



RIVERSTON
SCHOOL
INCLUDE • INNOVATE • INSPIRE

Special Educational Needs Coordinator (SENCO)

1st September 2025



Application Closing Date: 21st May



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From the Headmaster, Guy Baker

Welcome to Riverston School and College. Our unique setting supports students with a range of backgrounds, abilities and experiences through secondary school and beyond. Our holistic and therapeutic approach to education allows us to successfully support young people who can struggle with the traditional school journey, but with the right support and care can and do really thrive.

Riverston specialises in working with neurodiverse young people, and so brings together a community of unique, tolerant, kind and welcoming students. We are committed to providing a nurturing environment that supports the whole family. Our fundamental focus is students' happiness and future success; in whatever form this takes.

We cater for secondary school students with a wide range of needs including autism, ADHD and social, emotional and mental health needs. We offer support from on-site therapists and intervention services to ensure that children's Education, Health and Care Plan targets are achieved. Our specialist teachers, small class sizes and high levels of adult support allow for students to access and enjoy a more traditional school experience at the level and pace that works for them. All of our staff are highly skilled with the very best up-to-date training in an ever-evolving field. We are committed to inclusion, innovation and to inspire all of our students to succeed.

At Riverston, children are nurtured and will in grow in confidence. They will join our unique learning community, in which everyone feels safe, cared for, challenged, and inspired to succeed.

We look forward to welcoming you to Riverston School and College.

Further information on Riverston School can be found on our website at www.riverstonschool.co.uk



About our School

At Riverston, we believe that every child has talents and abilities that should be nurtured and developed. We will stretch and challenge every child, whilst supporting and encouraging them to achieve more than they might believe possible. Multi-disciplinary, our highly qualified and experienced teachers work alongside speech and language therapists, occupational therapists, drama therapists, and learning support specialists to meet any additional learning needs that a child may have at specific times in their development and school career.

We recognise that every child is different, and that they will develop, grow and learn at different rates and in different ways. Therefore, our teaching, and our support, encouragement and motivation for each child recognises these differences and is personalised and individualised for them. We welcome children of all backgrounds, talents and faith, to learn and develop together as a close-knit 'family' community. If we feel that we can meet the individual needs of a child, and this is based on their ability to access the curriculum on offer, and behave in such a way that the unique dynamics of our nurturing and caring setting is not affected, we will consider a placement for the pupil. It is crucial for the school to maintain a calm environment, which enables pupils to have the opportunity to progress academically, pastorally and socially, in safe and caring surroundings.

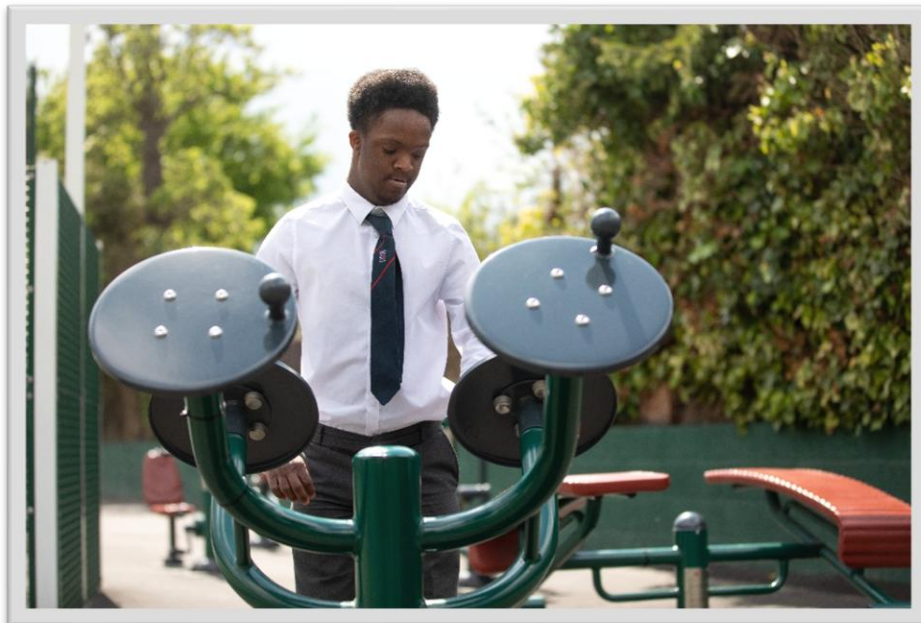
Our intake for pupils with additional educational or SEND needs and who have an EHCP from a local authority has a starting point in Year 7 and continues all the way up to Sixth Form. After careful consideration, successful candidates are invited to visit the school and participate in school-life for taster days when we observe and monitor their activities for suitability. This allows us to understand the very unique qualities and needs of each child and develop a bespoke Riverston plan for them.

Our aim for Riverston is to provide a wholly child-centred, integrated and inclusive educational setting for children and young adults whose needs might not be fully met within a mainstream school, and yet wish and need to have appropriate access to a wide ranging, 'mainstream' curriculum.



Summary of the Role

As a SENCO at Riverston you will be fundamental to the operations of the school. You will join a team of qualified SENCOs that includes our Deputy Head – SEND and Inclusion, as well as SEND admin support. With 160 students with EHCPs, our SENCO team are vital in ensuring the needs of our pupils are met and the all the areas of provision are in place and effective. As a SENCO you will have a direct link and frequent interactions with our parent body, through EHCP review meetings as well as more general contact to support student personal development and progress. We have a large team of Learning support assistants who our SENCOs line manage, co-ordinate and provide regular training to. In addition, our SEND team deliver frequent CPD to teachers and other staff, ensuring quality first teaching that links to EHCP outcomes and SEND strategies. You will be joining a passionate team of staff and a tight knit and supportive community who work together to achieve the best outcomes for vulnerable young people. SENCOs at Riverston are part of the Middle Leadership Team and embedded in every aspect of the school life. It is an enriching and rewarding role and an opportunity to grow and develop in your own practice and professional development.





Key responsibilities

The SENCO, under the direction of the Head Teacher and Deputy Head Teacher:

- Determine the strategic development of special educational needs (SEN) policy and provision in the school
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and carers, and other agencies
- While the SENCO will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

Duties and responsibilities

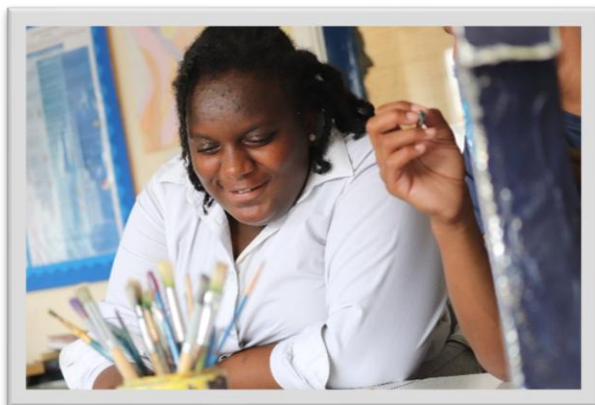
- Strategic development of SEN policy and provision
- Have a strategic overview of provision for pupils with SEN or a disability across the school, monitoring and reviewing the quality of provision
- Make sure the SEN policy is put into practice and its objectives are reflected in the school development plan
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make effective use of funding

Operation of the SEN policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching pupils with SEN or a disability, and advise on the graduated approach to SEN support
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with the therapists, other schools, educational psychologists, health and social care professionals and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- Analyse assessment data for pupils with SEN or a disability
- Implement and lead intervention groups for pupils with SEN, and evaluate their effectiveness

Support for pupils with SEN or a disability

- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Review the education, health and care (EHC) plan with parents or carers and the pupil
- Ensure if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities



Leadership and management

- Work with the Headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Contribute to the development plan and whole-school policies relating to SEN
- Identify training needs for staff and how to meet these needs
- Lead CPD and INSET for staff
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability
- Lead and manage a team of learning support assistants (LSAs) working with pupils with SEN or a disability
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

Safeguarding

- Liaise and collaborate with the Designated Safeguarding Lead (DSL) on matters of safeguarding and welfare for pupils with SEN
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be defined. All staff are expected to comply with any reasonable request from a Senior member of staff to undertake work of a similar level that is not specified in this job description. It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff. The job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the post-holder.

All staff are expected to attend staff briefings before school and staff meetings after school.

The ideal candidate will bring all or most of the following:

Qualifications and Experiences:

- Qualified Teacher Status
- National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment
- Degree
- Experience working as a SENCO in a secondary school.
- Teaching experience
- Experience of working with children with a range of SEN
- Experience of conducting training/leading INSET

Skills and knowledge

- Sound knowledge of the SEND Code of Practice
- Understanding of what makes 'quality first' teaching, and of effective intervention strategies
- Ability to plan and evaluate interventions
- Data analysis skills and the ability to use data to inform provision planning
- Effective communication and interpersonal skills
- Ability to build effective working relationships
- Ability to influence and negotiate
- Good record-keeping skills

Personal qualities

- Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school
- Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding and equality

Above all, the successful candidate will put children at the heart of everything that they do, and be willing to engage with the school as a learning community, establishing and fostering links with parents, colleagues, external stakeholders and the local community.





Safeguarding

The post-holder has responsibility for promoting and safeguarding the welfare of children and young people at Riverston, or with whom they come into contact, and will adhere to and ensure compliance with the School's Safeguarding (Child Protection) Policy at all times. If in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School s/he must report any concerns to the School's Designated Safeguarding Lead or to the Headmaster.

What can you expect from Riverston School and Chatsworth Schools?

The salary for this role will be commensurate with the appointee's experience and the seniority of the role.

The School offers an extensive range of benefits including:

- School fee discount scheme for children of staff at Riverston School
- Receptive and supportive Senior Leadership Team and outstanding support from Chatsworth's team of experienced Directors and other Leaders
- Twice-weekly morning staff briefings at which pupils are at the heart of discussion
- On-site parking
- Excellent transport links
- The opportunity to take part in the wider community of the school
- Company pension
- Lunch and tea/coffee

APPLICATION INFORMATION

To apply for the role, please complete the online application form included in the job post on the TES website.

Prospective candidates are actively encouraged to make an appointment to view the school and to meet the Headmaster.

For further information, please contact the Bursar, Mrs Maria Mahoney, at mmahoney@riverstonschool.co.uk or on 020 8318 4327



