



Ibstock Place

CO-EDUCATIONAL DAY SCHOOL



Information for Candidates

Access Arrangements
Coordinator

Head's Welcome



Thank you for your interest in joining our team. This is an opportunity to play an integral role in a school with a rich history at the vanguard of educational change. We have a powerful sense of the way in which we shall develop in the decades to come and we seek energetic professionals to join us and to help us to build and realise our vision.

We take pride in a school culture which is inclusive, and which is both forward looking and rooted, dynamic and yet caring. Through our rigorous and imaginative curriculum and a highly responsive pastoral system, we engender in our pupils the courage and ambition which

they will need to succeed and to play a constructive role in their wider community and society.

Our staff are the School's most valuable asset and we aspire to create a sector-leading environment in which they can work. We are committed to a thoughtful process of continuing professional development and we create multiple pathways for our colleagues to progress in their knowledge, skills and experience. We are fortunate to have built a strong sense of loyalty amongst our colleagues and we regard the stability of our staff body as a major strength. Many of our employees have built successful careers with us over a protracted period and the sense of community amongst us is strong. Opportunities for promotion and advancement are plentiful. Professional fulfilment is key to staff wellbeing, but so too is access to a range of additional benefits and we are responsive to this too – the happiness of its staff is critical to any organisation's ultimate success.

Ibstock is without a doubt the most dynamic and the most interesting school in which I have worked through my career. I hope that you will be inspired to join us and to make your own contribution to our evolving mission and journey.

Chris Wolsey
Head

About the School

Ibstock Place School is an independent co-educational day school affiliated to HMC, the Head's Conference and to IAPS, the Independent Association of Prep Schools. We occupy a beautiful and well-appointed ten-acre site on the edge of Richmond Park in South-West London.



Established in 1894, we have championed the merits of co-education since our foundation. The School was originally created to showcase the ideas of a progressive German educationalist, Friedrich Froebel and, early on, it specialised in Early Years education. Indeed, it was Froebel who coined the term Kindergarten. While EYFS provision remains an important part of our provision, we have grown considerably since 1894 and we now provide an integrated pathway for our pupils all of the way from 4 to 18 years. We are heavily oversubscribed, and we currently educate around 1100 young people. We have major points of entry at 4+, 7+, 11+ and 16+ and a thriving Sixth Form of around 200 pupils. Our catchment area is steadily growing and our pupils join us from a wide range of both maintained and independent schools.



Academically, the School is strong and we routinely appear in the upper reaches of newspaper league tables, both for GCSE and A Level outcomes. About 80% of our pupils move on every year to Russell Group universities, including Oxford and Cambridge. There is also growing interest in higher education pathways outside of the UK, including those in North America.

Our curriculum is broad and balanced. We seek a unique synthesis of learning which combines the best traditions of a liberal and humane education with an outlook which is forward-looking and dynamic. We have invested heavily in new technology in recent years and we seek to be at the forefront of educational change.



About the School

We recognise that AI will re-shape the landscape of schools in the decades to come and we are taking steps to ensure that we are well-placed to benefit from it. We understand too the importance of a strong co-curricular offer – from our inception, we have been convinced of the virtues of a “whole education”. Our pupils can access over 140 different clubs and activities and we have exemplary provision in sport, music, drama, dance and debating. In the Senior School, the Duke of Edinburgh Award Scheme is notable for its strength and quality of provision. We expect all teaching staff to make a meaningful contribution to it.

Our pastoral system is exceptionally well-developed and responsive to the individual needs of our pupils. The work of our pastoral teams is supplemented with a class-leading pupil counselling service which we run in collaboration with The Soke, a specialist mental health and wellbeing provider based in South Kensington.



We are committed to the integration of pupil voice in the life of the School and our prevailing organisational culture prioritises the importance of listening, just as it does the celebration of our diversity and the affirmation of our pupils' achievements. The same extends to our other stakeholders – our parents and, of course, our staff.



As a charity, we work hard to ensure public benefit. In addition to a generous and expanding programme of bursaries to support pupils for whom an independent school education would ordinarily be out of reach, we sustain a burgeoning partnership programme with many local state schools and community organisations. In addition to the frequent sharing of our facilities, we undertake a wide variety of projects across all aspects of our operation which ensure that in Roehampton and beyond, we are a force for good. For more details of our work, see www.schoolstogether.org and search for Ibstock Place.

We are ambitious for our future. We have grown considerably in recent years – in size most certainly, but also in terms of our profile and our achievement. Our ambition is to build yet further upon this recent success and to become the leading co-educational independent day school in London.

About the Role



We are seeking to appoint a part-time Access Arrangements Coordinator to provide high-quality administrative support to the Director of Academic Mentoring and department, ensuring efficient coordination of provision for pupils with Special Educational Needs and Disabilities (SEND).

The postholder will also be responsible for:

- the planning, assessment, implementation, and quality assurance of access arrangements for internal and external examinations in accordance with current JCQ (Joint Council for Qualifications), PAAO and CIE regulations.
- to ensure that SEND information is accurate and documentation is recorded and stored appropriately.
- to ensure accurate records for pupils, meetings and information sharing.
- to assist in the smooth running of the department by assisting with SEND administrative duties as directed by the Director of Academic Mentoring.

This is a **part-time (3 days per week), term time only**. This is permanent role.

Start date **as soon as possible**.

Salary will be **£19,496.4 pro rata per annum** (FTE salary £32,494 per year).

The deadline for applications is **1 February 2026**. We reserve the right to start the interview process as soon as applications are received.

Duties and Responsibilities

1. SEND Administration

- Maintain and update SEND records and data points using the school's information system – iSAMs. Keep the SEND register and EAA list accurate and updated for all years and made available to all staff and the exams officer through iSAMs.
- Act as point of contact for access arrangements enquiries from staff, parents, pupils and external agencies.
- Prepare and distribute correspondence, reports, and documentation for internal and external use.
- Maintain confidentiality of sensitive information and ensure data is stored securely in compliance with GDPR.

2. Access Arrangements Coordination

- Liaise with the SENCO and teaching staff to identify pupils eligible for access arrangements in line with JCQ regulations.
- Coordinate assessments for pupils to gather evidence of need and normal way of working.
- Submit applications for access arrangements via the Access Arrangements Online (AAO) system within deadlines.
- Maintain accurate records of approved arrangements and ensure staff are informed and trained in implementing them.
- Advise and assist on access arrangements during internal and external exams (e.g., readers, scribes, extra time, separate rooms).
- Work closely with the Exams Officer to ensure appropriate timetabling and resourcing of access arrangements.

3. Student Support

- Work with the SENCO to ensure pupils with SEND or access arrangements are appropriately supported across the curriculum.
- Monitor the provision of classroom support regarding access arrangements.
- Help coordinate and maintain pupil passports/profiles and ensure their availability to staff with other members of academic mentoring.
- Support transition arrangements for SEND pupils, including from KS2-KS3 and KS4-Post-16.

4. Liaison and Communication

- Communicate effectively with parents/carers regarding SEND support and access arrangements.
- Liaise with external agencies (e.g., Educational Psychologists, Speech and Language Therapists, CAMHS) to arrange assessments and interventions.
- Attend and contribute to relevant team and whole-school meetings.

Duties and Responsibilities

5. Compliance and Record Keeping

- Ensure all SEND and access arrangements processes are compliant with JCQ and statutory SEND guidance.
- Assist with audit preparation and inspection requirements (e.g., ISI, local SEND audits).
- Support in the preparation of reports for the governing body or senior leadership team as required.

Person Specification

Essential

- Excellent administrative and organisational skills.
- High attention to detail and accuracy, particularly in record keeping.
- Understanding of SEND Code of Practice (2015) and JCQ Access Arrangements regulations.
- Level 7 qualification and APC for assessments.
- Strong ICT skills (e.g., Microsoft Office, school MIS, Access Arrangements Online).
- Ability to handle confidential and sensitive information appropriately.
- Excellent interpersonal and communication skills.
- Ability to prioritise workload and work to deadlines under pressure.

Desirable

- Experience working in a school environment, particularly with SEND pupils.
- Knowledge of or training in access arrangements testing/assessment - APC.
- Experience using SEND platforms.
- First aid or safeguarding training.

Staff Benefits



Our aims and ethos

At Ibstock, we believe in nurturing kind hearts, inspiring curious minds, and guiding courageous futures.

These values shape everything we do – from how we support each pupil's personal growth to the way we create a dynamic learning environment and prepare them for life beyond school. Together, these values guide us in shaping compassionate, confident learners who are ready to embrace their future with heart, mind, and courage.



Kind Hearts



Curious Minds



Courageous Futures

Staff benefits include:

- Cycle to work scheme
- Free breakfast and lunch (in term time)
- Defined contribution pension scheme for teaching staff and a pension scheme for support staff
- Commitment to training/development
- Access to BUPA Employee Assistance Programme, including counselling services
- Staff Yoga and use of the swimming pool (at designated times)
- Access to the School's BUPA health cover scheme (this is deducted monthly via payroll)

Visit our website to find out more:
www.ibstockplaceschool.co.uk

The Application Process



How to apply

To apply for the role, please complete our application form and submit it, by email: recruitment@ibstockplaceschool.co.uk

Shortlisted applicants will be invited to attend interview. The school reserves the right to interview and make an appointment before the closing date.

Note that all offers of appointment are conditional until the satisfactory completion of mandatory pre-employment checks.

Ibstock is committed to safeguarding and promoting the welfare of children. For further information on our Child Protection policies, please see [here](#). Safeguarding checks with the Disclosure and Barring Service will be undertaken. It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children.

This post is exempt from the Rehabilitation of Offenders Act, 1974 and the amendments to the ROA 1974 (Exceptions Order 1975, amended 2013 and 2020). For details see [here](#)

Note that, in accordance with Keeping Children Safe in Education 2025, shortlisted candidates are required to declare any past convictions. Online searches will also be conducted on shortlisted applicants as part of our due diligence process.

At Ibstock, we embrace and celebrate difference. We are proud to be an equal opportunity employer and do not discriminate against any employee or applicant based on their age, disability, gender, marriage or civil partnership status, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. To ensure this, all positions are subject to blind shortlisting.

Ibstock Place School



Ibstock Place

CO-EDUCATIONAL DAY SCHOOL

An inspiring
place to
flourish

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|--------------------|--------------------|--------------------------|---------------------------|
| 1 Dance Studio | 8 Clarence Wing | 15 Rose Garden | 22 Climbing Wall |
| 2 Macleod House | 9 Bicycle park | 16 The Innovation Centre | 23 School of Art & Design |
| 3 Priory Wing | 10 Orchard | 17 The Refectory | 24 Multi Use Games Area |
| 4 Theatre | 11 Priestman House | 18 Terrace | 25 Forest School |
| 5 Wellbeing Centre | 12 Robert's House | 19 Main House | 26 School of Music |
| 6 Drama Studio | 13 Swimming Pool | 20 Footbridge | 27 Sports Pitches |
| 7 Armadillos | 14 Hardcourt | 21 Sports Hall | |

Ibstock Place School,
Clarence Lane,
Roehampton,
London SW15 5PY
020 8876 9991

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