

The people behind  
the magic.



JOIN OUR TEAM



# SENDCo (Special Educational Needs and Disabilities Coordinator)

**Salary:** Leadership Scale 6-10 £53,380 - £58,959

**Contract:** Permanent

**Closing Date:** Monday 21<sup>st</sup> October 2024 at 9.00am

**Start Date:** 1st January 2025



Together  
Learning Trust

## THE SCHOOL



# Everyone matters and every dream counts

We are proud of the high-quality education we offer at Ryburn Valley High School. We are a school of character, ensuring our students have opportunities to shine. We want them to be the best that they can be, taking risks and continually striving to develop and improve as young professionals. As Ofsted stated following our last inspection: "Pupils know the ethos of the school is based on 'everyone matters and every dream counts.' Leaders have fostered the values of kindness, honesty, respect and endeavour, which is brought to life by the everyday interactions of pupils and staff."

Ryburn is a school which has exceptionally high standards. Ryburn students work hard, get involved with the school community and "strive to excel". We want our students to leave school with bundles of new skills and knowledge, and of course great exam results. However, we also want them to develop and grow as young people, to leave our school with the attitudes and confidence to go out into the world and make a positive impact.

We live by the values of Kindness, Honesty, Respect and Endeavour. These values are on show in our lessons, in all our conversations and in the way both staff and students work as a team: Team Ryburn.

Ryburn Valley High School is a fantastic place to work and learn and we are always aiming to develop even further. The quality of every interaction we have with students and staff establishes a culture where everyone can 'strive to excel' and achieve great things.

We are looking for an extraordinary individual to join our school and really make a difference in the lives of our young people.

**Donna Watkins, HEAD OF SCHOOL**



*Ryburn Valley High School provides a strong, vibrant and welcoming community. Pupils swell with pride when they talk about their school. They told inspectors about the opportunities they get to develop their confidence and resilience.*

**- OFSTED REPORT 2022**

### EXPLORE MORE



[www.rvhs.co.uk](http://www.rvhs.co.uk)



[ryburnvalleyhighschool](https://www.facebook.com/ryburnvalleyhighschool)



[@RVHS\\_school](https://www.instagram.com/RVHS_school)



# When schools collaborate, incredible things happen.

Together Learning Trust is a thriving local family of schools. By this autumn we will comprise of three secondary schools, two school sixth forms, five primary schools and a special school, inspiring 5800 young people in Calderdale and Kirklees. We are driven by a shared commitment to providing magical learning experiences for all our children and a belief that all of them can achieve great things.

Exceptional achievement stems from developing world class teaching and learning. Creativity is the core of our values. Our staff are amazing, in both the relationships they forge and the incredible range of opportunities they make possible. We get great results, but we give and expect so much more. We are shaping a generation of future global citizens with the character they need to succeed; with the integrity and commitment to excellence that will enable them to thrive.

Together Learning Trust schools are wonderful places to work. We value and support our team across all our schools, and recognise the ideas, experience and expertise of our staff. Being part of the Trust opens up new opportunities for staff development. The Trust schools work closely together to identify and then implement the best school improvement strategies across its schools. Our aim is to grow great people and talent.

We cherish our staff, support their wellbeing and enable them to flourish. Being part of Together Learning Trust feels special due to the unique nature of the schools and the opportunities it brings for staff, students and communities to collaborate. For everyone involved in our Trust our mission is simple. To **Grow, Excel, and Learn Together.**

What could we do, together?

**DAVID LORD, CHIEF EXECUTIVE OFFICER**



*"I believe that the support that schools can provide each other cannot be underestimated. Being part of the Together Learning Trust enables our schools to continue to flourish and develop within a supportive school focused community, where the expertise of those who have a hands on understanding of our children will lead the way forward."*

**- LIZ WOODFIELD, HEADTEACHER,  
MELTHAM MOOR PRIMARY SCHOOL**

EXPLORE MORE



[www.togetherlearningtrust.co.uk](http://www.togetherlearningtrust.co.uk)

**Together**  
Learning Trust

## THE JOB

# SENDCo

Are you a passionate, hardworking and focused individual who understands how to maintain a culture and ethos that promotes the support of students with diverse needs? Do you believe that you can secure outstanding support and the best outcomes for all students in a safe, vibrant, and happy school? Are you an outstanding classroom teacher with a thorough understanding of Special Educational Needs and Disabilities (SEND)? Then we'd love to hear from you.

### What will you get in return?

This is a fantastic opportunity to work with the fantastic Ryburn team to promote excellent SEND, safeguarding and inclusion, at this wonderful school and sixth form. This is a challenging time for every school in the country, here, you will find a strong foundation where you can make a real difference to the lives of our SEND children.

The existing role holder will still remain in school and as such will be able to assist with a handover during your induction period.

### What the role involves in a nutshell:

- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEN or a disability.
- Have a strategic overview of provision for students with SEND across the school, monitoring and reviewing the quality of provision.
- Contribute to school self-evaluation, particularly with respect to provision for students with SEND.
- Co-ordinate provision that meets the student's needs, and monitor its effectiveness.
- Be a key point of contact for external agencies, especially the local authority.

You would ideally hold the National SENDCO qualification or be working towards completing the qualification.

### Benefits

- Automatic enrolment to the Teacher Pension Fund
- Staff development through appraisal and CPD
- Free Parking
- Free onsite Gym
- Access to our Employee Assistance Programme
- Regular well being activities
- Regular social activities and sport
- Collaboration with Trust colleagues in similar roles

If our school sounds like a place in which you could really make a difference, then we'd love to hear from you.

## JOB DESCRIPTION

# SENDCo



<b>Responsible to:</b>	<b>Senior Leadership Team</b>
<b>Responsible for:</b>	<b>Asst SENDCo and Learning Support Assistants</b>
<b>Scale/Salary</b>	<b>L6 - L10</b>
<b>Main Purpose of the role</b>	<p><b>In the role of SENDCo you will:</b>            The SENDCO, under the direction of the Senior Leadership Team will determine the strategic development of Special Educational Needs and Disabilities (SEND) policy and provision in the school. They will be responsible for the day-to-day operation of the SEND policy and co-ordination of specific provision to support individual students with SEN or a disability.</p>
<b>Main Duties &amp; deliverables</b>	<p><b>Strategic development of SEND policy and provision</b></p> <ul style="list-style-type: none"> <li>• Have a strategic overview of provision for students with SEN or a disability across the school, monitoring and reviewing the quality of provision.</li> <li>• Contribute to school self-evaluation, particularly with respect to provision for students with SEN or a disability.</li> <li>• Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school Evaluation and Improvement Plan (EIP).</li> <li>• Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice.</li> <li>• Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective.</li> <li>• Provide professional guidance to colleagues, working closely with staff, parents and other agencies.</li> <li>• The SENDCO will also be expected to fulfil the professional responsibilities of a teacher.</li> </ul> <p><b>Operation of the SEND policy and co-ordination of provision</b></p> <ul style="list-style-type: none"> <li>• Maintain an accurate SEND register/database and provision map.</li> <li>• Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEND support.</li> <li>• Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment.</li> <li>• Work with primary schools, other schools, educational psychologists, health and social care professionals, and other external agencies.</li> <li>• Be a key point of contact for external agencies, especially the local authority.</li> <li>• Analyse assessment data for students with SEN or a disability.</li> <li>• Implement and lead intervention groups for students with SEND, and evaluate their effectiveness.</li> </ul> <p><b>Support for students with SEN or a disability</b></p> <ul style="list-style-type: none"> <li>• Identify a student's SEND.</li> <li>• Co-ordinate provision that meets the student's needs, and monitor its effectiveness.</li> <li>• Secure relevant services for the student.</li> <li>• Ensure records are maintained and kept up to date.</li> <li>• Review the education, health and care plan with parents or carers and the student.</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicate regularly with parents or carers.</li> <li>• Ensure that all relevant information is shared and smooth transitions are in place for students transferring in or out of the school.</li> <li>• Promote the student’s inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.</li> <li>• Work with the designated teacher for looked-after children, where a looked-after student has SEN or a disability.</li> <li>• Ensure that appropriate provision is in place for students with significant barriers to learning including English as an Additional Language.</li> <li>• Put provision in place to ensure that progress of students with SEN improves relative to those without SEN.</li> <li>• Support all staff in understanding the needs of SEN students to secure a good standard of teaching.</li> <li>• Safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.</li> </ul> <p><b>Leadership and management</b></p> <ul style="list-style-type: none"> <li>• Work with the SLT and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.</li> <li>• Prepare and review information to present to staff, SLT and the Governing Body.</li> <li>• Contribute to the school development plan and whole-school policy.</li> <li>• Identify training needs for staff and lead CPD as appropriate.</li> <li>• Disseminate procedural information, such as the school’s SEND policy and students’ IEPs.</li> <li>• Promote an ethos and culture that supports the school’s SEND policy and promotes good outcomes for students with SEN or a disability.</li> <li>• Lead and manage the teaching assistants working with students with SEN or a disability.</li> <li>• Lead staff appraisals and produce appraisal reports.</li> <li>• Review staff performance on an ongoing basis.</li> <li>• Attend inclusion meetings and support key pastoral staff with action planning and referrals, to meet the needs of students with significant additional needs.</li> <li>• Keep accurate and secure records.</li> </ul> <p><b>Other areas of responsibility</b></p> <ul style="list-style-type: none"> <li>• To teach as arranged by the school.</li> <li>• The postholder may be required to do other duties appropriate to the level of the role, as directed by the Head of School.</li> </ul>
<b>General</b>	<ul style="list-style-type: none"> <li>• You will be aware of and comply with policies and procedures relating to child protection, inclusion, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person without delay.</li> <li>• You will participate in training and other learning activities and performance development as required.</li> <li>• You will ensure you carry out your role in a way that demands high standards whilst supporting inclusion and welcoming diverse thinking.</li> <li>• You will ensure strict confidentiality in all areas of work.</li> <li>• You will work and process personal and sensitive information in accordance with the Data Protection Act 2018 and the UK General Data Protection Regulations (UK GDPR).</li> <li>• You will ensure work is conducted in a way that protects the safety and security of information (e.g., strong passwords, reporting breaches, securing</li> </ul>

	<p>paper records, securely disposing of records).</p> <ul style="list-style-type: none"> <li>You will understand and comply with the statutory guidance regarding safeguarding of children, always ensuring the safeguarding and promotion of children's welfare, reporting any concerns to the Designated Safeguarding Officer at once.</li> <li>You will always comply with the Trust's policies and procedures.</li> <li>You will undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.</li> </ul>
<b>Expected Behaviours</b>	<ul style="list-style-type: none"> <li>Support the ethos, vision, principles and values of the School.</li> <li>Treat colleagues, students and all members of the community, with respect and consideration.</li> <li>Treat all students fairly, consistently and without prejudice.</li> <li>Set a good example to students in terms of appropriate dress, standards of punctuality and attendance.</li> <li>Support the ethos of the School by upholding the code of conduct, uniform rules, etc.</li> <li>Take responsibility for own professional development and participate in arrangements adopted by the School for the assessment of his/her performance and that of other teachers.</li> <li>Reflect on own practice as well as the practices of the School with the aim of improving all that we do and achieving excellence.</li> <li>Read and adhere to School policies and implement School improvement plans.</li> <li>Participate in the development and management of the School by attending various team and staff meetings.</li> <li>Undertake duties as prescribed within the School's policies.</li> <li>Undertake professional duties reasonably assigned to them by the Head of School</li> <li>Be proactive and take responsibility for matters relating to health and safety.</li> <li>To play a full part in the life of the school community, to support its distinctive values and ethos and to encourage and ensure staff and students follow this example.</li> </ul>
<b>Other specific duties</b>	<p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the Chief Executive Officer and Head of School to undertake work of a similar level that is not specified in this job description.</p> <p>This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the Chief Executive Officer or Head of School to reflect or anticipate changes in the job commensurate with the grade and job title.</p>
<p>We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check. Please be aware that <b>it is an offence to apply for the role</b> if you are barred from engaging in regulated activity relevant to children.</p>	





# SENDCo

To be assessed through application, reference and interview.

CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications</b>		
SENDCO qualification	✓	
Qualified teacher status	✓	
Good honours degree	✓	
Recent and relevant CPD	✓	
<b>Knowledge, Skills and Experience</b>		
The ability to inspire, develop, empower and sustain individuals and teams	✓	
Carrying out a leadership post that has impacted on standards and progress, positively		✓
Managed a team successfully		✓
Leadership of both teachers and associate staff		✓
Lead school development linked to improving pupil outcomes		✓
Monitored and evaluated aspects of teaching and learning and/or performance management		✓
Implemented robust self-evaluation and quality assurance procedures		✓
Lead whole school CPD		✓
Worked within more than one educational setting		✓
Worked with external stakeholders and the wider community		✓
Able to develop and maintain excellent relationships with young people	✓	
Outstanding classroom practitioner	✓	
Well-developed interpersonal and communication skills	✓	
Emotionally intelligent when working with students, parents and colleagues	✓	
Knowledge and understanding of the requirements needed to achieve outstanding pupil progress and personal development	✓	
Understand how to seek and use data effectively to track and monitor progress and show impact of actions	✓	
Knowledge and understanding of what constitutes high quality educational provision	✓	
Effective IT skills and ability to improve pupil achievement using new technologies	✓	
Detailed working knowledge of current education legislation, priorities and trends	✓	
<b>Personal Attributes</b>		
A commitment to inclusive education	✓	
Passionate belief in the potential of all young people	✓	
Self-driven, results-orientated with a positive outlook	✓	
A natural forward planner who critically assesses their own performance	✓	
Mature, credible with excellent interpersonal skills	✓	
Reliable, punctual, tolerant and determined	✓	



Empathetic leader - able to see things from another person's point of view	✓	
Able to motivate and persuade, negotiate and influence others	✓	
Well-presented and professional	✓	
Keen for new experiences, responsibility and accountability	✓	
Able to get on with others and be a team player	✓	
Ability to evaluate own learning needs and actively seek learning opportunities	✓	
Integrity and exercises confidentiality	✓	
Ability to think pragmatically and be solutions focused	✓	

## HOW TO APPLY

# Say yes to new adventures.

Could we be a good fit for each other? If you have any questions or would like a chat about the role, we'd be delighted to hear from you. Please contact Carrie Burbidge our Personal Assistant to the Senior Leadership Team via [c.burbidge@ryburn.tlt.school](mailto:c.burbidge@ryburn.tlt.school)

If you're ready to apply, please complete our application form and return it to [recruitment@tlt.school](mailto:recruitment@tlt.school) by the deadline.

## SAFER RECRUITMENT

We are committed to safeguarding children, young people and vulnerable adults. All staff and volunteers are expected to behave in a way that supports this commitment and are subject to an enhanced DBS check. Please be aware that it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. If you are shortlisted for interview, we will undertake an online public search in line with guidance from the Department for Education and Keeping Children Safe in Education 2024.