

Specialist Assessor & Specialist Teacher

April 2026



Welcome

Thank you for your interest in Haileybury. This is an exciting opportunity to join a highly successful school which is moving forward with confidence and a real sense of purpose. Haileybury was last year chosen as the 'Boarding School of the Year' by TES and, in 2023, was announced as the UK's best fully co- educational IB school.

Haileybury is a dynamic, outward-looking and future oriented school. We want our pupils to leave school with the values, skills and credentials they will need to thrive. We want our provision to be 21st Century relevant. We have recently completed a world class STEM facility, which allows our pupils to take part in research projects no other UK school can offer, and only a handful of other schools around the world can provide. Our attention is now turning to our next set of ambitious ventures.

We are ambitious and we pursue excellence, but Haileybury's success is built on the strength of each person's commitment to doing the very best they can for our school. If you feel excited by the prospect of being a member of a dynamic and successful team, then we would welcome your application.

Eugene du Toit
The Master



The School

Haileybury is a co-educational boarding and day school for pupils aged 11-18. There are currently over 900 pupils at the School. Demand for places and pupil numbers has increased dramatically in recent years.

The Haileybury of today enjoys an excellent worldwide and national reputation. This reputation is primarily based on the very high standard of education that is provided at the School. This was reflected in the report written by the ISI Inspection team who visited the School in October 2025. The report gives a clear picture of a progressive, ambitious school which offers its pupils the very best all-round education. A copy of the report can be viewed [here](#).

Haileybury is a dynamic, outward-looking and future-oriented school. It aims to provide high academic achievement, outstanding pastoral care and a rich and varied co-curricular programme; we want our pupils to leave school as confident, rounded and ambitious individuals. As a large, diverse community, the fundamental values of service, empathy and respect are essential. Pupil voice is important and there are many opportunities for pupils to express their opinions, including an active Pupil Senate. The team of teaching and operations staff are dedicated and highly professional.

Haileybury comprises a dedicated Lower School (Years 7 and 8), a Middle School for Years 9-11 and a Sixth Form of around 360 pupils. All senior pupils are boarders or day pupils in one of the 12 senior Houses. There is also a junior boarding House and a junior day House. The Houses are set within the extensive campus grounds, and most of the teachers are also accommodated within 5 minutes walk of the School. The sense of community at the School is especially strong.

Haileybury has a vibrant academic culture. Its curriculum model is distinct and in the Sixth Form pupils have the choice of following the International Baccalaureate Diploma Programme (IBDP) or A levels. The most popular UK university destinations include Oxbridge and the Russell Group; Haileybury's pupils also achieve places at top North American and European universities.

Haileybury has a strong international dimension with two partner schools operating in Kazakhstan, and one each in Bangladesh and Malta. Haileybury is the sponsor of Haileybury Turnford, a nearby academy, and enjoys a well-established partnership with the school.



The role

The School is seeking an innovative, self-motivated Specialist Assessor & Teacher to join our forward thinking and ambitious Learning Support team.

The post holder will be responsible for promoting the learning and welfare of pupils by providing practical learning support within the Learning Support Department, alongside ensuring that the School's record-keeping and practice is fully compliant with exam board and JCQ regulations.

The successful candidate will be able to demonstrate a range of fundamental skills required for the delivery of a curriculum adapted to meet the needs of pupils with Special Educational Needs and Disabilities (SEND). The post holder will provide appropriate support by conducting and administering assessments and screenings of pupils in accordance with the Code of Practice and JCQ regulations. They will work closely with Learning Support colleagues to identify learners requiring specialist assessment. This will also include any appropriate administration and paperwork to secure exam access arrangement, thereby supporting them to succeed on their main programmes of study.

They will be a passionate and committed advocate for SEND children and comfortable teaching from Lower School (year 7) through to Upper Sixth (year 13). The post holder will be directed by the Head of Learning Support but their duties will include identifying pupils that need further support, co-ordinating reasonable adjustments according to need, and being able to share these with staff members, pupils and parents post assessment. The candidate will also be expected to be committed to improving educational outcomes for pupils with special educational needs, to lead professional development through example and support, and co-ordinate the provision of high-quality professional development.

This is a permanent, full-time position working term time only.



Key Responsibilities

- Ensure a consistent whole school approach to achieving high standards through the high quality delivery of SEND support by all staff to promote outstanding outcomes for pupils with SEND, including academic progress and other progression indicators.
- Work closely with Learning Support colleagues to identify learners requiring specialist assessment in accordance with the JCQ regulations and the Code of Practice.
- Support and implement effective management of The Hub, our main Learning Support classroom.
- Communicate with the wider teaching staff regarding specific needs and support of individual pupils.
- Contribute to the general functioning of the Learning Support Team as appropriate. This may include: whole group, small group and 1:1 support.
- Make recommendations to the Head of Learning Support regarding access arrangements, support or likely reasonable adjustments.
- Maintain contact with parents/guardians, employers, education providers and other agencies as appropriate about their children's progress
- Assist the Head of Learning Support in designing, co-ordinating, monitoring and evaluating the impact of the provision for pupils on the SEND Register.
- Use a range of learning strategies appropriate to the needs of the pupils and regularly review and adapt materials in response to both internal and external factors such as learner feedback and new research.
- Contribute to reports produced for pupils on the SEND Register and reports relating to SEND provision across the school and share this with staff and parents to ensure all reasonable adjustments are met for each pupil in and outside of the classroom.
- Assist with production, circulation and promotion of pupil information post-assessment. Maintaining contact with parents/guardians, employers, education providers and other agencies as appropriate.
- To help maintain the School's electronic storage system for all legal SEND documents, evidencing assessments and awards, to ensure that all legal data record requirements are maintained and upheld in relation to JCQ and exam board regulations ready for inspection.
- Develop and improve existing processes and systems relating to exam access arrangements, including contributing to the Access Arrangement Online system when applying for access arrangements for external exams.
- Undertake yearly training and development relating to the role, ensuring awareness of changes in JCQ regulations for each academic year in post.
- To be responsible for the implementation of requests to exam boards for GCSE/GCE access arrangements. This will include maintaining and reporting arrangements granted, dealing with exam boards and liaising with the Exams Officer, subject teachers, pupils, parents and outside agencies.



Person Specification

Qualifications, Skills and Experience

Essential

- Level 7 Diploma in Teaching and Assessing Specific Learning Difficulties (Dyslexia) or equivalent qualification which enables candidates to conduct relevant Psychometric assessments (eg. CPT3A) such as awarded by the Dyslexia Guild, Patoss or the British Dyslexia Association (as listed on the SASC website)
- Teaching qualification

Desirable

- JCQ Examination Access Arrangements Training - SASC Approved Course desirable or a willingness to complete this during appointment

Knowledge, Skills and Experience

- Experience of working with an Inclusion or SEND department, working with children with additional needs
- Experience of conducting psychometric assessments
- Ability to demonstrate which reasonable adjustments pupils need in preparation for their examinations using Diagnostic screening tools, where necessary
- Knowledge of how to support pupils with SEND of all levels and needs
- Experience of working under the SEND Code of Practice and JCQ guidelines in providing reasonable adjustments and access arrangements in exam year groups

- A good understanding of developing and delivering a quality curriculum and learning experience for young people with SEND, ensuring the School is in line with regulatory requirements
- Be enthusiastically committed to improving educational outcomes for pupils with special educational needs
- Passionate about providing enriched learning opportunities for pupils in and out of the classroom to help pupils to develop their self-confidence, independence and abilities
- Excellent verbal, written communication and IT skills
- Willingness to undertake training and development relating to the role including working with outside agencies.



Benefits

The salary for this position will be commensurate with the previous experience and qualifications of the applicant and will reflect the importance of the role.

Situated in a beautiful 500-acre estate, accommodation may be provided, either on or near the school site, and requirements can be discussed at interview.

Other benefits include pension, private healthcare, and substantial fee remission.

Staff have the opportunity to utilise the School's wonderful facilities including fitness suite, swimming pool, and tennis centre, and participate in the Cycle to Work scheme. Staff are also provided with lunch, and other meals as needed, within our magnificent dining hall.

Professional development and learning sit at the heart of the School, and the successful post-holder will be joining a vibrant intellectual community.

Our staff body is collegiate and supportive. The Common Room is welcoming and staff wellbeing is prioritised. The School has a full-time Health and Wellbeing Centre and Chaplain.



Application Process

To apply for this position please complete the application form in full, with reference to the candidate brief, and return it with a covering letter to teacherrecruitment@haileybury.com by **midday on Friday 20 March 2026**.

For further information, please visit our website [here](#).

Please be aware that we cannot consider an application unless the application form has been filled in completely, including details of your full employment history.

The School reserves the right to make an appointment before the closing date; candidates are therefore encouraged to apply as soon as possible.

The School has a diverse pupil body and is committed to its strategy of equal opportunity, diversity and inclusion. We encourage applications from candidates with a wide range of backgrounds to enrich our collective knowledge and experience. Appointments will be made on merit.

Please see full details of our [Privacy Notice for Staff](#) and [Recruitment Policy](#).

Haileybury is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Applicants for the above post must be willing to undergo child protection vetting, including reference checks with previous employers, prohibition checks and a criminal record check via the Disclosure and Barring Service.





Haileybury

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