum in subject related lectures clubs, societies, many of which are led by the students.

Sustainability

We have an active and popular society focused on sustainability, which works closely with the school to raise awareness of environmental issues and to reduce our carbon footprint, a project to which we are deeply committed.

Sports

The school is well accustomed to sporting success, with hundreds of fixtures played throughout the year and opportunities for all ages and talents. Our pitches, tennis and netball courts, sports hall and pavilion are close by, offering some of the best sporting facilities a central London school could wish for.





Equality, Diversity and Inclusion

Diversity and inclusion sit at the heart of the school. We believe passionately that it is our moral imperative to contribute to social mobility through education and to work to reduce the attainment gap, which, the EPI reported, has stopped closing for the first time in a decade. Our bursary programme currently provides financial support to 11% of students, and we are at the beginning of an exciting journey to increase that figure significantly.

Our bursary students enrich our school community beyond measure, bringing with them differing world views and lived experiences that contribute to a wonderfully diverse student body.

The Paulina Foundation

We established the Paulina Foundation, a separate entity through which fundraising for bursaries, partnerships and buildings takes place. We recently launched our 'Opening Doors' campaign with significant targets to ensure that we are able to meet our goals and make an SPGS education accessible to any student who meets the academic criteria.

Partnerships

Our partnerships programme has grown considerably in recent years. We work extensively with primary schools, secondary schools and the local community to widen educational opportunities by sharing our facilities and expertise and to provide mechanisms by which we can learn from each other.

Our staff and students are engaged in numerous projects, from our Primary Hub where students mentor primary students, to our Friday service programme, which sees our Y12 students off timetable for an afternoon a week to pursue service activities. Additionally, our collaboration with St Paul's School continues to grow, with an increasing number of opportunities for all staff to get involved.

Driving New Technologies & Futures

We are committed to providing a cutting edge, relevant and future proof education for our students. To that end, the school has invested significantly in a programme of building works and refurbishment, including The Rosalind Franklin Wing - a new Centre for Design & Innovation (CDI). The centre houses our computer science and creative technology department, alongside sculpture, art and design.

The development of new technologies will impact every career and every aspect of our lives; the creative industries are the fastest growing sector of the UK economy, accounting for 1 in 6 jobs in the UK. It is essential, therefore, that we ensure our students are fully equipped with the skills, knowledge and expertise they need to navigate a digital world with confidence and that we prepare them for the careers of tomorrow. The building houses art & sculpture studios, with a live broadcast studio, maker spaces and tech labs, and encourages interdisciplinary activities across the breadth of the curriculum, as well as creating opportunities and capacity for partnerships work.

This is an exciting period for the school as we build on the extraordinary foundations of the past to ensure that the education we provide is forward-looking and responsive to future needs.





Further Information

Terms & Conditions of the post

This role is offered on a permanent and full time (52 weeks) basis. The role is offered on 40 hours per week, 08:00 – 17:00 with one hour lunch break (unpaid). Annual leave is permitted to be taken during school holidays.

The salary is based on qualifications and relevant experience, aligned with our generous salary scale and external benchmarking standards.

Successful candidates are required to complete a medical declaration and undergo an Enhanced Disclosure and Barring Services (DBS) check, and overseas check (if appropriate).

Disclosure and Barring Service (DBS) and Overseas Checks

St Paul's Girls' School is a “registered body” under the Police Act 1997 because employment here involves access to children under the age of 18. This post will require an enhanced DBS check from the Disclosure and Barring Service before we can confirm an offer on employment.

Unless you are a member of the DBS Update Service you will need to apply for a new disclosure, even if you already hold one. Former members of staff who are not on the Update Service who re-join us, also require fresh disclosures unless less than three months have passed between their leaving and their re-employment date. If you have lived or worked abroad for a period of 3 months or more during the past 10 years, you will also need to provide appropriate paperwork, such as a police certificate of good conduct, from the countries you have lived in.

Safeguarding Guidelines

St Paul's Girls' School is committed to safeguarding and promoting the welfare of children, and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). We expect all staff to share this commitment.

St Paul's Girls' School welcomes applications from all sectors of the community as we aspire to attract staff that match the social and cultural diversity of our pupil intake. We seek to offer fair and inclusive employment policies, interview and arrangements that avoid bias and support all applicants and staff equally.

Benefits

Private Health Insurance

Available for Senior Managers and Heads of Department on appointment and for staff who have completed 5 years' service. Part-time staff receive a pro-rata entitlement. All staff, regardless of whether they are entitled to free private health insurance or not, may purchase cover for themselves, their spouses, and dependent children, taking advantage of the school's group discount.

Season Ticket Loan

Interest free season ticket loan of up to £2,000 (repayable within a year) to cover the costs of travelling to and from the school is available to all staff.

Access to School Leisure Facilities

Staff have complimentary access to the school's on-site sports facilities during specified days and times.

Bike2Work Scheme

If you cycle to work, you can save up to 42% on the cost of bicycles and/or cycle equipment with the Bike2Work scheme.

Life Assurance Scheme

Life assurance cover benefits are in place for all staff.

Employer Pension Contribution

All staff who meet the eligibility criteria and rules of the plan, are entitled to join the school's Defined Contribution Pension Scheme administered by Aviva.

School Lunch

All staff are entitled to a free school lunch if they are working on site at the time when the dining hall is open.

Employee Assistance and Counselling Service

All staff and their immediate family over the age of 18 who are living with them, have access to the school's Employee Assistance Programme. This is a free and confidential telephone-based professional advice and 24-hour counselling service. Staff can also access the school's on-site counselling service with one of our Staff Counsellors.

DSE Eye Tests

All display screen equipment users are eligible for reimbursement of their eye test fees (up to £35), an annual contribution towards prescription lenses, and a biennial contribution towards frames when their optician confirms the need for lenses specifically for DSE use.

Fee Reduction

Permanent staff can request remission of tuition fees for the St Paul's foundation schools after a year of service if their children meet the entrance criteria. Remission is applied pro-rata for those working part time.

Further Studies Funding

The school is committed to continuous professional development (CPD) of all staff. The level of support provided depends on the relevance of the further study to the staff member's job role.

Application Process

How to apply

Further information about the role and how to apply can be found on our website <https://spgs.org/vacancies>

Applications must be submitted through the recruitment portal; we are unable to accept CVs.

We recommend that candidates apply as soon as possible since applications will be reviewed as they are received, and interviews may be arranged on a rolling basis. We reserve the right to close this vacancy should we receive a suitable volume of candidates. Early applications are encouraged.

Closing date: midnight on Wednesday 25 February 2026

First interviews: w/c 2 March 2026

The application process for this role may include a final panel interview, in-tray exercise and safeguarding interview.

Further details

Should you have any queries about the role or the application process please contact recruiting@spgs.org quoting '2nd in Learning Support' in the subject line.



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