

Rutlish School



SENDCO

Job Information Pack

Deadline: 9am on Tuesday, 19th May 2026



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 2026 or January 2027
Contract: Permanent 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 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.

Our school is located in a beautiful conservation area close to Wimbledon town centre, offering a calm and attractive environment, alongside excellent transport connections. London Underground, British Rail, local bus routes and the tram are all within easy reach. For those travelling by car, we also provide ample free on-site parking.

As part of the London Borough of Merton, employees enjoy a wide range of additional benefits, including:

- Local Government Pension Scheme (LGPS) membership
- Employee Assistance Programme providing confidential wellbeing support for staff and their families
- Lifestyle savings and discounts across everyday essentials and leisure activities, including:
 - Supermarkets and high-street retailers
 - Restaurants and cafés
 - Days out and family activities
- Ride to Work (Cycle to Work) schemes, enabling staff to purchase bikes via salary sacrifice
- Home and electronics salary-sacrifice scheme, covering items such as white goods, technology, perfume, handbags and a wide range of shopping options.

Working with us means joining a supportive, well-connected school community with excellent benefits that support your wellbeing—both inside and outside the workplace. Staff also benefit from 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 Tuesday, 19th May 2026
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 'A place to achieve REAL success'.

The experienced and well-qualified team comprises three strands:

- SENDCO, Deputy SENDCOs, Specialist Teachers, SEND Learning Mentors and Learning Support Assistants and Administrators.
- EAL Co-ordinator and EAL Learning Support Assistant.
- Inclusion Manager, Student Mentors, external 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, Merton Autism Outreach Service, MIASS and School Nursing Team.

Learning Support

All students are assessed on entry into Rutlish School to facilitate 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 based upon need including literacy teaching: reading for meaning, comprehension, spelling and numeracy. Students identified as having Specific Learning Difficulties or Speech, Language and Communication Needs are also supported via small group, or one to one sessions. Groups are also run to support students to develop social skills, organisation and to access 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. Students identified as having Speech, Language or Communication Needs have access to specific teaching and learning programmes covering literacy, language and social skills.

English as an Additional Language (EAL)

The EAL team support English for speakers of other languages to develop their vocabulary, literacy and independent learning skills. Where appropriate, these students have individualised programmes tailored to meet their needs. In-class support is also provided.

Inclusion

The Inclusion 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 provision. The team also support vulnerable students when additional help may be needed to cope with personal events and to help full integration and enjoyment of school life.

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Job Description

Post: SENDCO
Salary: Inner London Pay Spine, TLR 1D+SEN
Contract: Permanent
Proposed start date: September 2026 or January 2027
Responsible to: SLT line manager

Purpose of Job:

To work under the line management of the SLT line manager to lead and manage the day-to-day operation of the school's SEND policy, coordinating provision for students with special educational needs. The SENDCO will be responsible for identifying students' needs, creating learning plans, advising staff and liaison with parents and carers, and external agencies to improve educational outcomes. This will include providing inclusive pedagogy and practice, supporting individuals, small groups and associated activities in accordance with school and statutory policies and procedures.

- Have a vital role to play in the school in leading and managing the Learning Support department and the ARP. The SENDCO will liaise with their SLT, 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.
- Have 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, keeping SEND student records and reports updated. The SENDCO also has the role of the ARP Manager.
- Develop a strong working relationship with the other leaders in the Progress Centre, the Inclusion Manager and the EAL Coordinator. They will also collaborate with 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.
- Be able to lead SEND teaching and learning and professional development across the school. This role will work closely with teaching staff to ensure all staff are aware of students with SEND and the strategies are implemented effectively using a graduated approach.
- Work with other staff and external agencies to ensure SEND provision and support are effective.
- Liaise with London Borough of Merton, parents and carers to support students.
- Work with their line manager and the School Business Manager to ensure effective use of resources through school budget.
- Take on the general duties of all middle leaders, including wellbeing and behaviour management of students, whole school duties, participate in the appraisal process, adherence to school policies, undertake professional development, monitor and evaluate department effectiveness.
- Fulfil the responsibilities of a teacher, as set out in the STPCD and have the ability to teach across Key Stages 3, 4 and 5. The role will have a small teaching load.

Duties and Responsibilities



Strategic Leadership

- Develop and implement the SEND policy in line with the SEND Code of Practice and other statutory duties.
- Ensure SEND priorities are embedded in the School Improvement Plan (SIP).
- Lead the ARP and ensure provision meets EHCP requirements.
- Use data to monitor outcomes and inform strategic decisions.
- Advise SLT and governors on SEND provision and statutory compliance.

SEND Provision

- Maintain an accurate SEND register and provision map.
- Coordinate the graduated approach to SEND support across departments.
- Ensure effective deployment of staff and resources to meet student needs.
- Create, facilitate, monitor and evaluate the impact of interventions and support programmes.
- Ensure the school's Local Offer is up to date and accessible.
- Lead on KS2 to KS3 transition for SEND students.

Student Support

- Identify students with SEND and assess barriers to learning.
- Lead the development and review of EHCPs and Individual Education Plans (IEPs).
- Ensure student voice is central to planning and review processes.
- Support transition between key stages and settings, including post 16.
- Liaise with external agencies to secure specialist support and services.
- To hold an Access Arrangements Assessor or Dyslexia Assessor qualification would be desirable.

Staff Development

- Manage the SEND staff team effectively.
- Lead department and whole school CPD on inclusive practice and SEND strategies.
- Support staff to implement high-quality teaching for SEND students.
- Disseminate best practice and provide additional support where needed.
- Ensure staff understand statutory responsibilities under the SEND Code of Practice.
- Be an appraiser.

Safeguarding

- Work with the DSL to ensure SEND students' welfare and safety.
- Recognise increased safeguarding risks for students with SEND.
- Where appropriate, ensure safeguarding procedures are inclusive and accessible for SEND students.
- Contribute to risk assessments and multi-agency planning.

ARP Management

- Lead the ARP and oversee provision for students with Speech, Language and Communication Needs.
- Collaborate with therapists and external professionals to deliver targeted support.
- Monitor progress and ensure ARP students are integrated into mainstream learning.
- Manage ARP resources and ensure compliance with EHCP requirements.
- Liaise with Merton SEND and Admissions Panels regarding placements and reviews.

Working with Parents and External Agencies

- Build strong, trusting relationships with parents and carers, ensuring they are fully involved in decision-making and planning for their child's support.
- Communicate regularly with families about progress, interventions and changes to provision by using accessible language and formats.
- Lead and coordinate annual reviews of EHCPs, ensuring student and parent/carer input is central to the process.
- Work collaboratively with external professionals including educational psychologists, speech and language therapists, CAMHS and social care teams.
- Ensure timely referrals to outside agencies and follow up on recommendations to support student outcomes.
- Represent the school in multi-agency meetings, SEN panel meetings and ensure that agreed actions are implemented effectively.
- Provide guidance to parents and carers on accessing support services, including the Merton Local Offer and independent advice services.

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SENDCO Person Specification

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. • Be a qualified SENDCO with National SENDCO Award or NPQ SENCO, or working towards an award or willingness to achieve the qualification within 3 years. 	<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 a 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 research
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. • 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. • Effective team leader and manager. 	
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 work under pressure and meet deadlines. • Strong communication skills. • Ability to develop good professional relationships. • Clear understanding of safeguarding. • Show a personal commitment to safeguarding and promoting the welfare of children and young people. 	