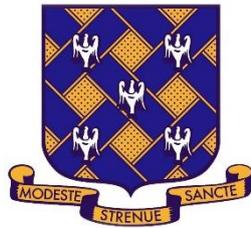


Rutlish School



SENDCO

Job Information Pack

Deadline: Wednesday, 25th June 2025 at 9.00am



RUTLISH SCHOOL

Watery Lane, Merton, London SW20 9AD
Telephone: 020 8542 1212
Headteacher: Ms Laura Howarth

SENDCO

Salary: Inner London Pay Spine
Responsibility Point: TLR1D + SEN
Proposed Start Date: September 2025
Contract: One-year fixed contract

Rutlish School has an exciting opportunity in its' Inclusion and SEND Department for an enthusiastic, experienced SEND leader, who has a genuine passion for the Special Educational Needs and enjoys working as part of a highly effective team. This post provides an opportunity to work in an outstanding school where staff make a REAL difference to the lives of young people.

What we can offer?

Experience of working in an "outstanding" oversubscribed school: In September 2024, Ofsted rated Rutlish as "Outstanding" in all five areas of judgement.

The School is set in a conservation area close to Wimbledon town centre, with excellent transport links; London Underground, British Rail, bus routes and the tram are all close by. There is also ample on-site free parking for staff coming by car. Other benefits of working for Merton include; membership of the Local Government Pension Scheme, access to the Employee Assistance Programme for you and your family, discounted membership to Merton leisure centres, employee discounts on a range of leisure activities, from days out to magazine subscriptions, as well as hair and beauty treatments, courses at Merton Adult Education, entertainment events and discounts at local restaurants. You could also benefit from Merton's cycle-to-work scheme and have free membership to the Old Rutlishians Association who have events such as live acoustic nights and comedy nights.

The benefit of regular professional development.

If you have a commitment to achieving high standards and would like to join our dynamic team, then we look forward to receiving your application. A Job Information Pack and application form can be found on the school website www.rutlish.merton.sch.uk

Completed application forms should be sent to jobs@rutlish.merton.sch.uk by 9.00am on Wednesday, 25th June 2025.
No Agencies or CVs please as these will not be considered for shortlisting

We are committed to safeguarding and promoting the welfare of children, therefore all applicants are required to undertake an Enhanced Disclosure & Barring Service check.

We fully support the London Borough of Merton's Equal Opportunities Policy.

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Details of the Progress Centre

The Progress Centre (SEND and Inclusion Departments) is committed to creating provision to support a range of students with diverse needs, in gaining full and equal access to the curriculum. It is an area that emphasises the Rutlish ethos of Achievement for all.

The experienced and well-qualified team comprises three strands:

- SENDCO, Deputy SENDCO, Specialist Teachers, Lead Learning Support Assistants and Learning Support Assistants and Administrator.
- EAL Co-ordinator and EAL Assistants.
- Inclusion Manager, Learning Mentors, Mental Health Support, and Time Out.

Outside agencies offering advice and support include: Sensory Team, Educational Psychologist, Speech and Language Therapists, CAMHS (Children and Adolescents Mental Health Support), Educational Welfare Officer, My Futures, Merton Autism Outreach Service, MIASS and School Nursing Team.

Learning Support

All students are assessed on entry into Rutlish School. This facilitates early identification of need. Learning Support provides in-class support and small group work for students with Educational Health Care Plans (EHCPs) and students with additional needs. Workshops are varied including literacy teaching: reading for meaning, comprehension, spelling and numeracy. Students identified as having Special Learning Difficulties or Language and Communication Difficulties are also supported via small group or one to one sessions. Groups are run to support students with developing social skills, organisation and accessing the national curriculum. Additional in-class support helps access to the national curriculum.

Speech and Language Provision (ARP)

Rutlish School has an Additionally Resourced Provision for ten students with identified Speech, Language and Communication Needs. Support programmes are individually organised with input from a Speech and Language Therapist. Boys identified as having Speech, Language or Communication Needs have access to specific teaching and learning programmes covering literacy, language and social skills.

EAL

The EAL room is where students from all ethnic, cultural and religious backgrounds can meet to develop their vocabulary, literacy and independent learning skills. Where appropriate, students have individualised programmes tailored to meet their needs. In-class support is also provided.

Counselling/support team Inclusion

This team enables students to access a range of support at particular times during their school life. This would include transition from primary school to secondary school and from secondary school to post 16 provisions. Also, to support at times when additional help may be needed to cope with personal events in a students' life. This support will enable a student to facilitate in full enjoyment of school life.

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Job Description

Post: SENDCO (One-year fixed term contract)
Salary: Inner London Pay Spine
Contract: One-year fixed contract
Proposed start date: September 2025

Responsible to: SLT line manager

Purpose of Job: To work under the line management of the SLT line manager to provide support for teaching and learning and associated activities in accordance with school policies and procedures. This may include providing general support for whole class learning activities, or supporting individuals or small groups of students.

Main Purpose of the SENDCO Job:

The SENDCO has a vital role to play in the school. The SENDCO will liaise with the Deputy Headteacher, the Headteacher and governing body, to determine the strategic development of SEND policy and provision across the school which includes the Additional Resource Provision for Speech, Language and Communication Needs.

The SENDCO has overall responsibility for the operation of SEND policy, provision and support for students with SEND, both those with EHC plans and those needing additional support. The SENDCO has overall responsibility for keeping SEND student records and SEND reports updated. The SENDCO also has the role of ARP manager.

The SENDCO must be able to lead SEND teaching and learning and professional development across the school. This role must work closely with senior leaders to ensure all staff are aware of students with SEND and the strategies are implemented effectively using a graduated approach.

The SENDCO will work with other staff and external agencies to ensure SEND provision and support are effective. The SENDCO liaises with London Borough of Merton to support students and their parents and carers. They will also collaborate with the school Head of Inclusion, the Designated Teacher for Looked After Children, the Designated Safeguarding lead, Heads of Curriculum areas, Careers Lead and Pastoral Leaders to ensure the best possible outcomes for students with SEND. The SENDCO will work with their line manager and the School Business Manager to ensure effective use of resources through school budget.

The SENDCO, under the direction of the headteacher, will:

- 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 students with SEN or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- The SENDCO will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD
- To lead and manage all aspects of provision and intervention for students with SEND.
- To teach across Key Stages 3, 4 and 5.

While the SENDCO will have responsibility for the oversight of provision for students with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of students within their classroom.

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Duties and Responsibilities

Strategic development of SEND policy and provision

- To lead SEND education at Rutlish School: engaging stakeholders to realise the strategic vision.
- To lead and manage the Additional Resource Provision (ARP) in line with all expectations for the SENDCO (See ARP manager job purpose)
- Contribute to school self-evaluation, particularly with respect to provision for students with SEN or a disability
- To develop and enhance the practices of staff within the SEND department.
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- To be responsible for the effective use of SEND budget and resources.
- Evaluate whether funding is being used effectively, and suggest changes to ensure funding is used efficiently.

Operation of the SEND policy and provision

- Maintain an accurate SEND register and provision map
- Provide guidance to colleagues on teaching students with SEN or a disability, and advise on the graduated approach to SEND support
- Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with 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 students with SEN or a disability
- Implement and lead intervention groups for students with SEND, and evaluate their effectiveness
- To support the Pastoral and Inclusion teams with SEND students who need additional support.

Support for students with SEND

- The identification of students whose barriers to learning impact on their ability to achieve their potential.
- Coordinate all additional learning provision in the form of interventions that support students to make progress, including the use of LSAs, targeted additional interventions and assistive technology.
- Secure relevant services for the student
- Ensure accurate record keeping for all students using SIMS, Edukey and other software.
- Review the education, health and care plan (EHCP) with parents or carers and the student
- Communicate regularly with parents/carers
- Ensure if the student transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the student
- A contribution towards any school risk assessments.

Leadership and management

- To ensure the school upholds its statutory duties according to national and local legislation, policy and guidance.
- Prepare and review information the governing board is required to publish
- Contribute to the SIP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEND policy
- Promote an ethos and culture that supports the school's SEND policy and promotes good outcomes for students with SEN or a disability
- Lead and manage all additional learning provision in the form of interventions that support students to make progress, including the use of LSAs, targeted additional interventions and assistive technology.

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- Lead and manage staff working within the department
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis
- The assessment of students for, and to liaise with the examination officer in regard to access arrangements for examinations in line with JCQ guidelines.
- The application of the SEN Code of Practice.
- Leading the development of appropriate resources, schemes of work, marking and assessment policies and teaching strategies relating to SEND across the school.
- The application of ICT within the department and the oversight of additional use of assistive technologies.

Safeguarding

- Comply with the School's Safeguarding Policy in order to ensure the welfare of children and young persons
- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for students with SEND
- Remain alert to the fact that students with SEND may be more vulnerable to safeguarding challenges

ARP Manager

Job Purpose:

The ARP Manager is responsible for leading and managing the Additional Resourced Provision (ARP) within the school. This role involves coordinating and delivering high-quality support for students with Education Health Care Plans specifically with Speech and Language needs special educational needs and disabilities (SEND), ensuring their educational and social development. The ARP Manager will work collaboratively with teachers, support staff, parents, and external agencies to create an inclusive learning environment that meets the diverse needs of all students.

Key Responsibilities:

Leadership and Management:

- Lead and manage the ARP team, providing guidance, training, resources and support
- Develop and implement strategic plans for the ARP, aligned with the school's overall SEND policy
- Ensure compliance with local authority and national regulations regarding SEND provision
- Monitor and evaluate the effectiveness of the ARP, using data to inform improvements
- Liaise strategically with Merton SEND, Admissions Panels and the Merton Language and Learning team.

Student Support:

- Assess and identify the needs of students referred to the ARP, and liaise with the ARP teacher over need and teaching
- Develop, implement, and review individualised education plans (IEPs) for students within the ARP
- Provide direct teaching and support to students, using specialised strategies and interventions
- Collaborate with mainstream teachers to differentiate and adapt the curriculum for ARP students
- Liaise with staff over inclusion of ARP students and parents, and general integration into mainstream school and lessons.

Staff Collaboration and Development:

- Work closely with the, teachers, and support staff to ensure a cohesive approach to SEND/SALT provision
- Organise and deliver training sessions for staff on inclusive practices and SALT/SEND strategies
- Support and mentor ARP staff, conducting regular performance reviews and professional development sessions.

Parental and Community Engagement:

- Build strong relationships with parents and guardians, ensuring providing/regular updates on student progress and involving them in the planning process
- Liaise with external agencies, including educational psychologists, speech and language therapists, and local authority SEND services in liaison with ARP teacher
- Advocate for the needs of ARP students within the wider school community.

Administration and Reporting:

- Maintain accurate and up-to-date records of student progress and provision in liaison with ARP teacher
- Prepare reports for senior leadership, governing bodies, and external agencies as required
- Manage the ARP budget and student allocation, ensuring resources are allocated effectively to meet student needs.

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Person Specification

SENDCO

The areas below are in addition to the teacher standards.

	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> • Qualified Teacher Status with a valid 11-18 qualification • Continuing good record of professional development. • Either a qualified SENDCO with National SENDCO Award or NPQSENCO, or working towards an award or willingness to start the award if appointed. 	<ul style="list-style-type: none"> • Evidence of Post-Graduate study and award • Qualifications such as NPQSL, NPQML • EAA assessor
Experience	<ul style="list-style-type: none"> • Experience of teaching in at least one secondary school. • Experience of working with SEND students in a secondary setting. • An understanding of and commitment to equal opportunities. • Experience of writing reports and referrals for SEND students. • Experience of identification, curricular planning and monitoring the progress of SEND students. • Consistently good or better classroom practitioner supported by good student outcomes 	<ul style="list-style-type: none"> • Experience of leadership initiatives • Experience in policy formation • Experience in deployment of resources. • Experience of effective working with external agencies. • Experience of using Edukey • Experience of the process for access arrangements • Experience of working in or leading an Additional Resource Provision
Knowledge	<ul style="list-style-type: none"> • Thorough understanding of effective inclusive practice, quality first teaching and graduated approaches • Knowledge of various learning needs • Thorough knowledge of the statutory assessment process, relevant legislation and guidance in relation to working with and protecting young people. • Understanding of what makes a good or better lesson and the ability to put this consistently into action. 	<ul style="list-style-type: none"> • Analysing and using data to enable all students to make progress • Knowledge of Exam Access Arrangements procedures and JCQ guidelines • Knowledge of Speech and Language teaching and assessment • Knowledge of SEN finding
Skills	<ul style="list-style-type: none"> • Ability to identify students' needs and act upon them in order to raise standards. • Ability to effectively manage student's behaviour in a positive manner with consistent clear boundaries – following the school behaviour policy. • Ability to take a whole school perspective on raising standards of achievement. 	

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	<ul style="list-style-type: none"> • Ability to use a range of sources of evidence to make judgements and identify next steps for action. • IT literate and confident in use of new technologies. • Effective verbal and written communication. 	
Personal Qualities & Attributes	<ul style="list-style-type: none"> • Passionate and committed to the principle of meeting students' needs within a mainstream school • Ability to motivate and inspire a large support team. • Ability to lead a large team • Ability to work under pressure. • Strong communication skills. • Ability to develop and to sustain good personal relationships. • Ability to meet deadlines. • Clear understanding of safeguarding issues. 	