

Candidate Brief – Teaching Staff



TONBRIDGE
SCHOOL

HEAD OF LEARNING STRATEGIES & EAL / SENDCO

From January 2026 (April 2026 considered)



TONBRIDGE SCHOOL

Tonbridge is one of the leading boys' boarding and day schools in the UK and is highly respected, both here and internationally, for providing a world-class education. It occupies an extensive site of 150 acres in Kent – just a 40-minute train journey from London Charing Cross. There are some 800 boys in seven Boarding Houses and five Day Houses. One of the key strengths of Tonbridge is that it blends tradition and innovation successfully, with high achieving boys wearing their gifts lightly.

The School is consistently recognised in the Sunday Times Parent Power Schools Guide, with pupils progressing to top tier universities across the globe, including Oxbridge and Russell Group universities in the UK; Harvard, MIT and UC Berkeley in the US; and similarly prestigious institutions in Austria, Australia, Canada, China, and Hong Kong.

The curriculum was recognised as a “significant strength” by the Independent Schools Inspectorate (ISI)—a rare and exceptional accolade. It has been designed to develop skills identified by The World Economic Forum as crucial for the future, including complex problem-solving, critical thinking, creativity, leadership, resilience, and flexibility.

Pastoral care is based around an outstanding House system. Strong and positive relationships between boys, staff and parents are central to its success, and the School strives to ensure that each pupil, whether a boarder or a day boy, feels fully at home and well supported. Tonbridge was the first school in the UK to put mindfulness on the curriculum for all Year 10 pupils. There is also a vibrant programme of Co-Curricular breadth and depth, with a wide range of societies covering everything from Beekeeping to Ultimate Frisbee. The School has a strong commitment to widening access and is striving towards doubling the number of boys who receive means-tested fee assistance to be 80 to 100 boys by 2028.

Tonbridge encourages its students to make connections – connections between academic subjects, between different sports and activities, between people, between cultures: with the aim of producing fine minds and good hearts. The School's ethos is summed up in just two words: 'Only Connect'.

THE DEPARTMENT AND POST

The Governors of Tonbridge School would like to appoint a **Head of Learning Strategies & EAL / SENDCO** ideally to start in January 2026, but applications will be considered from candidates who cannot start until April 2026.

This is an exciting opportunity for an experienced teacher or current Head of Learning Strategies, who is looking to develop their skills and experience, working in a department with outstanding, facilities, widely renowned for the excellence of its provision. The successful candidate will join a department comprising of full and part time staff. The department is based in the Smythe Library on the ground floor and consists of teaching spaces and offices. A Learning to Learn programme is taught to all pupils in Year 9 and over 150 pupils regularly access LS and EAL department. All pupils have access to the Learning Strategies Department, and it is particularly popular with pupils before the public examinations.

Functional links with: all members of the Learning Strategies Department including English as an Additional Language, Senior Team, Admissions Department, academic staff, pastoral teams, administrative functions across the School, and external agencies relating for SEND provision and assessment purposes.

Overview of the Role:

To lead on the development and strategic delivery of teaching and learning provision for pupils at Tonbridge School with Special Educational Needs and Disabilities (SEND) and English as an Additional Language (EAL), and all learning needs throughout the School (13-18 years). The Head of Learning Strategies will encourage interdisciplinary communication and understanding in the interests of our students, supporting our teaching staff in the promotion of multi-sensory, inclusive and differentiated learning on a School-wide basis.

Essential skills and qualifications:

- Good honours degree and Qualified Teaching Status, a Level 5 Certificate in SpLD, and evidence of further relevant professional development.
- A Level 7 Assessment Certificate such as the PAPAA, CPT3a or APC is desirable, but not essential.
- Experience of teaching in environment where support and interventions are provided to very able students who may experience barriers to learning.
- Evidence of specific expertise in SEND/EAL teaching and provision.
- Be an outstanding classroom practitioner, with experience in conducting lesson observations and supporting specialist and subject teachers to achieve high quality teaching standards by providing constructive and impactful feedback.
- An understanding of, and commitment to, the nature of boarding school life.

The work of the LS Department is built upon a strong relationship of trust between pupil and teacher, and produces individual teaching programmes that focus intensively on those areas which present pupils with particular difficulties. Pupils are taught, often on a one-to-one basis, in a way that emphasises their learning preferences, with a strong emphasis on multi-sensory learning.

JOB DESCRIPTION

Job Title	Head of Learning Strategies & EAL / SENDCO
Reporting to	Deputy Head Academic and ultimately the Headmaster
Main Purpose	Heads of Department are responsible, through the Deputy Head Academic, to the Headmaster for the efficient running and management of the Department.

They should attend all meetings of the Head of Department cluster meetings and liaise with the Deputy Head Academic concerning policymaking, general academic issues, staffing, classroom needs and the development of resources, etc. They should also liaise with the Director of Learning and Academic Enrichment regarding teaching and learning issues and the Second Master regarding professional development of staff in their department. The Head of Learning Strategies meets weekly with the Deputy Head Pastoral to discuss the pastoral needs and welfare of boys on the SEND list.

Within this wide brief there are several major areas of responsibility including Health and Safety, and many specific tasks. Appropriate delegation of some of these functions to experienced departmental colleagues is permissible and to be encouraged, but the Head of Department has ultimate responsibility for them. They include the following:

Management of Pupils: Heads of Department should:

- Ensure that organisational information is communicated clearly and effectively to pupils (e.g. information about examination courses, coursework requirements and deadlines, examination dates).
- Monitor the progress and performance of pupils in their department (e.g. through discussions with Housemasters and colleagues, internal reporting system, internal examinations, block tests, etc).
- Ensure that departmental policy on behaviour and discipline is consistent with, and upholds, school practice.
- Produce set lists when appropriate and monitor setting arrangements over the year.
- Explain and monitor as necessary departmental use of all school systems of encouragement and sanction, e.g. Commendations, Distinctions, subject prizes, departmental and school detentions.
- Collect information on university courses in their subject areas and offer advice and guidance to pupils applying for appropriate university courses.
- In consultation with the Deputy Head Academic, Director of Learning and Academic Enrichment and those members of CR in charge of Oxbridge oversee Oxbridge applications from the department and the provision of Oxbridge teaching.
- Ensure that pupils and staff in their department are aware of the School's policies and practices that specifically mention Heads of Department such as fire drill, complaints procedure, cheating at coursework, etc.

Management of Staff: Heads of Department should:

- Hold regular departmental meetings. These meetings should be used to update staff on curriculum and administrative details including changes of School policy and decisions taken at the Academic Group meetings, to exchange ideas and develop departmental policy, and to discuss and develop teaching practices and methods. Minutes of meetings should be taken and uploaded to Sharepoint as soon as possible after the meeting. These minutes are thus circulated to the Headmaster's PA, Deputy Head Academic, Director of Learning and Academic Enrichment, Second Master, and members of the department.
- Help in the development of staff in their department. This would include the induction and monitoring of any new members of the department; appraisal of staff within the department; encouraging staff to attend external CPD training courses as necessary and appropriate; organising lesson observation of, and by, colleagues, both within the department and occasionally in other departments; encouraging continued training of all members of the department in the use of ICT in teaching. The Director of Learning & Academic Enrichment and/or the Second Master are available for advice in these matters.
- Organise the departmental timetable ensuring a fair, balanced and appropriate allocation of teaching sets within the department.
- Ensure that they have fully familiarised themselves with the School's Health & Safety policy with

regard to their department. They are required to take responsibility for implementing all Health & Safety requirements in their department as set out in that policy, particularly with regard to the identification of Health & Safety hazards, fire procedures and risk assessments’.

- Ensure that they have familiarised themselves with School’s Staff Wellbeing policy.
- Maintain the School’s expectations around staff attendance and availability at all times.

Curriculum issues: Heads of Department should:

- Establish and monitor programmes of study, producing schemes of work appropriate to each year group. Cross-curricular issues, including ICT, PHSEE and Study Skills, should be clearly indicated within the schemes of work.
- Establish appropriate examination specifications.
- Keep abreast of, and disseminate, national developments in the evolution of specifications, the curriculum and pedagogy.
- Maintain and promote an interest in their subject, for example by membership of subject associations.
- Ensure that departmental curricular aims are in line with whole School curricular aims.

Administration issues: Heads of Department should:

- Ensure the efficient administration of all paperwork and correspondence connected with their subject, including the documentation required for inspection, and develop and maintain a working knowledge of the School’s IT&D Administration system.
- Produce and update a departmental handbook annually, together with any other curriculum documentation requested by the Deputy Head Academic.
- Write an annual report early in the academic year for the Headmaster and Deputy Head Academic,
- Carry out any necessary health and safety risk assessments.
- Organise the setting and marking of all internal examinations in their subject as appropriate, including Common Entrance, Tonbridge Scholarship at 13+ and L6th entry tests.
- In liaison with the Examinations Officers and Deputy Head Academic deal with the paperwork connected with external examinations (entries, predictions, coursework, results and remarks).

Specific SENDCO Responsibilities

- Lead and manage the assessments and testing of boys with SEN.
- Managing access arrangements and complying with JCQ regulations.
- Ensure that appropriate and accurate records are maintained and reviewed.
- Supporting whole Year Group approaches to consolidation and revision.
- Support outward-facing PD, such as the IStip ECT Training Days.
- Maintain up-to-date professional qualifications.

Co-curricular Activities (including Games)

All members of teaching staff contribute to the co-curricular life of the School. Your co-curricular involvement will be agreed with the Deputy Head Co-Curricular, with a huge range of sporting and cultural activities taking place throughout the week across Tonbridge’s many fantastic facilities. No specified commitment is required other than an expectation of involvement at an appropriate level. Training is often available.

Pastoral (Tutoring)

Teachers can expect to be a Tutor to a year group within a House. Tutors are allocated to Houses by the Second Master in consultation with the Deputy Head Pastoral. Details of what is involved are given in the Pastoral and Tutor handbook.

Other Duties

- Duty teams: being a member on a rotating basis of a team of five staff who carry out various supervisory duties as specified by the Second Master; including supervising the road crossing outside the Avenue Entrance at 8.25am, or supervising the Orchard Centre Café during morning break, etc.
- Participating in the Novi Visit just after the end of the Lent Term, unless engaged in other School activities at this time.
- Other duties that the Headmaster or Senior Colleagues might reasonably request.

Remuneration and Benefits

- The Tonbridge Salary scale is highly competitive (approximately £38k-£75.5k) with new members starting at the point on the salary scale which is appropriate to their experience.
- Accommodation may be available if eligible, with properties allocated according to need. Relocation support may also be available. Successful candidates who are required to relocate to the area and purchase their own property may be eligible for a Living Out Allowance (LOA).
- The School strongly encourages staff to attend CPD and provides a large budget to facilitate this.
- Pension Scheme: currently TPS for teaching staff. An alternative Defined Contribution Scheme is also available.
- Private medical insurance for the postholder
- Subsidised Sports Centre membership (staff rates) including use of gym, squash and tennis courts, and a swimming pool.
- Cycle to Work scheme.
- Subsidised EM Forster Theatre tickets (selected performances).
- School lunch and refreshments are provided during term-time where this would form part of your working day.
- Staff fee remission.
- Membership of the School Library.
- Confidential counselling service.
- Staff car parking.

Confidentiality

The successful candidate must maintain the confidentiality of information regarding the School, its staff and its business. Information must not be communicated to other persons in or outside the School except in the recognised course of their duties.

Child Protection

The post-holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom he or she is responsible, or with whom he or she comes into contact will be to adhere to and always ensure compliance with the School's Safeguarding and Child Protection Policy. If in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School he or she must report their concerns to the Designated Safeguarding Lead or to the Headmaster.

Tonbridge School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to any post, including checks with past employers and the Disclosure and Barring Service.

APPLICATION PROCESS

SUBMITTING AN APPLICATION

Full details and an application pack may be found at
<https://www.tonbridge-school.co.uk/jobs>

Applications forms should be accompanied by a short letter of application, a current curriculum vitae, and the names, addresses, and telephone numbers of three referees.

A willingness to take part in the wider life of a boarding school is expected and candidates are asked to give an indication of their interests in their letter of application.

Apply via our online application form or, send your completed application form and accompanying documents to:

hrdept@tonbridge-school.org
01732 365555

Closing Date: Friday 10 October at 12 noon

Interviews: Wednesday 15 to Friday 17 October

We reserve the right to interview and appoint prior to the closing date for applications, so early applications are encouraged.

The selection process will typically involve

- Teaching a lesson.
- A tour of the School.
- Lunch in a boarding or day house.
- Interviews with the Headmaster, the Second Master; the Deputy Head Academic, and the Director of Learning and Academic Enrichment; and the current postholder.

Please contact the Deputy Head Academic, Mark Weatheritt, at mark.weatheritt@tonbridge-school.org for more information or an informal conversation about the role.

For information about the Senior Team, please visit:

<https://www.tonbridge-school.co.uk/about/senior-team>



