

An aerial photograph of Westbrook Hay school. The main building is a large, three-story brick structure with a central bay window and a long, covered porch. To the left, there is a smaller white building. The school is surrounded by a large green lawn and a formal garden with a central circular fountain and several rectangular flower beds. A gravel path leads from the road to the school entrance. In the background, there are more buildings and a dense forest.

For September 2026

CANDIDATE INFORMATION

SEND Teacher

Our mission is to develop academically successful, community minded, self-confident and well rounded individuals who are well prepared for their futures.

Westbrook Hay is a thriving co-educational independent day school. Pupils enjoy a broad curriculum, achieve excellent results and have the all-important confidence to succeed.

The school roll is currently at a record high of around 380 pupils and in September 2023 announced that it is growing its Senior Section of the school from Year 8 to Year 11 and will begin offering GCSEs. From September 2026 we have welcomed our first Year 10 cohort.

Our ethos is to be a welcoming, inclusive community that provides the best for, and expects the best from us all.

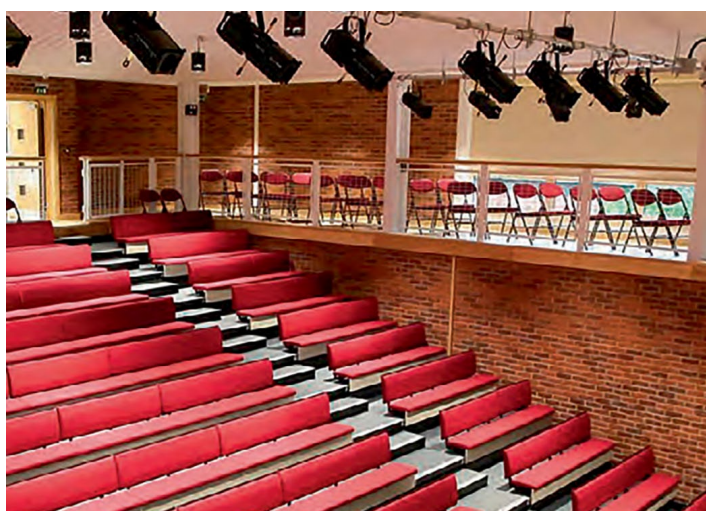
The school is well known locally for its warm and welcoming atmosphere. This is something we cherish and, even though we are potentially going to grow slightly in size, we do not want to lose this ethos.

We believe our ethos separates us from larger competitor schools in our locality. This ethos is generated by the staff and their relationships with the pupils and parents. It has been regularly described as 'friendly and professional'.

We are seeking a new SEND Teacher who can assist us with achieving our mission and thrive under this ethos.



Our History



Westbrook Hay School, founded in 1892 by Augustus Orlebar in Bedford, has evolved over 130 years, relocating and renaming itself multiple times. Originally a small establishment with just two pupils, it grew under successive leaderships and moved to its current location at Westbrook Hay in 1963. It transitioned from a boarding school for boys to accepting day pupils and girls in the late 1970s.

Located between Berkhamsted and Hemel Hempstead in Hertfordshire, the school's beautiful location boasts 26 acres of parkland overlooking the Bourne Valley. For example, the school has a purpose-built Pre-Prep and has very recently upgraded many of its specialist facilities. The Performing Arts Centre, added in 2016, offers

impressive provision for dance, drama and music. Our new specialist facilities include two Science Laboratories with a prep room, a refurbished and modernised DT Workshop, a new ICT suite, an extended and upgraded Art Centre, six new changing rooms, and a state-of-the-art Food Technology room. These are in addition to our Sports Hall, Swimming Pool and modern, spacious classrooms.

Under various heads the school has expanded and modernised, while continuing to prepare students for prestigious senior schools such as Bedford, Berkhamsted, Haileybury, Millfield, Stowe and St Albans. The school now moves into a new phase of development becoming an all-through school to 16.

Long Term School Strategy

In September 2023, Westbrook Hay announced that it is growing its Senior Section from Year 8 to Year 11 to begin offering GCSEs.

The decision was made in reaction to the changing local market, from a position of financial strength and due to demand from current and prospective parents.

This process has started extremely well with record numbers of pupils joining into Year 7 and new starters into Year 8. Our First Year 9 cohort are now in place and thriving.



Structure of the School

The school is growing to form three main sections



Pre-Prep: for pupils from Nursery to Year 2, this section of the school is two form entry and consists of approximately 140 boys and girls.

Prep: for pupils from Year 3 to Year 6, this section of the school is two or three form entry and consists of approximately 190 boys and girls.



Seniors: currently just Years 7, 8 & 9 this section of the school consists of approximately 85 boys and girls. Under our long term strategy we have added Upper Seniors, Years 9 to 11, with the aim of having around 40 pupils in each year group.

Academics at Westbrook Hay

At Westbrook Hay we are dedicated to nurturing each pupil's uniqueness. This spans from their formative years and continues into their GCSE years where we take pride in providing an environment where well-rounded individuals can flourish and succeed.

Academic life at Westbrook Hay encourages effective, life-long learning habits, through a broad and engaging curriculum. Key to our academic success is the fact that every pupil is well-known in our close-knit community. Classes are small and our teachers ensure that they do all they can to support pupils with their learning on an individual basis.

All senior pupils enjoy a large programme of weekly sport. Alongside weekly sessions in PE, where pupils also have the opportunity to swim in the outdoor pool, pupils spend three afternoons a week playing sport. Our core sports of Cricket, Football, Netball and Rugby are the focus of Games sessions, which include fixtures against other schools.

GCSE Programme

In their time at Westbrook Hay, pupils are given the opportunity to fully explore a wide curriculum, which promotes academic rigour and curiosity. Within our GCSE Programme, our goal is to offer a diverse array of options that allows each pupil to leverage their strengths, while enjoying a broad range of experiences. English, Maths, Science and the Humanities (Geography, History and RS) form the core of our GCSE curriculum, with each pupil encouraged to take a total of nine GCSEs.

While GCSE results are important, we understand that academic success holds different meanings for different people. In a world where external pressures on young minds are prevalent, Westbrook Hay provides a supportive and nurturing atmosphere in which to take GCSEs.

Enrichment

Senior pupils enjoy a wide variety of enrichment activities. Pupils go on regular trips to enhance their learning in a variety of subjects, recent visits include Shakespeare's House, Natural History Museum and the Stanley Spencer Museum. In Year 9 all pupils will take their Bronze Duke of Edinburgh Award, with many choosing to go on and work towards Silver in Year 10. We also offer an exciting programme of residential trips that will develop pupils' courage, independence and curiosity. Pupils in Years 7 - 9 are offered the opportunity to go on a ski trip, a sports tour and an international trip, rotating on a yearly basis. Recent trips have included visiting Iceland, Rome and a football tour to Barcelona.

Additional to curriculum Drama and Music, Senior pupils choose to audition for one of our choirs, musical ensembles or dramatic productions. Many take part in the 'Performance Pathway', from playing to their peers to performing in an end of term concert. The Westbrook+ after school programme offers clubs such as athletics, dance team, LAMDA, cricket nets and art. By giving our pupils plenty of choice, we know that we are providing them with opportunities to try something new, find their niche and to thrive.

Scholarships

For those entering Year 7 and Year 9, we offer scholarships to the top performing candidates who demonstrate outstanding ability in Academics, Art, Drama, Music, Performing Arts and Sport. Once awarded, Year 7 and Year 9 scholarships are carried forward until the end of Year 11.

Overview of the Role

Introduction

We are seeking an enthusiastic and dedicated SEND teacher to support the Head of Learning Support across EYFS to Year 11 in an exciting and growing department from September 2026. The successful candidate will deliver engaging and tailored SEND provision, working with pupils across the 3–16 age range to promote learning, independence, and wellbeing. This role requires a highly motivated, proactive professional with the initiative to contribute to the development and growth of the department, ensuring inclusive practice and high-quality support for all pupils with additional needs.

This is an exciting opportunity to join a vibrant and nurturing school community, helping to shape a dynamic SEND department that prioritises the happiness, confidence, and success of every pupil.



Job Description

The purpose of this job description is to outline the main responsibilities of a Special Educational Needs (SEND) Teacher. It is not restrictive and includes any other reasonable requests that may arise.

The safety and well-being of the children in School is paramount at all times. The Special Educational Needs (SEND) Teacher is responsible for promoting and safeguarding the welfare of children for whom they are responsible, or with whom they come into contact. The Special Educational Needs (SEND) Teacher will adhere to and ensure compliance with the School's Child Protection Policy at all times. If in the course of carrying out their duties, the Special Educational Needs (SEND) Teacher becomes aware of any actual or potential risks to the safety or welfare of children in the School, it is their responsibility to report any concerns to the school's Designated Senior Lead for Child Protection or the Head.

The Special Educational Needs (SEND) Teacher will be line-managed by the Head of Learning Support.

Teaching and Interventions

- Plan, deliver and evaluate evidence-based SEND interventions or lessons, with children across the whole school, tailored to individual pupil needs, as required by the Head of Learning Support
- Manage appropriate SEND resources and ensure that they are used appropriately, effectively and efficiently
- Support the Head of Learning Support in promoting and managing the implementation of an inclusive curriculum
- Assess, record and report on development, progress and attainment through interventions

- Work alongside class teachers to adapt curriculum materials and assessment methods in English and maths
- Team teaching support groups in Maths and English in Prep and Seniors

Communication and Collaboration

- Work closely with the Head of Learning Support to implement the school's SEND strategy and provision
- Liaise with parents/carers to share progress, strategies, and next steps
- Work with external agencies and professionals (e.g. educational psychologists, speech and language therapists, occupational therapists)
- Provide advice and guidance to teaching assistants and class teachers on SEND strategies and adaptive teaching methods

Assessment

- Carry out and contribute to a range of SEND screenings and assessments (e.g. literacy, numeracy, language, motor skills, SEMH)
- Use assessment outcomes to identify barriers to learning and inform targeted support strategies
- Contribute to the graduated response (Assess–Plan–Do–Review) for pupils with SEND
- Support the identification of pupils who may require additional assessments, referrals, or Education, Health and Care Plans (EHCPs)
- Maintain accurate assessment records and contribute to SEND documentation and reviews

Access Arrangements:

- To give advice and guidance to teaching staff, in conjunction with the Head of Learning Support, to evidence the 'normal way of working' in the classroom in order to establish information needed for Exam Access Arrangements.

- To assist the Head of Learning Support in preparing for any parental meetings or for dealing with any parental concerns or complaints in relation to Exam Access Arrangements.
- To provide completion of records (notably the Form 8s), in a timely, responsible manner to a high standard for inspection and ready for approval by the Head of Learning Support, as appropriate.
- To attend meetings, as required, with the Head of Learning Support and Exams Officer to facilitate successful applications for Exam Access Arrangements.
- To give advice and guidance to teaching staff, in conjunction with the Head of Learning Support, to evidence the 'normal way of working' in the classroom in order to establish information needed for Exam Access Arrangements.



Pupil Support and Inclusion

- Provide pastoral and emotional support to pupils with SEND, promoting self-esteem, resilience, and positive behaviour for learning
- Support pupils during transitions (e.g. EYFS to Year 1, Pre-Prep to Prep, Prep to Seniors)
- Contribute to behaviour support plans and strategies for pupils with additional needs
- Support pupils with social, emotional and mental health (SEMH) needs through targeted strategies, interventions, and nurturing relationships
- Champion inclusive practice and ensure pupils with SEND are fully included in school life

Other Responsibilities

- Be prepared to teach other subjects if required
- Complete all policies relevant to the role
- Complete all risk assessments relevant to the role
- Attend and contribute positively to all meetings to which they are required to attend
- Be proactive and interested in keeping the school up-to-date over the latest educational issues for their subject, attending courses as appropriate
- Be proficient in, and supportive of, using technology to support learning
- Undertake any reasonable additional task in respect of the needs of the school at the request of the Headteacher

No job description can cover all aspects of a role and consequently responsibilities are likely to evolve and change overtime.

Person Specification

Skills, Experience, Qualifications, Knowledge and Personal Attributes

All staff at Westbrook Hay are expected to embrace and demonstrate in their professional lives the School's values of courage, independence, integrity, reflective learner, responsibility and togetherness.

Essential: the attributes, skills, qualifications and experience that a candidate **must have** in order to be considered for the role.

Desirable: those that would **strengthen an application** but are not strictly necessary.

Advantageous: nice to have, but not a key requirement of the role.

Qualifications and Knowledge

Educated to degree or equivalent level	Essential
Evidence of ongoing professional development	Essential
Knowledge of safeguarding requirements within a school	Essential
QTS or PGCE	Essential
Proven experience of working with children with a range of SEND	Essential Sound, up-to-date
Knowledge of the SEND Code of Practice (2015) and relevant legislation	Essential
Specific qualifications in SpLD (Specific Learning Difficulties), ASD (Autism Spectrum Disorder), SEMH (Social, Emotional, and Mental Health), or similar	Desireable
Experience with diagnostic testing for Exam Access Arrangements (e.g., Form 8s)	Desireable

Skills and Experience

Ability to lead, manage, and motivate a team (e.g., Teaching Assistants)	Essential
Ability to analyse data, identify barriers to learning, and implement interventions	Essential
Ability and enthusiasm to teach both boys and girls	Essential
Excellent interpersonal, verbal and written skills for liaising with staff, parents and external agencies	Essential
Ability to nurture and develop an ethos of high standards, personal fulfilment and academic success	Essential
A strong commitment to inclusion, safeguarding, and promoting the welfare of all pupils	Essential
Ability to plan time effectively and meet deadlines	Essential
Ability to problem solve and offer solutions	Essential
Ability to work within a dedicated and hardworking team	Essential
Effective management of pupil behaviour	Essential
Excellent administrative and organisational skills	Essential
Excellent communication skills to a range of audiences	Essential
Experience of working in an 'all-through' school	Desirable
Experience of working in the independent sector	Desirable
Experience in self-evaluation and contributing to school development plans	Desirable

Salary and Benefits

The salary will be competitive and dependent on experience.

What can we offer you?

- A fantastic team of staff to work with and be a part of
- Commitment to continuing professional development
- Enhanced Family Leave
- Cooked lunches and refreshments throughout the day provided
- Membership of the Employee Assistance Programme
- Opportunities to attend events organised by the Staff Social Committee
- Receipt of a 'golden ticket' for assisting with an overnight event, which enables staff to apply for a half day of leave either in the morning or afternoon
- Small class sizes, a beautiful rural location and excellent facilities
- 50% fee remission is offered (pro rata) for children of school staff subject to availability of place
- The security and opportunity that comes from working in a school that is part of a charitable group of school (Mill Hill Foundation)



Application and Recruitment Process

The appointment is for September 2026, although the school may wait until the following term for the right candidate.

Key Dates

Application Deadline: Tuesday 10 March 2026

Interviews: Held w/c 16 March 2026

Please note that we are unable to accept applications unless they are made on our own application form. Due to the number of applications the School receives shortlisted candidates will be contacted to be invited for an interview.

The Mill Hill Education Group reserves the right to interview candidates ahead of the closing date and applications will be considered as they are received.

The Mill Hill Education Group is committed to safeguarding the welfare of children. As part of our Recruitment Checks, the appointed candidate will be subject to a Social Media and Enhanced DBS Check.

The schools apply for an Enhanced Disclosure from the Disclosure and Barring Service (DBS) for all positions at the schools which amount to regulated activity. The role you are applying for meets the legal definition of regulated activity with children.

If you are successful in your application you will be required to complete a DBS Disclosure Application Form. Employment with the schools is conditional upon the schools being satisfied with the result of the Enhanced DBS Disclosure. Any criminal records information that is disclosed to the schools will be handled in accordance with any guidance and/or code of practice published by the DBS. It is an offence for a person barred from working with children to apply for this post.

The Mill Hill Education Group is committed to Equal Opportunities and welcomes applications from all sections of the community.

Successful applicants will also be expected to keep up to date with annual safeguarding training, DfE guidance and School specific safeguarding information.

If this new opportunity sparks your enthusiasm and you wish to be part of our team, please click the button to complete your Application Form.

APPLY

Compliance Requirements



The appointment is subject to satisfactory pre-employment checks in accordance with DfES guidance, to satisfactory references, satisfactory clearance from the DBS, proof of identity and qualifications and a satisfactory medical report. Westbrook Hay is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful applicants will be required to undergo child protection screening including checks with current and previous employers and the Disclosure & Barring Service.



Westbrook Hay
London Road
Hemel Hempstead
Hertfordshire
HP1 2RF

Telephone 01442 256143
Email charlotte_hearne@westbrookhay.co.uk