

stChris

A day and boarding school for boys and girls aged 3 – 18. Asking interesting questions since 1915.

A dynamic and rewarding place to work.

Teacher of Inclusive Learning

0.5 Full Time Equivalent

Apply by 9.00am on
Friday, 13 November 2026

Hello! Thank you for taking an interest in our Teacher of Inclusive Learning role. Here at St Chris, we embrace the challenges of the modern world which necessitates the asking of interesting questions.

This job pack contains more details about what this position involves, personal specifications and total reward.



Teacher of Inclusive Learning

Salary

St Chris Qualified Teacher Salary scale, Point 4 - 22 FTE £33,858 - £48,552 dependent on skills and experience.

Contract

0.5 FTE role, 20 hours per week. Primarily Senior School, with flexibility to work across the School where appropriate

The

Location

On-site, Letchworth Garden City
Hertfordshire

Life at **stChris**

St Chris is an independent day and boarding school for girls and boys aged 3 to 18 located in Letchworth Garden City, Hertfordshire. Our School was established in 1915 and, since then, has been working to do things differently if, and only if, it makes things better for our students.

There are currently around 500 students on roll and 200 staff.

St Chris seeks to be a continuously developing community of children and adults working together to enable everyone to achieve their best. All are valued as individuals and encouraged to develop curiosity, competence, judgement, kindness and courage. St Chris seeks to prepare students for happy and fulfilled lives in the service of others.

We treat young people as individuals, encouraging them to develop into capable, imaginative, responsible people with a zest for life.

Purpose of the Role

The Teacher of Inclusive Learning is an important member of the St Chris's Inclusive Learning provision, working closely with the Assistant Head (Inclusive Learning and SENDCo) to ensure that all pupils with Special Educational Needs and Disabilities (SEND and pupils requiring additional support with their learning receive high-quality, inclusive provision that enables them to thrive and flourish academically, socially and emotionally.

Primarily working within the Senior School, the post holder will provide specialist teaching and target interventions for individuals and small groups, while working collaboratively with teaching staff, pastoral teams, Learning Support Assistants, and other professionals to develop effective inclusive classroom practice.

The Teacher of Inclusive Learning will contribute to the identification, assessment, planning and review support for pupils with SEND and other additional learning needs. A central aim of the role is to enable pupils to develop the strategies, confidence, resilience and independence needed to participate fully in their education.

The post-holder will work in partnership with pupils and their families and, where appropriate, external professionals, ensuring that provision is responsive to individual needs and reflects St Chris values, inclusive ethos and commitment to the development of the whole child.



I like helping staff to feel that they are supported and confident in supporting students.

Jenny
Assistant Head, Sixth form

What will the Teacher of Inclusive Learning do?

Here's an overview of the Teacher of Inclusive Learning responsibilities and how they will be involved in the day-to-day running of the school.

Key accountabilities and responsibilities of the role:

Supporting SEND Provision: Identification, Assessment and Provision

Working under the direction of the Assistant Head (Inclusive Learning and SENDCo)

- Contribute to the early identification of pupils who may have SEND or other barriers to learning.
- Undertake or contribute to the appropriate assessment and observation.
- Contribute to the development, implementation and review of pupil support plans and individual learning strategies.
- Monitor pupil progress and evaluate the impact and effectiveness of interventions.
- Help maintain accurate SEND records in accordance with statutory guidance and school policies.
- Support effective transitions for pupils joining the School, moving through and leaving the school.

Inclusive Teaching and Learning

- Work collaboratively with subject teachers and Learning Support Assistants to promote high quality inclusive classroom practice.
- Provide practical advice and guidance on differentiation, reasonable adjustments and adaptive teaching strategies.
- Support colleagues to understand individual pupil's learning profiles and translate recommendations into effective classroom practice.
- Work with teaching staff to ensure that interventions complement, rather than unnecessarily remove pupils from, their wider curriculum entitlement.
- Model effective inclusive practice and contribute to staff development.

Specialist Teaching and Pupil Support

- Plan and deliver high quality specialist teaching, targeted interventions and individual or small group support according to identified pupil need
- Develop pupil's literacy, numeracy, study, organisation, executive functioning and independent learning skills, where appropriate to their identified needs
- Support pupils to understand their own learning profile and develop effective strategies for increasing independence, confidence and self-advocacy
- Ensure that support promotes independence and participation and avoids creating unnecessary dependency



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EHCPS and Statutory Processes

- Support the Assistant Head (Inclusive Learning and SENDCo) in implementing provision identified in Education, Health and Care Plans (EHCPs)
- Contribute to the preparation, review and evaluation of individual outcomes and provision
- Provide relevant information, evidence and reports to support statutory assessment and EHCP Review processes
- Attend EHCP reviews and other pupil-centred meetings as appropriate and where agreed with the SENDCo, lead or contribute to meetings within the scope of the role
- Work with relevant colleagues to ensure that agreed provision and reasonable adjustments are understood and implemented effectively

Collaboration: partnership with pupils and families

- Build positive, respectful and professional relationships with pupils, families and carers.
- Promote pupil voice and involve pupils appropriately in decisions about the support they receive.
- Attend meetings with parents to discuss pupil progress and support strategies.
- Liaise with external professionals, including educational psychologists, speech and language therapists and local authority services.
- Work collaboratively with pastoral, SEMH, safeguarding and wellbeing teams to ensure joined-up support.

Administration: records, monitoring and evaluation

- Maintaining accurate and timely SEND documentation and records.
- Support applications for examination access arrangements where appropriate working closely with Access Arrangements Coordinator.
- Support and contribute to statutory assessment and EHCP review processes, including attending, or where agreed, leading meetings.
- Help prepare reports and data relating to SEND provision.

Professional Responsibilities

- Promote equality, diversity and inclusion throughout the school.
- Maintain confidentiality and handle sensitive information appropriately.
- Keep up to date with developments in SEND legislation and best practice.
- Participate in relevant professional development.
- Comply with all relevant School Policies and procedures, including those related to safeguarding, health and safety, equality, data protection and professional conduct

This job description is not contractual or exhaustive but reflects the type and range of tasks, responsibilities and outcomes associated with the role. The post holder will be expected to also complete any tasks, as requested by their manager.





stChris

Person Specification



Qualifications, training and experience

- Qualified Teacher Status (QTS) or a recognised equivalent teaching qualification.
- Evidence of relevant continuing professional development and/or experience in SEND and inclusive education.
- A recognised specialist SEND/SpLD qualification or relevant postgraduate qualification
- Qualification or training in specialist assessment, literacy, dyslexia, autism, ADHD or another area relevant to the needs of the School
- Successful experience of teaching and/or supporting pupils with a range of SEND and additional learning needs including experience of supporting pupils with EHCPs.
- Experience of working collaboratively with teachers, Learning Support Assistants, parents and external professionals.
- Experience of planning and delivering effective interventions.
- Experience of adapting teaching to meet different learning needs
- Knowledge of relevant SEND legislation, statutory guidance and the principles of the the SEND Code of Practice (2015).
- Experience of monitoring progress and maintaining accurate pupil records.

Skills and abilities

- Strong understanding of SEND and inclusive teaching practices.
- A strong understanding of adaptive teaching and reasonable adjustments
- The ability to identify barriers to learning and translate assessment information into effective teaching strategies
- Excellent interpersonal and written and verbal communication skills including report writing.
- Ability to build positive relationships with pupils, families and colleagues.
- Strong organisational and administrative skills and attention to detail.
- Ability to analyse pupil progress and use data to inform provision.
- Ability to prioritise workload and work independently while contributing effectively to a team.
- Ability to manage sensitive and confidential information appropriately
- A genuine commitment to inclusive education and enabling every pupil to participate and flourish.
- Empathy, patience and resilience.
- A collaborative and reflective approach to professional practice.
- High expectations for all pupils.
- Flexibility and a willingness to contribute to the wider life of the school.
- An understanding of and commitment to St Chris ethos and values
- Commitment to safeguarding and promoting the welfare of children and young people.

Benefits of Working at St Chris

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I love that students feel able to bring their authentic selves, interest and passions to school; it makes me smile.

Amelia
Attendance & Safeguarding Officer,
DDSL

”

Welcome to St Chris

Schools are - in truth - nothing more than a collection of people working together, and it is on that understanding that all the incredible things achieved at St Chris come to be. So, 'Hello'; and we mean that.

St Chris is a lot of things, all at the same time.

St Chris is an independent school for boys and girls aged 3-18.

St Chris is a community of young people from across the local area, the country, and the world.

St Chris is something unmistakably different from the moment you arrive.

St Chris is an outstanding, modern school with an important, progressive heritage.



1

Pension Scheme

Competitive pension scheme with 16.5% employer contribution.

2

Westfield Health Plan

Complimentary opt-in Level 1 Westfield Health Plan with the option to scale up your plan with salary sacrifice.

3

Free Lunch

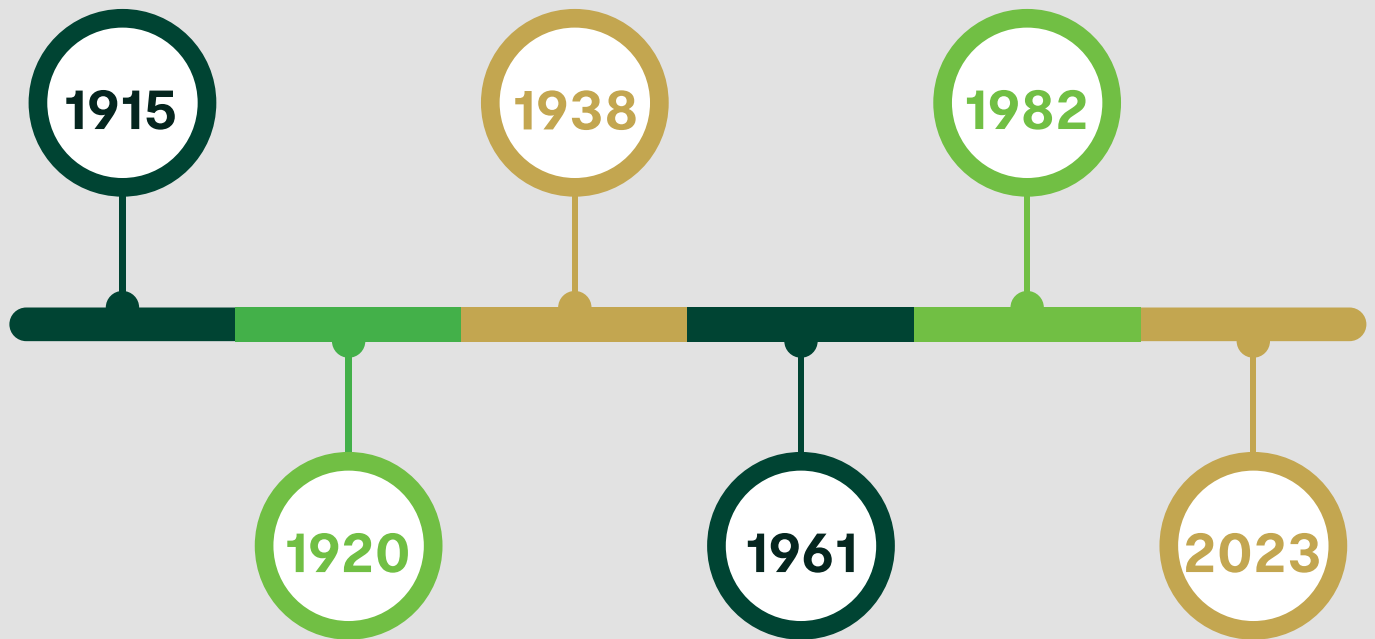
As part of a non-contractual agreement. Free vegetarian lunches are provided to staff during term time.

4

Facilities

Access to the school's on-site swimming pool and gym.

A Brief History of St Chris



St. Chris Established

St Christopher School (then known as the 'Garden City Theosophical School') was established in 1915 by headmaster, Dr. Armstrong Smith, ready for a new style of education.

Initial Meeting of the School Council

The Council consisted of 32 students and staff and met on a fortnightly basis to discuss and legislate on school matters. From December 1920, decisions made by the Council were later ratified by a meeting of the whole school.

Abolishing Uniform

Following a protest in the school magazine, the School Council discusses abolishing school uniforms for boys. The motion is, eventually, passed but no action is taken. During the war, clothing rationing and difficulties for parents meant that uniform was relaxed in 1938.

Swimming Pool Built

Parents contribute an initial £600 towards building the school swimming pool and pupils aim to raise £1000 themselves in 1961. The community pulls together to remove topsoil, excavate and build the pool. By 1968, the pool and changing rooms were completed.

Theatre and Sports Hall Open

A drama festival of eight plays marks the opening in 1982. Over the next decade, the enthusiasm of pupils allowed an average of five school productions each year, ranging from *Twelfth Night* and *Three Sisters* to *Blood Wedding* and *Accrington Paris*.

Present Day

Today, St Chris is a vibrant, thriving community working together. We believe in the benefits of an informal approach underpinned by the belief that all voices, from the youngest member of the nursery to the chair of governors, should be listened to and treated respectfully.



Let's work together.

Piqued your interest? We thought so.

At St Chris, we do things differently to benefit our young people and community. Looking for a new challenge? Looking to have an impact? Searching for a job that gets you thinking?

Apply for this role at www.stchris.co.uk/vacancies.

How to apply

To apply, please complete an application form (we do not accept CVs as an educational institution) and submit this, together with a covering letter to the People team at hr@stchris.co.uk.

Please also complete the Equal Opportunities Monitoring form, which will be immediately detached from your application.

St Chris is committed to safeguarding and promoting the welfare of children. Applicants will be subject to child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

St Chris is fully committed to equality of opportunity and diversity and we warmly welcome applicants from all suitably-qualified candidates. We welcome applications regardless of race, colour, nationality, ethnic or national origins, religion or belief, sex, sexual orientation, gender reassignment, marital or civil partner status, pregnancy or maternity, disability or age.

The closing date for applications for this role is 9.00am on Friday, 13 November 2026. Interviews will take place on Friday, 20 November 2026.