



SCARISBRICK
HALL
SCHOOL

Job Description – Whole School SENDCo

Location: Scarisbrick Hall School

Reports to: Headmaster

Contract Type: Full-time, permanent

Salary: Competitive, dependent on experience

About the Role

Scarisbrick Hall School is seeking to appoint an outstanding, compassionate and highly organised Whole School SENDCo to lead and develop our provision for pupils with special educational needs and disabilities across the school.

This is a strategic and operational leadership role, working across the school from Year 1 to Sixth Form. The successful candidate will champion a culture of inclusive, ambitious and personalised learning, ensuring that pupils with SEND are identified early, supported effectively and enabled to flourish academically, socially and emotionally.

The Whole School SENDCo will work closely with senior leaders, teachers, support staff, parents and external professionals to ensure that SEND provision reflects the school's ethos of seeing every child as an individual. The postholder will play a central role in embedding best practice, strengthening whole-school consistency and ensuring that provision remains responsive, high quality and aligned with statutory expectations.

The successful candidate will be a skilled teacher and leader with a strong understanding of SEND across a broad age range. They will model excellent inclusive practice, provide professional guidance to colleagues and help shape a learning environment in which pupils are supported to develop resilience, independence, values, exploration and reflection in line with the RIVER philosophy.

Key Responsibilities

Strategic Leadership of SEND and Inclusion

- Lead the strategic development of SEND provision across the school, ensuring a coherent and consistent approach from Year 1 to Sixth Form.
- Promote a culture of high expectations, inclusion and personalised support so that pupils with SEND can access a broad, balanced and ambitious curriculum.
- Develop, implement and review the school's SEND policy, procedures and practice in line with current legislation, guidance and the school's aims.
- Advise the Headmaster, senior leaders and directors on matters relating to SEND, inclusion and accessibility.
- Contribute to whole-school self-evaluation and development planning, identifying priorities for improvement in SEND provision.

Scarisbrick Hall School
Southport Road | Ormskirk | Lancashire L40 9RQ
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- Communicate the school's SEND strategy, priorities and provision clearly and effectively to all stakeholders, including pupils, parents and carers, staff, senior leaders, directors and external professionals, so that there is shared understanding, consistency and confidence in the school's inclusive approach.
- Ensure that SEND provision reflects the school's ethos, pastoral values and RIVER learning philosophy.

Identification, Assessment and Provision

- Oversee the identification and assessment of pupils with SEND, ensuring early recognition of need and timely intervention.
- Maintain an accurate and up-to-date SEND register and ensure that records are robust, confidential and compliant.
- Coordinate the graduated approach to SEND support, including assess-plan-do-review cycles, and ensure interventions are purposeful and regularly evaluated.
- Oversee the creation, implementation and review of personal learning plans, pupil passports and other support documentation.
- Coordinate the provision for pupils with education, health and care plans (EHCPs), including annual reviews, documentation and liaison with local authorities.
- Support admission and transition processes for pupils with SEND, including liaison with previous settings, section leaders, parents and external professionals.
- Lead the school's examination access arrangements and reasonable adjustments process, from Year 1 upwards where relevant and with a particular focus on pupils undertaking formal internal and external assessments, in line with current JCQ regulations.
- Work closely with teaching staff, support staff, the examinations officer and the centre's appointed assessor to identify, determine and implement appropriate and practicable access arrangements.
- Ensure that approved access arrangements are established as a pupil's normal way of working where required, and are in place for internal tests, mock examinations and public examinations.
- Coordinate the gathering of evidence for access arrangements, including teacher feedback, history of need, normal way of working and supporting documentation.
- Complete and oversee the centre documentation required for assessment and applications, including liaison with the appointed assessor and the completion of relevant sections of Form 8 and related records where applicable.
- Maintain accurate records for inspection purposes in relation to approved arrangements, evidence of need and assessor qualifications, and ensure that applications are processed and implemented in accordance with current regulations.
- Work with teaching staff and examinations colleagues to identify and secure the most appropriate access arrangements and examination support, including extra time, rest breaks, reader/computer reader, scribe/speech recognition technology, word processor, prompts, modified papers and other reasonable adjustments as appropriate.

Teaching, Learning and Curriculum Support

- Provide professional guidance to teaching and support staff on high-quality teaching, adaptive practice and reasonable adjustments for pupils with SEND.
- Support colleagues in planning inclusive lessons and learning experiences that enable pupils with SEND to participate fully and make strong progress.
- Promote evidence-informed approaches to intervention, classroom support and individualised provision.
- Monitor the quality and impact of SEND provision through lesson visits, learning walks, pupil voice, work scrutiny, data analysis and review meetings.

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- Use progress, attainment and pastoral information to identify patterns, evaluate outcomes and inform next steps for individual pupils and groups.
- Work collaboratively with pastoral and academic leaders to ensure that pupils with SEND are supported holistically.
- Teach a reduced timetable or model effective classroom practice where appropriate to support the school's SEND and inclusion priorities.

Leadership and Management of Learning Support

- Lead and line manage staff within the learning support function, including teaching assistants and other specialist support staff as appropriate.
- Deploy staff effectively to meet pupil needs and maximise impact.
- Support the recruitment, induction, training and performance management of staff involved in SEND provision.
- Build a strong team ethos that promotes collaboration, professional trust, accountability and continuous improvement.
- Ensure learning support staff are well briefed, appropriately trained and fully integrated into classroom and pastoral practice.

Partnership with Parents, Pupils and External Agencies

- Build positive, constructive and trusting relationships with parents and carers, ensuring clear, sensitive and timely communication.
- Work in partnership with pupils and families to understand needs, review provision and celebrate progress.
- Liaise effectively with external agencies and professionals, including educational psychologists, speech and language therapists, occupational therapists, CAMHS and local authority services.
- Attend and contribute to meetings with parents, professionals and external agencies, ensuring that agreed actions are communicated and followed through.
- Support families through statutory processes, referrals and transitions with professionalism and empathy.
- Act as a visible advocate for inclusion and pupil voice across the school community.

Staff Development and Whole-School Improvement

- Identify staff training needs in relation to SEND and inclusion and contribute to the design and delivery of relevant CPD.
- Coach and support colleagues in developing confidence and expertise in inclusive teaching practice.
- Share current research, developments and best practice in SEND with colleagues across the school.
- Support staff in understanding and meeting their responsibilities for pupils with SEND.
- Contribute to a reflective and developmental culture in which inclusive practice is recognised as a whole-school responsibility.

Compliance, Safeguarding and Record Keeping

- Ensure that SEND systems, documentation and procedures meet statutory requirements and reflect current best practice.
- Maintain accurate, secure and confidential records relating to pupils with SEND.
- Work closely with safeguarding, pastoral and attendance leaders where SEND intersects with wellbeing, mental health, behaviour, attendance or safeguarding concerns.

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- Ensure that pupils with SEND are supported safely and appropriately, and that barriers to participation are identified and reduced.
- Contribute to the school's wider safeguarding culture and uphold all child protection, data protection, equality and health and safety requirements.
- Manage SEND resources and budget allocations effectively, ensuring value for money and impact on pupil outcomes.
- Work closely with the school finance team to ensure accurate billing, invoicing and claims in relation to SEND provision, support services, external agency involvement and any additional funded provision, maintaining clear records and appropriate supporting documentation.

General

- Undertake any additional duties reasonably required by the Headmaster that are commensurate with the seniority and nature of the post.
- Participate fully in school life, meetings, events, duties and professional development.
- Uphold the values, ethos and professional standards of Scarisbrick Hall School at all times.

Person Specification

Essential

- Qualified teacher status or equivalent recognised teaching qualification.
- Significant successful experience of supporting pupils with SEND in a school setting.
- Proven experience of leading or coordinating SEND provision.
- Strong knowledge of the SEND Code of Practice, EHCP processes and the graduated approach to SEND support.
- Strong working knowledge of current JCQ Access Arrangements and Reasonable Adjustments regulations, including the evidence requirements for exam access arrangements.
- Excellent understanding of inclusive teaching, adaptive practice and a range of SEND needs, including cognition and learning, communication and interaction, SEMH, and sensory/physical needs.
- Ability to analyse pupil data, monitor impact and use evidence to inform provision.
- Experience of working collaboratively with parents, carers, staff and external agencies.
- Strong organisational, administrative and record-keeping skills.
- Excellent interpersonal and communication skills, with the ability to build confidence and trust.
- Ability to lead, motivate and develop staff.
- High levels of professional integrity, discretion and emotional intelligence.
- Commitment to safeguarding, equality, inclusion and pupil wellbeing.
- Commitment to the values and ethos of Scarisbrick Hall School.

Desirable

- National Award for SEN Coordination, NPQ for SENCOs, or equivalent SEND qualification.
- Experience of working across multiple key stages or within an all-through school.
- Experience of supporting pupils from Key Stage 1 through to post-16.
- Experience of coordinating exam access arrangements.
- Experience of line managing support staff or leading a learning support team.
- Knowledge of independent school practice and inspection expectations.
- Experience of contributing to policy development, school improvement planning and staff training.

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Safeguarding and Applicant Information

- Applicants must be willing to undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.
- A successful enhanced DBS check will be required for the appointed candidate.
- The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- The successful candidate will be expected to uphold the school's policies and procedures relating to safeguarding, child protection, behaviour, health and safety, confidentiality and equality.

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