



Ribston Hall High School

Inclusion Administrator

Job Description

PURPOSE OF ROLE

To provide high-quality administrative, organisational, and operational support for inclusion across the school, ensuring systems are accurate, compliant, and efficient. The postholder will enable the effective delivery of provision for students with SEND, those in receipt of Pupil Premium, and other identified groups, supporting the school's ambition that all students achieve highly and feel a strong sense of belonging.

The Inclusion Administrator is central to ensuring that inclusion is **well-coordinated, transparent, and impactful**, allowing teaching and leadership to focus on improving outcomes.

This role is critical in ensuring that Ribston Hall High School delivers on its commitment to "Sharing Ambition", with inclusion embedded in both the systems and the daily experience of every student.

MAIN DUTIES AND RESPONSIBILITIES

Information management and accuracy:

- Maintain accurate, up-to-date records for all students identified within inclusion groups, including SEND register, Pupil Premium, and overlap groups.
- Maintain and quality assure student support plans (Including MyPlans), ensuring they are concise, accessible, and support effective classroom practice.
- Store and organise external reports (e.g. Educational Psychologist, CAMHS), ensuring key recommendations are clearly summarised and available to staff.
- Ensure all documentation is compliant with statutory and school requirements, including data protection expectations.

Process management and statutory compliance:

- Coordinate all administrative aspects of SEND processes, including EHCP annual reviews and SEN Support reviews.
- Support the Inclusion team to ensure statutory timelines are met, preparing documentation, requesting contributions, and tracking responses.
- Co-ordinate exam access arrangements in line with JCQ regulations, including evidence gathering and liaison with relevant staff.
- Support completion of school census and funding returns relating to inclusion.



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Provision and intervention coordination:

- Maintain a live provision map, detailing support in place across the school.
- Track intervention participation, attendance, and duration, ensuring clarity over who is receiving support and why.
- Collate and present basic impact information to support review meetings.
- Flag gaps in provision, duplication, or lack of engagement promptly to the SENDCo or Assistant Headteacher.

Communication and coordination:

- Act as the first point of administrative contact for parents and carers in relation to inclusion queries.
- Coordinate meetings involving parents, staff, and external professionals, ensuring clear communication and timely follow-up.
- Draft correspondence and documentation for families, ensuring clarity, accuracy, and a professional tone.
- Liaise with external agencies and the local authority to ensure effective communication and timely information exchange.

Reporting and operational insight:

- Produce regular, accurate reports on key inclusion indicators, including intervention engagement, review completion, and emerging patterns.
- Support the preparation of inclusion summaries for senior leadership and governors.
- Identify and flag trends or concerns in attendance, behaviour, or provision affecting specific groups.
- Ensure leaders and staff have access to clear, reliable information to inform decision-making.

General responsibilities:

- Maintain strict confidentiality in relation to student and family information.
- Contribute to a culture of high expectations, inclusion, and respect across the school.
- Undertake other duties commensurate with the role as directed by the SENDCo or senior leadership team.

Skills/Qualifications/Experience

Essential:

- Strong organisational skills with the ability to manage multiple processes and deadlines simultaneously.



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- High level of accuracy and attention to detail.
- Experience of administrative systems and data management.
- Excellent written and verbal communication skills.
- Ability to present complex information clearly and concisely.
- Strong interpersonal skills, with the ability to work with staff, students, parents, and external professionals.
- Professional discretion and understanding of confidentiality.

Desirable:

- Experience working in a school or educational setting.
- Familiarity with SEND processes, EHCPs, and statutory requirements.
- Experience of school MIS systems (e.g. Arbor, SIMS).
- Understanding of the needs of high-attaining students, including those with SEND or from disadvantaged backgrounds.

Success Criteria:

- Inclusion information is accurate, up-to-date, and consistently used by staff.
- All statutory processes are completed on time, with no last-minute escalation.
- Systems are organised, efficient, and trusted by staff and leaders.
- Communication with families and external partners is clear and professional.
- Leaders have timely, precise insight into inclusion, enabling effective decision-making.

Supervision Received

Responsible through the SENDCo/Assistant Headteacher (Inclusion) 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, ability/disability and sexuality.



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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