



# FRENSHAM HEIGHTS

CANDIDATE INFORMATION  
ASSISTANT HEAD: SENDCo  
SEPTEMBER 2026



## WELCOME FROM THE HEAD

I am honoured and humbled to lead the Frensham community as it enters its second century.

As a parent, I want my children to grow up being open minded and willing to embrace new experiences; I want them to be free to explore their own paths and experience the beauty and joy which exist in our world (without being naive to its many flaws). Most importantly, I want them to learn within a community of individuals who understand the importance of kindness, compassion, and optimism.

As a teacher, I believe that a traditional, linear, education system does not adequately prepare children for the world they will inherit. This world is a rapidly changing, uncertain and, sometimes, scary place. If an education only equips children with an armoury of facts and knowledge and the ability to pass exams, but it doesn't furnish them with the ability to think creatively, critically, and empathetically, then we have failed them. A Frensham education is one which ensures our children are well qualified and well educated and, most importantly, free to be kids in a world where we all grow up too quickly.

I look forward to meeting you in the near future.

*Ben McCarey*



## ABOUT FRENSHAM HEIGHTS



Frensham Heights was founded in 1925 by educationalists Beatrice Ensor and Isabel King with the aid of a generous benefactor, Edith Douglas-Hamilton. They were passionate about offering an alternative style of education with the child at its heart. A school and a community based on mutual respect, tolerance and generosity of spirit which would educate the whole child – mind, body and spirit.

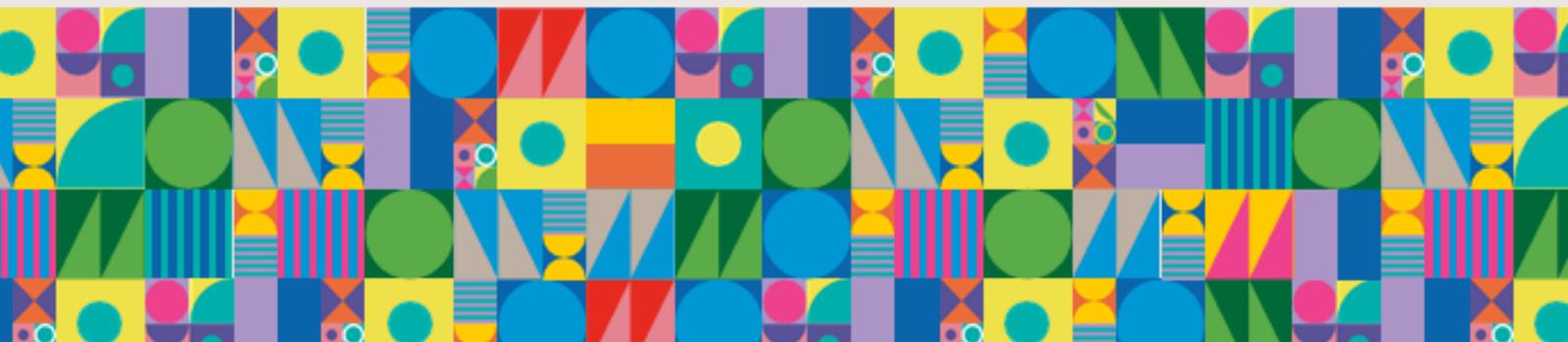
### And so it has been ever since.

There is an energy about Frensham which is hard to describe. It's a feeling of happiness and lightness, a sense of freedom. It comes from all the children being comfortable in their own skins, their own clothes. As from our founding days, everyone at Frensham is on a level playing field, with no prefects or head boys and girls. Students can be who they are, and as a member of staff at Frensham, so can you. When you come here, you can just relax and be yourself. The teachers don't hide behind titles or formal clothes and the children's individuality isn't hidden behind uniforms or false respect. Egos are left at the door. The Head, the littlest nursery child, the newest teacher, the shyest sixth former, the part-time TAs, the support staff. Everyone is an equal, important, valued part of the community.

Contrary to what many believe, Progressive Education is not without boundaries. Respect underlies everything we do at Frensham; but it is respect that is earned,

rather than demanded or assumed. We give children more freedom than at other schools, but with freedom comes responsibility and we have high expectations of everyone in our community. It all comes from our foundation of exceptional pastoral care which thrives on the genuine relationships which develop between all members of the community - looking out for one another.

There is a misconception that a school without uniforms and with children walking together rather than in lines is a school without discipline. It is true that we don't give detentions, and the sanctions we do give out are not done on a whim. We acknowledge that our students make mistakes, because they're people and everyone makes mistakes, but we believe that this is how we grow. At Frensham, discipline is based on conversations. It's not an easy, laissez-faire option. These are difficult two-way conversations about putting your hands up, owning and accepting your choices, rectifying, moving on and becoming the best version of yourself.



## OUR VALUES

Our values are at the heart of everything at Frensham, from our lessons and discipline structure to our enrichment programme and culture. We expect everyone in our community to actively live these values.

### ORIGINALITY OF THOUGHT

#### FRENSHAM EMBRACES CREATIVITY

We encourage everyone to foster their boldness and innovation, seeking opportunities locally and globally to discover and bring fresh thinking to our community.

### SPIRIT OF TOGETHERNESS

#### FRENSHAM NURTURES COMMUNITY SPIRIT

Relationships are the foundation of our school and our success, built on genuine mutual respect, compassion and kindness. We embrace freedom with a firm understanding of our responsibility towards our community.



### RESPECT OF INDIVIDUALITY

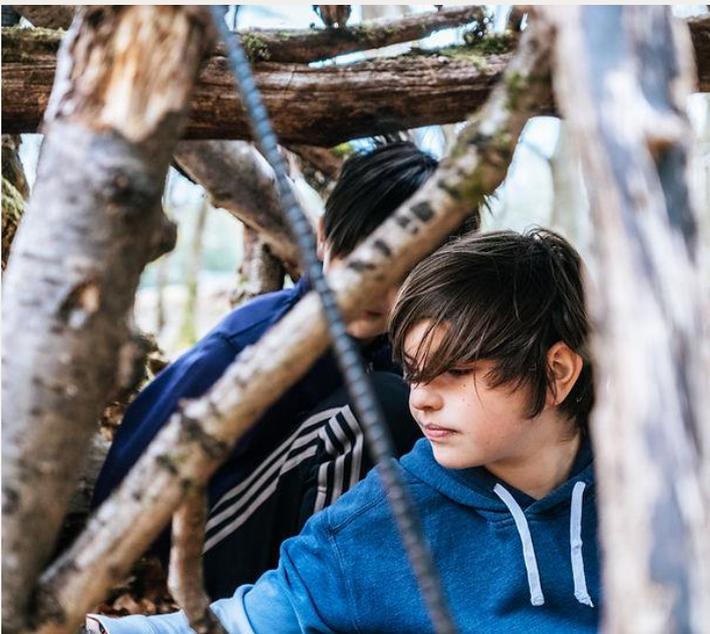
#### FRENSHAM CELEBRATES AUTHENTICITY

This is a place where you can be the 'true you'; we pride ourselves on that. We support all to have the confidence to stand for something and be the person you truly want to be.

### COURAGE TO TRY

#### FRENSHAM FUELS PERSONAL DEDICATION

We aspire to be the very best we can be, fully committing to our learning, proactively seeking improvement, and working collaboratively for the benefit of the whole community.



## EQUALITY, DIVERSITY & INCLUSION



Frensham is committed to fostering an inclusive culture and community that promotes our core values: we believe that diversity makes our community richer and more vibrant and, as such, we aim to embrace and celebrate our differences. Fundamental to our school is our belief that every individual, regardless of their background, beliefs, or abilities, deserves the chance to thrive and reach their full potential. We are committed to a journey of improvement, even when this is challenging, and recognise that we need to examine our institution as a whole to achieve our goals. This is an ongoing journey, and we are committed to continuous improvement.

We oppose all forms of unlawful and unfair discrimination, harassment or victimisation. We are striving to attain a workforce that is representative of society to ensure we secure the widest pool of talent available. Applicants whose backgrounds are under-represented in the sector are encouraged. It is our aim to ensure that no job applicant or employee receives less favourable treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender / gender reassignment, marriage / civil partnership, pregnancy / maternity, race, religion or belief, sex or sexual orientation (the protected characteristics).

## SAFEGUARDING:

Frensham Heights is committed to safeguarding and promoting the welfare of children and young people. Applicants must undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.



## WORKING AT FRENSHAM

At Frensham, we leave as we come – as individuals – but in our time here, we become more. We become stronger. Kinder. In this, our Centenary Year, it is clear that Frensham is bigger than any one of us, from our founders to our newest family; it is all of us. We are Frensham.

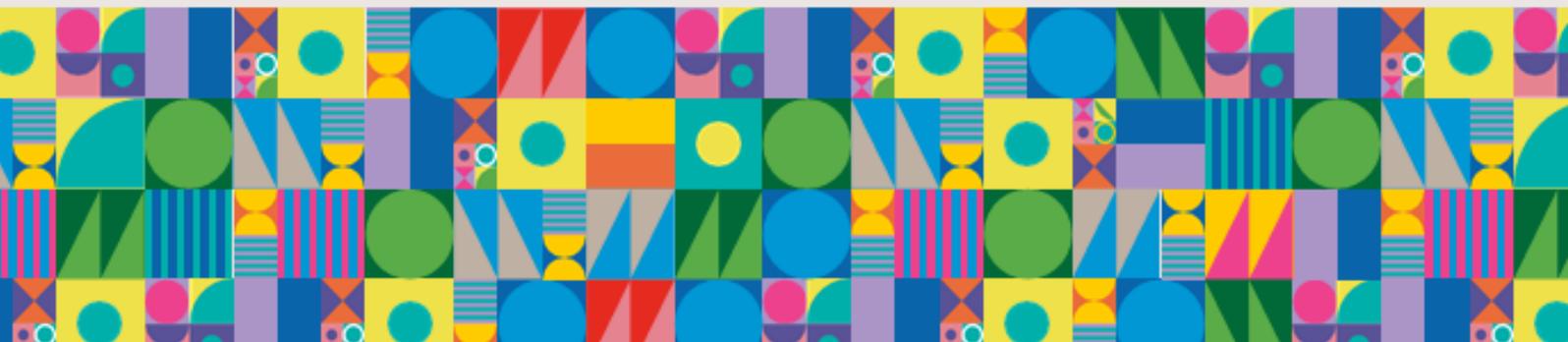


We believe passionately that our school thrives because of our members. When you become part of the Frensham family you are given the same freedom, trust and support as every member of our community. We have high standards for students and staff alike – and we support you in reaching and exceeding these. But we also give you the space and the freedom to take educational risks, to try new things, to take your students beyond the classroom to experience real-world applications and grow a love of learning.

**As a member of staff at Frensham, you have the freedom to be you.**

Below are some key practical benefits of working at Frensham:

- Competitive pay scales
- Free lunch in term time (Mon-Fri)
- Free on-site parking
- Access to the on-site fitness suites
- Access to an Employee Assistance Programme
- Afternoon sweet treats, plus tea and coffee throughout the day
- Generous pension scheme, provided through Royal London
- School fee remission for staff children
- Staff wellbeing initiatives
- Continuing professional development as part of our staff development programme
- Access to over 100 acres of beautiful land within the Surrey Hills
- Use of the school swimming pool (conditions apply)
- Discounted rates on many site facilities, subject to availability



## JOB TITLE

**ASSISTANT HEAD: SENDCo**

## REPORTS TO

**Head**

## JOB PURPOSE

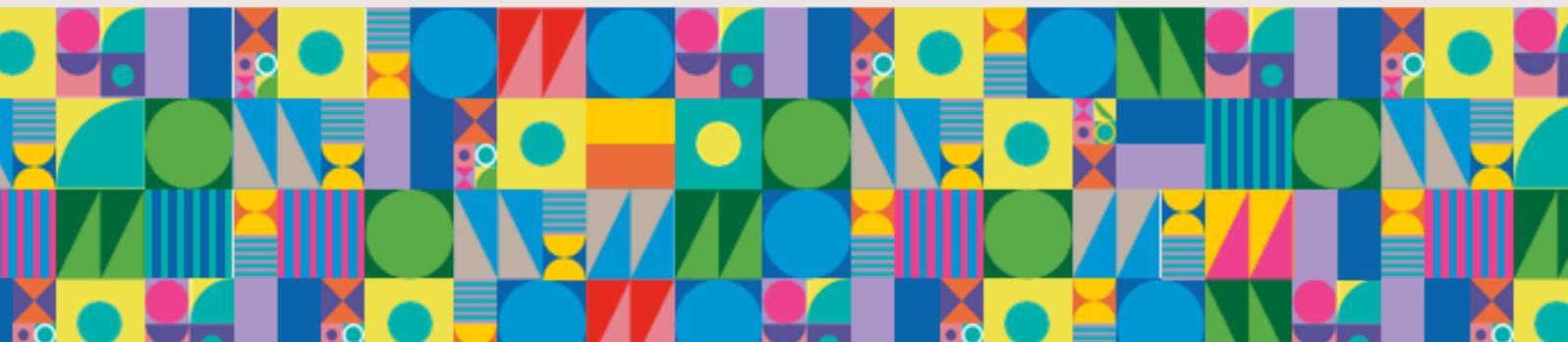
The Assistant Head: SENDCo will play a central leadership role in promoting and developing our inclusive practice across the whole school.

The successful candidate will be an experienced, strategic and compassionate educational leader with a deep understanding of neurodiversity and the full range of Special Educational Needs and Disabilities (SEND).

## JOB SCOPE

The role offers an outstanding opportunity to further shape a coherent, forward looking approach to learning support – one that reflects both Frensham Heights' creative spirit and the latest research in adaptive and inclusive education. As a member of the Senior Leadership Team, the Assistant Head: SENDCo will work closely with the Head, senior colleagues, students, parents and external specialists to ensure that every learner is equipped to thrive.

This is a permanent role to begin in September 2026.



## KEY RESPONSIBILITIES:

### Strategic Development:

1. Contribute to the strategic direction of the school as a full member of the Senior Leadership Team
2. Lead the development and delivery of the school's SEND and Inclusion Strategy, ensuring alignment with Frensham Heights' vision and values
3. Prepare, monitor and evaluate an annual departmental development plan informed by whole school priorities
4. Advise the Head and Governors on SEND provision, pupil progress and departmental outcomes
5. Establish efficient, transparent systems for the identification, assessment, communication and review of pupil needs across the school
6. Oversee the effective management of EHCP (Education, Health & Care Plan) processes, including statutory assessments, consultations and annual reviews – ensuring compliance with local authority requirements and maintaining high quality documentation
7. Promote a culture of high expectations, inclusivity and collaboration across all areas of school life.

### Leadership and Management:

1. Lead and inspire the Learning Support Department, ensuring the highest standards of professionalism, innovation and care
2. Oversee pupil referral, assessment and intervention processes, ensuring timely and effective responses
3. Manage departmental budgets responsibly and plan strategically for future resourcing
4. Oversee and coordinate Access Arrangements for internal and public examinations, ensuring full compliance with JCQ regulations
5. Support recruitment, induction and professional development within the department
6. Foster strong communication between the Learning Support Department and all other areas of the school
7. Collaborate closely with senior pastoral and academic leaders to ensure coherence and continuity of support across the whole age range
8. Maintain accurate records of SEND provision, progress and EHCP outcomes.

### Teaching and Learning:

1. Champion inclusive and adaptive teaching so that all pupils, regardless of learning profile, can succeed and enjoy their education
2. Provide training, coaching and guidance for teaching and support staff to strengthen understanding and confidence in meeting SEND needs
3. Deliver individual or small group learning support and intervention sessions where appropriate
4. Observe and evaluate classroom practice to identify and celebrate effective strategies for inclusive teaching and assessment.
5. Maintain oversight of Individual Learning Plans (ILPs) and whole school provision mapping systems to ensuring pupils'



needs are well documented and regularly reviewed.

6. Monitor and evaluate the impact of interventions and support strategies through data and pupil feedback.

## Curriculum and Assessment:

1. Ensure that the curriculum, teaching and assessment framework are inclusive and accessible to all pupils
2. Oversee identification and provision for pupils with SpLD, ADHD, ASD, dyscalculia, EAL and other needs
3. Coordinate progress tracking and provision for pupils requiring additional support, ensuring that data informs proactive intervention
4. Develop and monitor academic and organisational interventions designed to enhance study skills, executive functioning and learner independence.

## Pupil and Family Engagement:

1. Build strong, trusting relationships with pupils and their families, ensuring open communication and shared understanding of support strategies
2. Offer professional guidance to parents regarding assessments, EHCP reviews and pathways of support
3. Liaise with local authorities, educational psychologists and other external agencies to ensure joined-up provision and compliance with statutory frameworks
4. Ensure that pupils' voices contribute meaningfully to decision making around their support.

## Admissions and Outreach:

1. Work with the Admissions team to assess and advise on the needs of prospective pupils, ensuring well informed transition planning
2. Represent the school and the department at open days, information evenings and other events
3. Contribute to outreach and partnership initiatives relating to inclusion, neurodiversity and the promotion of best practice.



## PERSON SPECIFICATION:

ESSENTIAL = E    DESIRABLE = D

### QUALIFICATIONS

A good honours degree and Qualified Teacher Status (QTS) **E**

National Award for SEN Coordination (NASENCo) **E**

Level 7 Diploma in SpLD or Access Arrangements Assessor qualification **D**

### KNOWLEDGE & EXPERIENCE

Extensive experience in leading and managing SEND provision across multiple age groups **E**

Comprehensive knowledge of the SEND Code of Practice and JCQ Access Arrangements **E**

Demonstrable experience managing EHCP processes, including statutory assessments, consultations and annual reviews **E**

Outstanding interpersonal and communication skills with the ability to inspire confidence in students, staff and parents alike **E**

Highly developed organisational skills and administrative abilities **E**

Confident use of digital tools (e.g. Microsoft Office Suite, Provision Map or similar and school management systems). **E**

Commitment to the values and ethos of Frensham Heights and a passion for inclusive, person centred education **E**

Experience in both day and boarding education **D**

Familiarity with safeguarding, GDPR and good practice in independent schools. **D**

### SKILLS & VALUES

Punctual, organised, and friendly **E**

A belief in the goodness of children and value of holistic education **E**

A strong desire to promote equity, equality, and inclusion **E**

A commitment to the success of Frensham and willingness to contribute to the wider life of school **E**



## APPLICATION PROCESS

This is a full time, permanent post.

Competitive salary, commensurate with experience and qualifications.

Application forms should be submitted, along with a covering letter of application outlining suitability for the post, to the Head via the Heads PA ([head@frensham.org](mailto:head@frensham.org))

Early applications are warmly encouraged, and candidates may be invited for interview before the closing date.

Frensham Heights is committed to safeguarding and promoting the welfare of children and young people. Applicants must undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.

We value and celebrate diversity and welcome applications from all backgrounds. We are dedicated to creating an inclusive environment where every member of our community can thrive.

**Closing date for applications is 2 March 2026. Interviews will be held shortly after this date.**



## FRENSHAM HEIGHTS SCHOOL

Rowledge, Farnham, Surrey GU10 4EA 01252 792 561

[www.frensham.org](http://www.frensham.org)

