



Ribston Hall High School

SENDCo (Special Educational Needs Coordinator) Extended Leadership Team

Job Description

PURPOSE OF ROLE

The SENDCo, as a member of the Extended Senior Leadership Team, will provide strategic and operational leadership of SEND provision at Ribston Hall High School.

The postholder will lead the development of a coherent, high-quality graduated approach that is clear, consistent and embedded across the school. They will ensure that provision is ambitious, inclusive and precisely matched to need, enabling all students with SEND to thrive as Ambitious Academic Learners who are Proud to be Ribston.

The SENDCo will have overarching responsibility for:

- The quality, consistency and impact of SEND provision
- The implementation of systems and processes across the graduated approach (assess, plan, do, review)
- The strategic evaluation and continuous improvement of SEND across the school

They will ensure that SEND is fully integrated within whole-school systems and contributes directly to the school's 2030 vision, ensuring that all students with SEND benefit from an ambitious, inclusive education and achieve strong academic, personal and destination outcomes in line with Ribston Hall's ethos of *Sharing Ambition*.

MAIN DUTIES AND RESPONSIBILITIES

Strategic Leadership of SEND:

- Develop and implement a clear, coherent SEND strategy that actively shapes and informs the wider inclusion strategy, aligned to the School Development Plan and SEND review priorities
- Ensure the graduated approach is consistently understood and enacted across all staff
- Provide clarity on roles, responsibilities and thresholds at each stage of the graduated approach
- Ensure SEND is fully integrated into teaching, learning, pastoral and assessment systems
- Contribute to whole-school improvement through the Extended Leadership Team



Ribston Hall High School

Leadership of the Graduated Approach:

- Lead the effective implementation of assess, plan, do, review across all year groups
- Ensure planning and review stages are rigorous, consistent and sustainable, addressing current variability
- Lead and develop the SEND team to ensure that Student Support Plans are consistently specific, outcome-focused and regularly reviewed and updated
- Establish clear expectations for:
 - Frequency and structure of review meetings
 - Staff roles within each stage
 - Escalation to MyPlan / MyPlan Plus / EHCP

Quality Assurance, Monitoring and Evaluation:

- Lead a systematic and cyclical approach to monitoring SEND provision, including:
 - Review meetings
 - Observations and learning walks
 - Work scrutiny and case studies
- Evaluate the impact of provision on academic, pastoral and wider outcomes
- Identify patterns, strengths and gaps, and act decisively
- Provide regular, evidence-informed reports to SLT and trustees
- Ensure monitoring feeds directly into strategic planning and staff development
- Provide evidence-informed recommendations that shape SEND and wider inclusion strategy from findings from monitoring, review and casework to identify systemic priorities.

Leadership of SEND Systems and Processes:

- Lead the refinement and embedding of systems (e.g. Provision Map, Student Support Plans), building on current development work that are consistent, accessible and used effectively to inform practice
- Lead and quality assure the SEND register, ensuring it is accurate, robust and reflects identified need rather than process or historical decision-making
- Ensure alignment between:
 - Practice
 - SEND Policy

Parent Partnership and Communication:

- Establish a clear and transparent approach to communication with families
- Ensure parents are actively involved in:
 - Decision-making
 - Planning and review processes
- Articulate the school's core SEND offer



Ribston Hall High School

General responsibilities:

- Contribute to the Extended Leadership Team and wider school improvement priorities
- Maintain a visible and proactive presence across the school
- Engage with external agencies and professional networks
- Support transition processes
- Undertake duties in line with the School Teachers' Pay and Conditions Document

Qualifications/Experience/Professional Knowledge and Skills

Essential:

- Qualified Teacher Status
- National Award for SEN Coordination (or willingness to complete)
- Proven experience of leadership in SEND or inclusion
- Demonstrable impact on improving outcomes for students with SEND
- Experience of leading change and developing systems
- Strong understanding of the SEND Code of Practice and graduated approach
- Expertise in monitoring, evaluation and quality assurance
- Ability to translate strategy into consistent operational practice
- Skilled in working with parents, staff and external agencies
- Ability to analyse data and casework to inform decision-making
- Strong alignment with Ribston Hall values and ethos
- High levels of credibility, clarity and professional judgement
- Resilient, organised and able to manage complexity
- Excellent interpersonal and communication skills
- Committed to inclusive, evidence-informed practice

Supervision Received

Responsible through the Deputy Headteacher to the Senior Leadership Team and the Headteacher or other such member of staff as may be nominated by the Headteacher.

Principal Contacts

Parents/Carers, External Agencies, Local Authority, Inclusion Team, Department Heads, Teaching Staff, SLT and Students.

Equal Opportunities

Equal opportunities is the right of everyone to equal chances and each individual is respected for who they are regardless of age, ethnicity, gender, social circumstances,



Ribston Hall High School

ability/disability and sexuality.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Date: September 2026