

# RANELAGH SCHOOL



## Special Educational Needs and Disabilities Co-ordinator (SENDCo)





May 2026

Dear Colleague

Thank you for your interest in the post of SENDCo at Ranelagh School. In this letter, we aim to provide you with some further insight into our school and our priorities.

Ranelagh is an 11-18 coeducational, Anglican Academy based in the centre of Bracknell, a short walk from the railway station and with good road links. The school is always oversubscribed and currently has over 1100 students on roll, including 243 in the sixth form.

Our school has an excellent reputation at local and national level. The last inspection by Ofsted in 2024 judged us to be outstanding in all areas. This was our fifth outstanding report and, whilst we are very proud of this achievement, we are in no way complacent.

In addition to excellence in terms of academic outcomes, our purpose is to provide a supportive, stimulating and secure environment in which young people and staff can thrive. As such we seek to employ inspirational and energetic staff, committed to the school's ethos. In return, we aim to provide opportunities for continuing professional growth and development for all staff, beginning with a well-established induction programme.

Given that we spend such a significant proportion of our time in the workplace, it is important to take pride and pleasure in what we do here. Teaching and non-teaching staff collaborate well. They are mindful of one another's well-being and there is a strong sense of collective purpose.

If you are interested in learning more about the role, then please do contact me. I look forward to reading your applications.

Yours sincerely

**Mr Timothy Griffith**  
Headteacher

## JOB DESCRIPTION

<b>Job title</b>	SENDCo
<b>Hours</b>	Full time / Part time available
<b>Salary</b>	Teacher Pay Scales – Main and Upper plus TLR1a (£10,174)
<b>Contract</b>	Permanent
<b>Pension</b>	Eligible for the Teachers’ Pension Scheme
<b>Management</b>	Line management responsibility for SEND team of LSA’s and other support staff
<b>Accountable to</b>	Headteacher and Senior Leadership Team
<b>KEY FUNCTIONS OF THE ROLE</b>	
<b>Roles and Responsibilities of all Ranelagh staff</b>	<p>As members of a cohesive team, all staff have a common section to their job description which identifies their general responsibilities.</p> <ol style="list-style-type: none"> <li>1 To implement the aims of the school.</li> <li>2 To contribute to school reviews, evaluation and forward planning and actively to support the implementation of the school development plan.</li> <li>3 To ensure the implementation of all school policies.</li> <li>4 To ensure that all safeguarding procedures are understood and implemented.</li> <li>5 To maintain practices which lead to the highest standards of teaching and learning, pastoral care and guidance.</li> <li>6 Actively to maintain order and discipline in the school as well as to reward good conduct.</li> <li>7 To attend meetings as and when required according to responsibility and to communicate effectively with colleagues.</li> <li>8 To attend in service training sessions as appropriate and work with advisory staff.</li> <li>9 To liaise with parents and governors as appropriate.</li> <li>10 To encourage a stimulating, secure, safe and attractive environment.</li> <li>11 Actively to support the school in a public forum.</li> </ol>
<b>General Purpose</b>	<p>The SENDCo will lead and develop high-quality provision for students with special educational needs and disabilities across Ranelagh School. The postholder will ensure that students with SEND are known, valued, included, appropriately supported and academically challenged, enabling them to flourish as members of the school community.</p> <p>The postholder will work strategically and operationally to ensure that SEND provision is effective, compliant, ambitious and rooted in inclusive practice. They will support colleagues to understand and meet students’ needs through high-quality teaching, evidence-informed intervention, effective use of additional adults, and strong partnership with families and external professionals.</p>

<p><b>Specific Responsibilities</b></p>	<p><b>Strategic leadership of SEND</b></p> <p>Lead the strategic development of SEND provision across the school, ensuring that it reflects Ranelagh’s vision, values and commitment to inclusion.</p> <p>Advise the Headteacher, senior leaders and governors on SEND priorities, statutory duties, resourcing, staffing and provision.</p> <p>Ensure the school meets its statutory responsibilities under the SEND Code of Practice, the Children and Families Act 2014, the Equality Act 2010 and associated guidance.</p> <p>Maintain an accurate SEND register and ensure that systems for identifying, assessing, reviewing and supporting students’ needs are robust.</p> <p>Lead the graduated approach of assess, plan, do, review, ensuring that support is timely, purposeful and evaluated for impact.</p> <p>Contribute to whole-school self-evaluation, development planning and quality assurance from a SEND and inclusion perspective.</p> <p>Ensure that SEND provision supports excellent attendance, behaviour, engagement, wellbeing, progress and preparation for adulthood.</p> <p>Work with the designated safeguarding lead, pastoral team and other leaders to ensure that vulnerable students receive joined-up support.</p> <p>Promote a culture in which every teacher is a teacher of students with SEND.</p> <p><b>Teaching, learning and curriculum access</b></p> <p>Support teachers and curriculum leaders to remove barriers to learning and secure ambitious outcomes for students with SEND.</p> <p>Provide training and guidance on adaptive teaching, reasonable adjustments, scaffolding, assistive technology, assessment access arrangements and curriculum accessibility.</p> <p>Ensure that students with SEND have access to a broad, balanced, ambitious and appropriate curriculum, including enrichment and wider school life.</p> <p>Lead or support professional development for staff in relation to SEND, inclusion, neurodiversity, cognition and learning, communication and interaction, social, emotional and mental health, sensory and physical needs.</p> <p>Monitor the quality and impact of SEND provision through learning walks, book scrutiny, student voice, data analysis, staff feedback and parent/carer engagement.</p> <p>Ensure that learning support assistants and support staff are deployed effectively to promote independence, confidence and resilience.</p> <p>Lead the access arrangements process for the school by liaising with the exams staff to ensure access arrangements are identified, evidenced, applied for and implemented appropriately.</p>
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### **Student support and provision**

Ensure that students' needs are identified accurately and reviewed regularly.

Oversee individual support plans, pupil passports or equivalent documentation, ensuring that they are practical, current and used by staff.

Coordinate targeted interventions and evaluate their impact on students' progress, confidence, independence and wellbeing.

Ensure that students with Education, Health and Care Plans receive the provision specified in their plans.

Lead annual reviews of Education, Health and Care Plans and contribute to requests for statutory assessment where appropriate.

Support effective transition into Ranelagh, between key stages, into the sixth form, and beyond school into further education, employment or training.

Listen to and act upon student voice, ensuring that students with SEND are involved in decisions about their learning and support.

Work with pastoral teams to support students whose SEND may affect attendance, behaviour, emotional regulation, social interaction or wellbeing.

### **Working with parents, carers and external agencies**

Build positive, respectful and solution-focused relationships with parents and carers.

Ensure parents and carers are well informed in a timely manner about their child's needs, provision, progress and next steps.

Liaise with external professionals, including educational psychologists, specialist teachers, speech and language therapists, occupational therapists, CAMHS, social care and local authority SEND officers.

Represent the school at relevant SEND meetings, panels and professional networks.

Ensure that external advice is translated into practical classroom strategies and effective provision.

Promote Ranelagh's inclusive ethos through clear communication with families and the wider community.

### **Leadership and management of the SEND team**

Lead, manage and develop the SEND team, including learning support assistants and other SEND support staff.

Set clear expectations for the quality of support provided to students.

Ensure that support staff receive appropriate training, direction and feedback.

Manage SEND team meetings and contribute to wider pastoral, curriculum and leadership meetings as required.

Support performance management and professional development processes for relevant staff.

Promote a team culture rooted in dignity, ambition, warmth, professionalism and faithful service.

**Data, records and compliance**

Maintain accurate, confidential and up-to-date SEND records.

Use assessment, attendance, behaviour, safeguarding and progress data to identify need and evaluate impact.

Ensure that statutory deadlines and requirements are met, including those relating to EHCP annual reviews, access arrangements and information reporting.

Contribute to the school's SEND Information Report, local offer and relevant policies.

Support governors and senior leaders by providing clear reports on SEND provision, outcomes, strengths and priorities.

Ensure that funding and resources for SEND are used effectively and transparently.

**Safeguarding and professional responsibilities**

Promote and safeguard the welfare of children and young people.

Follow all school policies, including safeguarding, behaviour, health and safety, equality, data protection and confidentiality.

Model the highest standards of professional conduct.

Contribute positively to the Christian ethos and wider life of the school.

Undertake appropriate professional development, including the mandatory SENCO qualification where required.

Carry out any other reasonable duties commensurate with the role, as directed by the Headteacher.

## PERSON SPECIFICATION

Attributes	Essential	Desirable
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS).</li> <li>• Degree or equivalent level qualification.</li> <li>• National Award for SEN Coordination or NPQ for SENCOs, or willingness and eligibility to complete the mandatory qualification within the required timeframe</li> <li>• Evidence of recent professional development in SEND, inclusion, safeguarding or leadership</li> </ul>	<ul style="list-style-type: none"> <li>• Further qualification in SEND, inclusion, assessment, literacy, autism, dyslexia, SEMH or related area</li> <li>• Designated teacher, DSL, access arrangements assessor or other relevant qualification</li> </ul>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Secure knowledge of the SEND Code of Practice and statutory duties relating to SEND</li> <li>• Understanding of the Equality Act 2010, reasonable adjustments and inclusive practice</li> <li>• Knowledge of the four broad areas of SEND need</li> <li>• Understanding of high-quality teaching as the foundation of effective SEND provision</li> <li>• Knowledge of effective intervention, support planning and impact evaluation</li> <li>• Understanding of safeguarding issues that may affect students with SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of access arrangements and exam-related SEND processes</li> <li>• Knowledge of local authority SEND systems and external agency pathways</li> <li>• Understanding of assistive technology and its use to promote independence</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful teaching experience in a secondary school</li> <li>• Strong understanding of how to secure excellent outcomes for students with SEND</li> <li>• Experience of using the graduated approach to identify, plan, implement and review provision</li> <li>• Experience of working effectively with parents, carers and external agencies</li> <li>• Experience of analysing data to identify need and evaluate impact</li> <li>• Experience of contributing to whole-school improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading or managing staff</li> <li>• Experience of leading SEND provision in a secondary school or 11–18 setting</li> <li>• Experience of EHCP processes, annual reviews and statutory assessment requests</li> <li>• Experience of sixth form SEND provision and transition planning</li> </ul>
<b>Skills and attributes</b>	<ul style="list-style-type: none"> <li>• Ability to lead SEND strategically while managing operational detail effectively</li> <li>• Excellent communication skills with students, staff, parents, carers and professionals</li> <li>• Ability to build trust, listen carefully and work sensitively with families</li> <li>• Ability to support and challenge colleagues to improve classroom practice</li> <li>• Strong organisational skills, including the ability to manage statutory deadlines</li> <li>• Ability to write clear, accurate and useful plans, reports and records</li> <li>• Ability to use data intelligently to inform provision and evaluate impact</li> <li>• Ability to lead training and professional development for staff</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to manage change and develop systems that improve provision</li> </ul>

<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Deep commitment to inclusion, equity and the flourishing of every student</li> <li>• Commitment to Ranelagh’s Christian vision and ethos</li> <li>• High expectations for students with SEND and the adults who support them</li> <li>• Warmth, empathy, resilience and professional integrity</li> <li>• Reflective, evidence-informed and open to professional learning</li> <li>• Ability to work collaboratively as part of a wider leadership and pastoral team</li> <li>• Commitment to promoting independence, confidence and dignity for students</li> <li>• Willingness to contribute to the wider life of the school community</li> </ul>	
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Understanding of safer working practices in schools</li> <li>• Willingness to undertake an enhanced DBS check and all relevant pre-employment checks</li> <li>• Commitment to equality, diversity, dignity and respect</li> </ul>	

At Ranelagh School, we believe that every young person is made with unique gifts, talents and potential. The role of SENDCo sits at the heart of this belief. It is about helping every student, whatever their needs or starting point, to feel known, welcomed and able to take their full place in our school community.

We want all students at Ranelagh to flourish: academically, socially, emotionally and spiritually. For students with special educational needs and disabilities, this means having the right support, the right encouragement and the right level of ambition around them. Our SENDCo plays a key role in making this happen by working alongside students, families and colleagues to understand each young person as an individual and to help remove the barriers that may stand in their way.

Inclusion and belonging is at the heart of everything we do. Part of who we are is ensuring all students are given the opportunity to be the best version of themselves. We expect every classroom, every conversation and every opportunity to reflect our commitment to make students feel valued and supported. The SENDCo helps to lead this culture of inclusion and belonging, ensuring that staff are well equipped, families are listened to, and students are given the confidence to grow in independence and self-belief.

Our school vision speaks of empowering all to use their gifts in faithful service. This is especially important in the work of the SENDCo. The successful candidate will be someone who sees the whole child: their strengths as well as their needs, their hopes as well as their challenges. They will bring professional expertise, but also warmth, patience and a strong belief in what young people can achieve when they are understood and supported well.

Following the ministry of Jesus, we seek to be a community marked by welcome, compassion and respect. The SENDCo has a significant part to play in helping us live out these values in practical ways. Through thoughtful leadership, close partnership with families, and strong support for colleagues, they will help ensure that every student with SEND is encouraged to flourish and to know that they are a valued member of the Ranelagh community.

## Ranelagh School Vision

*'Though we are many, we are one body.'*  
[Eucharistic Prayer, Common Worship]

Following the ministry of Jesus, we empower all to use their gifts in faithful service. We inspire and encourage each individual to develop and nurture unique skills, interests and talents, in order that they can flourish. Our school is a unifying heartbeat, enabling everyone to feel welcomed and valued as members of our community.

### Context

We draw students from over forty primary schools spread over a diverse geographical area. Some of our young people and their families have experienced worship from a range of Anglican traditions, whilst others practise different denominations and faiths, or hold a wide variety of beliefs, values and ways of looking at the world. Our aim is for Ranelagh to offer a unifying heartbeat. Our vision is rooted in the example of Jesus' ministry – we are all one body, part of one church; we are all known and welcome and our unique skills and attributes are valued.

We endeavour for each individual to be included within our supportive community in which those of all circumstances and contexts are able to learn and work together to experience love, hospitality, service, solidarity, forgiveness and the possibility of new beginnings.

We are unrelenting in our support of each individual, in order that we all might have hope and aspiration for the future. Everyone is enabled to develop their unique skills and talents and to aspire for excellence, being empowered to take responsibility for making wise choices. In order for all students to thrive and excel, we aim to foster confidence and delight in learning through a rich diet of scholastic, practical, cultural and spiritual opportunities.

In addition to encouraging intellectual rigour, we nurture a vibrant and creative environment in which members of the school community are able to work together to seek the wisdom, knowledge, truth, understanding and skills which will support all to fulfil Jesus' promise of life in all its fullness.

### How to Apply

Please complete the online application form available via the school website:

[www.ranelagh.bonitas.org.uk](http://www.ranelagh.bonitas.org.uk)

Please note that CVs cannot be accepted. No agencies.

