

# JOB PROFILE

## DIRECTOR OF PUPIL PROGRESS (SENDCO)

To start: September 2025



Lucklex  
HOUSE SCHOOL



## DIRECTOR OF PUPIL PROGRESS (SENDCO)

### OVERVIEW

The Learning Support Department is able to provide 1:1 tuition for all pupils within the School to enhance their learning. This can take the form of a study skills provision offering a bespoke system of learning ready for external exams, or specialist support for dyslexia, dyscalculia, ADHD or associated working memory issues. We provide whole year group support in the form of our VESPA programme (Vision, Effort, Systems, Practice and Attitude) for Year 11 pupils, to enable them to manage the GCSE process effectively, and to develop the 'soft skills' they will need in Higher Education and beyond.

We use the Lucid screening programme to determine which pupils may need additional support on entry to Luckley House. This process enables us to closely track literacy levels across the school population and to provide specialist input where required. The Learning Support Department aims to promote self-esteem and build mental resilience. By having high expectations and developing positive working relationships, we aim to maximise the opportunities and success for our pupils.

Currently, the team is composed of a SENDCO, Assistant SENDCO, an Independent Specialist Assessor and Specialist Teacher, a Specialist Literacy Teacher, a Maths Tutor, a SEN Tutor, a departmental administrator and one Learning Support Assistant. The team are highly qualified and experienced in supporting pupils with learning differences.

### TERMS

- Start Date:** September 2025
- Terms:** Permanent, full time
- Salary:** A competitive salary will be offered depending on qualifications and experience. Further details are available on request.

### NON-CONTRACTURAL BENEFITS

- School's Pension scheme with a generous employer's contribution, as well as a death in service benefit
- Staff discount on basic tuition fees subject to the member of staff's child(ren) meeting the entrance requirements
- Staff carpark
- Employee Assistance Programme (EAP)
- Free lunches
- Use of the School gym.

### HOW TO APPLY

For further details please contact HR on 0118 974 3207 or 0118 974 3223 or via email:

[Recruitment@luckleyhouseschool.org](mailto:Recruitment@luckleyhouseschool.org)

Alternatively, an application can be downloaded and submitted via the TES website at: [www.tes.com/jobs/employer/-1002273](http://www.tes.com/jobs/employer/-1002273)

**Closing date: Friday 21 February 2025 (noon)**

(We reserve the right to interview and appoint before the closing date.)





# JOB DESCRIPTION

**Job Title:** Director of Pupil Progress (SENDCo)

**Job Purpose:** To be a key member of the Extended Leadership Team at Luckley House School with specific responsibility for leading and shaping creative and effective support provision to maximise learning opportunities for all our pupils. The postholder will work with a wide range of academic staff and pupils and will provide strategic direction and development for the support of all students, irrespective of neurodiversity.

**Accountability:** To the Headmistress

## MAIN RESPONSIBILITIES

### Leadership and Management of the Department

1. The key responsibility of the SENDCo/Director of Pupil Progress is to ensure that SEND provision is effectively and efficiently managed and that all legal and statutory requirements are met.
2. Drive and deliver a whole school study skills programme for effective teaching and learning.
3. Lead and performance manage those teachers responsible for delivering study skills, learning support and EAL provision.
4. Coordinate the work of Learning Support Assistants for individual pupils.
5. Utilise SEND Administrator to construct and oversee the timetable for members of the team.
6. The maintenance of EHC Plans, together with the chairing of Annual Review meetings and minutes recorded.
7. Upkeep the departmental handbook, policy documents, SEND Portal and all relevant digital records of neurodiverse pupils.
8. Ensure that effective dissemination of pupils' needs and progress takes place within the department and across the wider school.
9. Advise teaching staff on the provision of learning environments which enable all students to make progress.
10. Evaluate the effectiveness of provision for pupils to inform decision-making and policy review.
11. Identify the training needs of staff and provide induction training for newly appointed teachers and ongoing specialist INSET for existing staff.
12. Advise and support the professional development of teaching staff to increase their effectiveness in responding to the needs of pupils.
13. Produce and effectively manage the annual Department Development Plan and budget.
14. Manage resources and explore opportunities to develop new resources to promote pupil progress.
15. Oversee the provision of suitable resources for pupils such as the provision of digital textbooks online.
16. Promote an atmosphere of continuing professional development.
17. Promote the use of assistive technology to develop excellent learning habits.
18. Liaise with both parents and teachers, chairing meetings where required.
19. Advise members of the Leadership Team as required on all matters connected with SEND provision and pupil progress.
20. Contribute to the School Development Plan alongside the Extended Leadership Team where appropriate.



## Teaching and Assessment

1. Ensure that pupil assessments for access arrangements are carried out in an effective and timely manner.
2. Liaise with the Exams Office to provide appropriate access arrangements for pupils, including associated application administration.
3. Recommend further assessment by educational psychologists or other professionals as required and schedule these appropriately.
4. Devise, implement and regularly evaluate systems for identifying, assessing and reviewing the needs and progress of pupils throughout the School.
5. Communicate effectively with parents about assessment, achievement, progress, and targets.
6. Deliver effective one-to-one specialist support lessons to pupils as required.
7. Collect and interpret specialist assessment data and use to inform practice.
8. Interpret the findings of educational psychologist reports to identify, initiate and disseminate the most effective teaching approaches for individual pupils.
9. Identify undeveloped study skills to support pupils in their ability to learn more effectively and work independently.
10. Support members of the Learning Support department to plan and deliver excellent specialist lessons to promote the progress of all pupils (both neurodiverse and otherwise).
11. Teach neurodiverse pupils across the age and ability range in accordance with their individual needs whilst maintaining the highest standards possible.
12. Teach effective study skills lessons and oversee the wider study skills programme.
13. Co-ordinate and deliver lower school project lessons.
14. Oversee and annually evaluate all examination results for neurodiverse pupils both within the department and at a wider School level.
15. Ensure that effective end of term SEND reports (supplementary to whole-school reports) are written and shared with parents in a timely manner.
16. Keep abreast of wider developments in Learning Support through attendance at courses and conferences and membership of appropriate bodies.
17. Liaise closely with other departments to ensure close communication to facilitate best practice and pupil progress.
18. Advising the Head and Registrar regarding suitability and support of student applicants.
19. Ensure a smooth transition for pupils entering Luckley House and liaise with the Registrar, prep schools and other external bodies as required.
20. Ensure if a pupil transfers to another school, all relevant information is conveyed to support a smooth transition for the pupil.

## Safeguarding

1. Liaise and collaborate with the Designated Safeguarding Lead (DSL) on matters of safeguarding and welfare for neurodiverse pupils.
2. Remain alert to the fact that neurodiverse pupils may be more vulnerable to safeguarding challenges.
3. Ensure safeguarding procedures are implemented and the safeguarding policy closely followed.



# PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>		
SpLD qualification at Level 5.	✓	
SpLD qualification at Level 7.		✓
Educated to degree level or equivalent.	✓	
Assessment Practising Certificate/Exam Access Arrangements.		✓
<b>SKILLS</b>		
Excellent interpersonal skills and the ability to build relationships with students, parents and colleagues.	✓	
Excellent written and oral communication skills and meticulous attention to detail.	✓	
The ability to lead and manage a team.	✓	
Confident in using IT packages to support specialist teaching.	✓	
Confident in teaching and supporting learning by following recommendations in Educational Psychology reports.	✓	
Excellent organisational, record keeping and time management skills.	✓	
<b>PERSONAL QUALITIES/DISPOSITION</b>		
Ability and willingness to support colleagues.	✓	
A proactive attitude and ability to use own initiative.	✓	
A passion for bettering the lives of students.	✓	
Enthusiastic and able to motivate learners.	✓	
<b>BACKGROUND/EXPERIENCE</b>		
An understanding of the independent education sector.	✓	
Experience teaching students in a variety of classes and age groups.	✓	
Extensive knowledge of learning differences and strategies.	✓	
Experience in supporting individuals with the development of study skills and the ability to apply resources and teaching programmes to facilitate this.		✓
<b>OTHER</b>		
A commitment to safeguarding and promoting the welfare of children and young people.	✓	
A strong commitment to the principles of equality, diversity, and inclusion.	✓	
Empathy with the Christian ethos of the School.	✓	

## WHAT OUR STAFF SAY.....

“When thinking of Luckley House School, there is one word in particular that comes to mind – community. This struck me when I first read the website, and was reinforced when I first visited the school. Suffice to say, that sense of community, and sense of belonging, was not unique to those two moments. I feel blessed to work with such an extraordinary group of students and staff, within an environment that fosters a sense of family and mutual respect.

As a school, Luckley really lives by its ethos – a set of pillars that very closely align to my own values. It is fantastic to experience and work within an organisation that is prepared to ‘walk the walk’ – and model attributes such as kindness, integrity and inclusivity. The students are fantastic, and are core to what the school stands for. I feel very privileged to work at Luckley House School, and would encourage any prospective staff member to consider applying. There is no school quite like Luckley!”

***James, Head of Science***

“Since joining Luckley House a year ago as Head of Art and Photography, I’ve truly come to appreciate the unique ethos that makes this school so special. Luckley fosters creativity and individuality and it’s inspiring to be part of a community that not only encourages but actively champions the arts. The warm welcome and ongoing support from the staff, who are always willing to collaborate and offer support, paired with the incredible enthusiasm and creativity of the students, makes Luckley an exceptional place to work. This is a school where the arts are genuinely valued and I feel privileged to be part of such a vibrant and nurturing community.”

***Lucy Harris, Head of Art & Photography***



“I have been at Luckley for just over a year now and have enjoyed every minute of my time here. The School has such a warm, friendly atmosphere which nurtures an environment where everyone (pupils and staff) have a real opportunity to succeed, with total support from the Leadership Team. Not only do they want what is best for the School, they also want to support individuals to achieve their own personal goals.”

***Clare, PA to the Head***

“I feel very lucky to be part of such a friendly and welcoming department. HR made all of my transitions incredibly smooth and easy and have been on hand for any questions and a kind listening ear. The students are fantastic and such a joy to teach - I can honestly say that I look forward to coming into school every day. The wider staff body too are supportive and we share a lot of laughter. I am excited for what my future at Luckley will bring.”

***Gaelle Stark-Ordish, Teacher of Drama***

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