



## **RYDE SCHOOL JOB DESCRIPTION**

**ROLE:** Head of Learning Support and SENDCO

**START DATE:** January 2026 or April 2026

**LINE MANAGER:** Deputy Head (Pastoral)

The School SENDCO is responsible for the provision of additional learning support for all pupils in the School, from Nursery to the Senior School. The post holder is line-managed by the Deputy Head (Pastoral) and works closely with the wider Academic team across the School and the Head of Senior School and Head of Prep. From time to time it might be necessary to alter the job description below in consultation with the post holder and the Head Master.

**ROLE SUMMARY:** *The aim of the School is to ensure all our pupils leave us capable of working independently and effectively – the role of the Head of Learning Support and SENDCO is emphatically not to support pupils so they depend on us but rather to give them the confidence and skills to achieve their full potential socially, academically and in work. The SENDCO has access to specific administrative and secretarial support and manages a small team of qualified and dedicated members of staff who help with the teaching, assessment and organisation of our SEND and EAL pupils. The SENDCO is a member of the Heads of Department and Pastoral Committees and is expected to meet with staff in all three sections of the School where possible.*

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### **SPECIFIC RESPONSIBILITIES:**

- To provide strategic leadership and direction for all aspects of Special Educational Needs and Disability (SEND) provision across the school, developing and regularly reviewing the SEND policy and School Information Report.
- To ensure the effective identification of pupils with additional learning needs (including the 'assess, plan, do, review' cycle), the sensitive communication of this, and the arrangement of appropriate, evidence-based support for them.
- To manage and deploy the resources for SEND provision, including the budget for specialist equipment and support staff, ensuring maximum impact on pupil progress.
- To oversee the monitoring, tracking, and evaluation of the progress and attainment of all pupils on the SEND register, using data to inform interventions and future planning.
- To work with parents, staff and external agencies to ensure all are aware of our pupils' learning needs and follow appropriate procedures to support them.
- To be fully aware of current professional thinking and legal expectations and advise the School on compliance with all SEND legislation, especially that pertaining to access, EAA and public exams.
- To support pupils needing additional support in the following skills - literacy, numeracy, assistive technology, EAL.
- To facilitate a smooth and effective transition for pupils with SEND between key phases (e.g., primary to secondary) and into post-16 education or employment.

### **Liaison and Communication**

- To disseminate information from outside agencies and to pass this on, in summary form, to all appropriate parties.
- To ensure the school is fully compliant with the SEND Code of Practice (2015) and all relevant legislation, including managing and coordinating statutory reviews for pupils with Education, Health and Care (EHC) Plans.



- To liaise with
  - ◆ All staff over individual pupil needs, classroom strategies and programmes and keep them informed of policy and procedures regarding SEND and Learning Support.
  - ◆ Parents, including where necessary prospective parents in assessing whether the School can meet their child's needs.
  - ◆ Relevant outside agencies such as Exam Boards, CAMHS, OT, Ed Psychs and the LA.
  - ◆ SENDCOs from other schools to ensure all new students have a smooth transition.
  - ◆ Teaching staff following observations of SEND pupils, of any additional ways of working to ensure individual pupil progress.
  - ◆ To ensure accurate and up-to-date SEND records are maintained and effectively disseminated to relevant staff on a need-to-know basis.

### **Assessments**

- To ensure individual assessments are carried out for any children identified by teaching staff.
- To work closely with Directors of Studies (Sixth Form), Director of Studies (7-11), Assistant Head of Prep and Assistant Head of Pre-Prep and Nursery to monitor and track the progress of pupils identified as having SEND and suggest further assessment as and when necessary.
- To oversee the administration of dyslexia screening.
- To advise on any additional classroom support required for pupils to access the curriculum.

### **Management**

- To manage the Learning Support team, including the Assistant SENDCO, EAL provision and Learning Support assistants in the Prep and Pre-Prep.
- To monitor and evaluate strategies in use with pupils and in the classroom, including lesson observation.
- To develop a variety of methods and strategies to support pupils with SEND.
- To manage the 1:1 additional provision for identified pupils.
- To assist teachers with differentiation as and when necessary.
- To liaise with classroom teachers on how best to implement the pupils' individual learning needs.
- To advise on specific learning strategies for use in class and with Prep.

### **Organisation and Administration**

- To ensure all information on pupils with SEND and EAL needs is recorded on the School's SEND Register.
- To maintain records of contact with outside agencies, staff and parents.
- To maintain a SEND Register and ensure all pupils on it have up to date Learning Support profiles.
- To maintain financial records, liaise with the Bursary and keep parents informed of arrangements for lessons and charges.
- To provide the necessary data for annual updates for external bodies such as ISI and ISC.
- To maintain the Learning Support Department as a welcoming, efficient and tidy area.
- To attend parents' evening, staff meetings and INSET.

### **Exams Access Arrangements**

- To keep up to date with EAA expectations and legislation and work with the Senior Leader in charge of Exams, the Examinations Officer and EAA Coordinator to ensure the School follows correct legal policy and practice.
- To have oversight of EAA applications.
- To Line Manage the School's EAA Coordinator who oversees the collation of evidence for EAA and to submit all the necessary evidence to relevant exam boards for EAA applications.

### **Teaching**

- To teach 1 to 1, or in small group lessons, pupils with identified additional learning difficulties across the whole school.



**Professional and personal development**

- To attend Group and Area meetings with other schools and liaise with their SENDCOs/Heads of Learning Support.
- To keep abreast of SEND legislation and good practice and attend national conferences and training.
- To provide INSET to colleagues as and when required and advise new staff on learning support processes and files.

**GENERAL NOTE:** Job description cannot be prescriptive. The essential ingredient for the job is to work in a professional manner at all times; making sure it is the children who lie at the heart of what we do.