

EXCELLENCE THROUGH ENDEAVOUR



The Richmond upon Thames School

Job Application Pack Student Wellbeing Coordinator

Salary: RTS Scale 6

£31,282 - £32,220 Pro-rata

Term -Time only + 2 Week





Dear Candidate,

I am delighted that you have expressed an interest in The Richmond upon Thames School (RTS).

As a thriving comprehensive secondary academy (11-16), we have grown rapidly since opening in 2017 and now have 762 students across Y7 to Y11. In partnership with our Campus Partner, Richmond upon Thames College, we have launched RTS Sixth Form Plus, a distinctive, jointly-led provision designed to ensure our students experience a seamless and aspirational transition to KS5.

The years ahead promise to be particularly exciting. Situated at the heart of the Richmond Education and Enterprise Campus, RTS is uniquely positioned within a dynamic hub of education and innovation. We work alongside two outstanding special schools (Clarendon and Capella House) and a leading further education college (Richmond upon Thames College), creating a truly collaborative learning environment. Our state-of-the-art, purpose-built premises, alongside the next phase of campus development, including our new Sports Centre and the College's STEM Centre, both of which opened in 2024, provide an exceptional setting in which to learn and work.

Our ambition to do the ordinary differently continues to define our journey, as we establish RTS as a beacon of excellence. We recognise that being an outstanding school depends on the exceptional people within it. That is why we are committed to recruiting, supporting, and developing dedicated professionals who are passionate about education's transformative power. We want our staff to thrive, to excel through professional development, and to contribute meaningfully, not only to our students' lives but also to the broader educational landscape. At RTS, we foster an environment where ambition, innovation, and inclusivity shape the next generation of learners and leaders.

If you are driven to engage and inspire students, eager to work within a team of professionals who are relentlessly focused on continuous growth, and keen to collaborate with our industry and education partners, Haymarket Media Group, Harlequins FC, the National Physical Laboratory (NPL), and Richmond upon Thames College (alongside the wider HRUC group), then RTS is the perfect place for you. Our partnerships allow us to diversify and enrich the student experience, ensuring that every young person leaves RTS equipped for limitless opportunities and ready to be a champion for equality and social justice.

We welcome prospective candidates to reach out with any questions prior to submitting an application. Please contact Barbara Munro, PA to the Head Teacher, at pa@rts.richmond.sch.uk to arrange a suitable time.

We look forward to receiving your application and wish you well with the process.

A handwritten signature in black ink, appearing to read 'K Dooley'.

Kelly Dooley
Head Teacher - The Richmond upon Thames School

Our motto

Excellence Through Endeavour



Our school

RTS is a co-educational, non-selective and non-faith based school for 11-16 year olds and admits six forms of entry (162 children) per year.

The Richmond upon Thames School (RTS) provides an inspiring place for young people to learn and work purposefully towards achieving their best at all times. Our students are valued as individuals, recognised for their talents and challenged in their endeavours.

Our school encourages an atmosphere that rewards hard work and expects high academic achievement, but also provides an environment where children can develop as people and learn valuable life skills. Our students will emerge as confident, resilient individuals, who can build positive relationships and demonstrate commitment in everything that they do.

RTS strives to be a welcoming place where everyone is valued highly and where tolerance, honesty, cooperation and mutual respect for others are fostered. It provides equal opportunities for all children regardless of disability, gender, race, religion or beliefs. We also promote a shared sense of purpose with our students, teachers, parents, and Trustees; all working towards a common goal to make the best possible school for our children.

Our team of talented staff inspire and nurture students throughout their school life, delivering imaginative, stimulating lessons that keep every child engaged. The school is already characterised by its excellent working relationships with industry partners, giving students the best possible foundations for their future careers. Our partners help shape the curriculum and set real-world projects, and will offer work experience and provide mentoring. Our unique access to real-world facilities through on-site partners Harlequins, Haymarket Media Group and Richmond upon Thames College, offer students a huge range of opportunities that will transform their future employment potential and enhance both their personal and physical development.

As leaders in digital technologies, we give every student the opportunity for safe and responsible access to the latest digital devices and encourage them to become the developers, not just the consumers, of future technology.

As a new school, connecting with our local community is important to us. Through supporting local projects, our students are encouraged to participate in programmes that widen their experiences and teach them the value of helping others. The school will also serve as a learning hub, providing a range of before-and after-school clubs, holiday activities, sports facilities hire and adult evening classes.



Our campus and facilities

RTS is housed in a purpose-built facility, with Clarendon School's secondary students and Capella House students accommodated in adjoining spaces.

Together with the Richmond upon Thames College, these institutions form the Richmond Education and Enterprise Campus, a hub of education, innovation, and opportunity.

Our recently completed (2025) outdoor sports facilities include floodlit artificial pitches – including a full-size pitch for football matches and rugby training – providing year-round opportunities for sport; alongside direct access to both 4G and grass pitches for rugby and football. In 2024, the campus expanded further with the opening of a double-height Sports Centre, featuring a four-court sports hall, a dedicated dance studio, and modern changing facilities.

The Education Campus model is redefining learning, integrating education with enterprise to equip students with the skills, experiences, and opportunities they need to succeed. Through strategic partnerships with Richmond upon Thames College, the Auriga Trust (Capella House and Clarendon), Haymarket Media Group, Harlequins, and the National Physical Laboratory, RTS benefits from a wealth of expertise from organisations that excel both nationally and globally. These partnerships continue to add a dynamic, real-world dimension to the school's curriculum and student experience.



Richmond upon Thames College

"Over the next two to three years the College is undergoing a transformation to become a first class further education college and a major technical and professional hub for West London with a reputation for academic and vocational excellence. The College is delighted to be a founder member of a school which will provide a high quality education, with a curriculum co-designed with us and the other Campus partners to provide choice and successful progression to further and higher education."



haymarket®

Haymarket

"Having a clear understanding of what employers look for in a business professional is crucial for tomorrow's workforce. The Haymarket Skills Academy programme of media days, career support, work experience opportunities will help RTS students to maximise their potential."



Clarendon School

"A brand new, purpose built building will provide facilities and teaching spaces specifically designed for the particular needs of Clarendon School's pupils, including those with autism. Being co-located on the Campus with RTS and the College will provide opportunities for inclusion for students to and from each setting and improved transition arrangements post-16. It will also allow access to shared facilities and improved opportunities for sharing staff expertise between settings."



Harlequins

"Harlequins is immensely proud to be a part of RTS. As one of the school's partners, the Club will be working closely with the Free School to create a sporting programme for all age groups and levels across a range of sports to encourage participation and healthy living. There will also be a number of work placement opportunities with access to experts from the industry including health and nutrition, strength and conditioning, leadership and management. We are looking forward to working with the other partners to deliver an outstanding educational campus for 2017 and beyond."



Our curriculum

We are an inclusive school, where every student is stretched and challenged to exceed their personal best. Securing each child's academic success and independence is at the heart of our approach, with demanding teaching that fosters resilience, curiosity, and intellectual agility.

Our teaching methodologies ensure that students engage critically with complex concepts, developing the analytical skills needed to thrive in an ever-changing world. While our curriculum remains rooted in traditional academic excellence, we take an enterprising approach to its design, leveraging innovative digital technologies and strategic partnerships to enrich learning. Our extended school day provides students with access to a wealth of diverse and enriching learning experiences beyond the core curriculum.

In KS3 (Years 7-9), students benefit from a broad and ambitious curriculum, studying Art, Computer Science, Design and Technology, Drama, English, French, Geography, History, Mathematics, Music, Physical Education, Prep, PSHCE, RE, Science, and Spanish.

At KS4 (Years 10-11), students undertake a rigorous suite of GCSEs, including Art, Citizenship, Computer Science, Design and Technology, Drama, English, French, Geography, History, Hospitality and Catering, Mathematics, Media Studies, Music, Physical Education/Sport, Religious Education, and Sciences (Biology, Chemistry, and Physics), alongside Spanish.

Learning at RTS extends far beyond the classroom walls. From scientific explorations at Kew Gardens during Science Week to theatre and gallery visits, masterclasses led by industry leaders, collaborative projects with universities, and weekend outdoor expeditions, students benefit from a dynamic, experience-rich education. As a technology-forward school, every student has access to a school-issued iPad, enabling them to engage with cloud-based classrooms, revisit lesson materials, and independently explore extension activities.

Sport plays a key role in the RTS experience, with students competing in tournaments against other schools and an annual Sports Day, which is deeply embedded in our house system—fostering team spirit, resilience, and a shared sense of pride in school life.

KS3

Art	Music
Computer Science	Physical Education (PE)
Design and Technology	PSHCE
Drama	Religious Education (RE)
English	Science
French	Spanish
Geography	Enrichment
History	Prep
Mathematics	Academic Tutoring

KS4

Art	English language	Physics
Biology	French	Physical Education (PE)
Chemistry	Geography	PSHCE
Computer Science	History	Religious Education
Citizenship	Hospitality & Catering	Spanish
Design and Technology	Mathematics	Sport
Drama	Media Studies	Academic Tutoring
English literature	Music	

Our curriculum | extended day

At the Richmond upon Thames School, we have longer school days on Tuesday, Wednesday and Thursdays. We use our longer days to provide exciting enrichment options. In KS3, the enrichment curriculum personalises and broadens students' school experience through access to a wide range of exciting sessions including Master-Chef, dissection, choir, Karate, 3-D model making, gardening, a range of sports clubs and more. In KS4, students access a comprehensive careers education information and guidance programme, which supports students' development for the next stage of their lives.

Through our best endeavours, we strive to prepare our students for the next stages of their lives. We do this through a combination of methods, including PSHCE, academic tutoring, assemblies, employer visits, seminars, masterclasses, workshops, drop down days and 1:1 sessions.

As a school, we are committed to ensuring that the learning experience supports all of our students to develop to their full potential. We recognise that some students may have particular strengths, whether academic, musical, artistic or sporting and that others require support with special educational needs or disabilities. To support all students our dedicated staff work together to ensure no student is left behind and we do this by providing stimulating, engaging learning experiences delivered by excellent teachers.



Job Advert

The Richmond upon Thames School (RTS), an ambitious and forward-thinking secondary academy in Richmond, London, is seeking a compassionate, organised and resilient Student Wellbeing Coordinator to join our Inclusion Team.

This is a vital role in ensuring that every student is known, supported and able to thrive. Working with senior leaders, staff, parents/carers and external agencies, the successful candidate will promote students' wellbeing, attendance and engagement in school life. As Student Wellbeing Coordinator, you will support identified students and year groups, respond appropriately to welfare concerns and help students overcome barriers to learning. You will maintain accurate records, contribute to wellbeing and attendance interventions, and support behaviour and reintegration strategies.

We are seeking someone who:

- Has experience of working with young people, ideally within a school or educational setting
- Builds positive, professional relationships with students, families, colleagues and external agencies
- Understands safeguarding, confidentiality, accurate record-keeping and appropriate information sharing
- Remains calm, compassionate and solution-focused when responding to sensitive matters or students in crisis
- Has strong organisational, administrative and ICT skills, with excellent attention to detail
- Can use data and school systems to identify needs, monitor interventions and support improved attendance and wellbeing
- Is confident supporting students with behaviour, attendance, emotional wellbeing and barriers to learning
- Brings warmth, professionalism, resilience and sound judgement, and works well as part of a team

What RTS offers you:

- A state-of-the-art learning environment as part of the Richmond Education and Enterprise Campus
- A highly successful, supportive and forward-thinking school community
- A committed Inclusion Team and close collaboration with experienced teaching, pastoral and safeguarding colleagues
- Opportunities to develop expertise in student wellbeing, safeguarding, attendance, behaviour, mental health and pastoral support
- Access to our unique Trust partnerships, including Haymarket Media Group, Harlequins FC, the National Physical Laboratory and HRUC, which includes Richmond upon Thames College, enriching students' experiences and broadening their understanding of future pathways

This role would suit someone who is passionate about helping young people flourish and who understands the difference that timely, thoughtful pastoral support can make. The successful candidate will be approachable, reliable and proactive, able to balance care and empathy with high expectations and clear professional boundaries.

Prospective candidates are welcome to discuss any questions before submitting an application. To arrange a suitable time, please contact Ms Munro, PA to the Head Teacher, at pa@rts.richmond.sch.uk or on 0208 891 2985.



The Richmond upon Thames School Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Successful applicants will be expected to complete an enhanced DBS check and to disclose any information relevant to Disqualification by Association.

Job description

Title Salary Reporting to Line management of	Student Wellbeing Coordinator RTS Scale 6 A member of the Senior Leadership Team, as directed None
Hours of work: 37.5 hours per week. Core hours are 08:15 to 16:30 Monday to Thursday and 08:15 to 15:30 on Friday. Term time only plus two weeks	

Overall Job Purpose

- To support an inclusive, safe and effective learning environment, with a particular focus on student wellbeing.
- To provide pastoral, behavioural and administrative support that helps students overcome barriers to learning and engage positively with school.
- To contribute to the provision of a high-quality education for all RTS students.

Providing wellbeing support

- Contribute to strategies that promote positive mental health and emotional wellbeing.
- Provide appropriate individual and group pastoral support to students experiencing emotional or wellbeing difficulties.
- Identify students who may require additional support and refer or escalate concerns in accordance with school procedures.
- Provide support to assigned students, caseloads and year groups, as directed.
- Provide immediate support to students experiencing distress or crisis and promptly escalate concerns through the school's safeguarding or emergency procedures.
- Mentor students and help them develop strategies to improve their wellbeing, engagement and readiness to learn.
- Work closely with teachers, parents/carers and external agencies to support student wellbeing.
- Represent the school at relevant external meetings, as requested by the line manager.
- Support in-year admissions and the effective induction of new students, as requested.
- Complete the required training and act as a Youth Mental Health First Aider.
- Where allocated, coordinate support for Young Carers, working with relevant colleagues, families and external agencies to address barriers to their wellbeing and education.
- Support workshops or training sessions for students relating to mental health awareness and wellbeing.
- Communicate relevant welfare concerns and interventions to colleagues on an appropriate need-to-know basis.

Values Programme

- Contribute to reflection periods in which students engage with the Values Programme.
- Supervise aspects of the Values Programme as indicated on the school timetable or Arbor.
- Help maintain an orderly and well-organised Values Programme room.

Attendance Support

- Use attendance and wellbeing data to identify concerns and inform appropriate support.
- Liaise with students and their parents/carers to promote good attendance, as directed by the school's attendance lead or line manager.
- Maintain accurate records of attendance-related interventions and actions.
- Register students who arrive late or leave school early.
- Follow up missing or incomplete registers and update records with relevant information.
- Assist with locating students who are missing from lessons.
- Support the school's procedures for managing lateness.
- Accompany or undertake authorised home visits as directed and in accordance with school safeguarding, health and safety and risk-assessment procedures.
- Provide appropriate information and administrative support for formal attendance processes, as directed.

Behaviour and Attitudes

- Promote positive behaviour for learning and support students to improve their conduct and engagement.
- Work appropriately with parents/carers and colleagues to support improvements in student behaviour.
- Contribute to the implementation of school behaviour strategies.
- Uphold the school's uniform expectations.
- Provide timetabled inclusion interventions as directed by the SENDCO or line manager.
- Provide behaviour support and intervention during teaching sessions, as requested.
- Undertake student-supervision duties during working hours.
- Support reintegration arrangements and relevant individual plans, including Individual Healthcare Plans and Individual Education Plans, where applicable.
- Act as a witness or second member of staff, when requested, during searches undertaken by the Head Teacher or an authorised member and Senior of staff, in accordance with school policy and current Department for Education guidance.

Job description (continued)

Data, Records and Administration

- Make effective use of Arbor and other relevant school systems to support the work of the Inclusion Team, SENDCO and senior leaders responsible for wellbeing and attendance.
- Maintain accurate and appropriately confidential records of student needs, caseloads, interventions and outcomes.
- Maintain relevant databases and produce reports on student wellbeing trends and areas for improvement, as requested.
- Support administrative processes relating to detentions and other behaviour interventions.
- Monitor relevant school mailboxes, respond to enquiries and complete allocated actions.
- Prepare and send documents, letters, newsletters and other communications to parents/carers.
- Support the wider school with appropriate organisational, clerical and administrative tasks, including filing, lost property and administrative support for admissions and examinations.
- Support preparations for major school events.
- Communicate professionally with students, staff, parents/carers, visitors and external stakeholders.

Safeguarding, Confidentiality and Health and Safety

- Comply with all school policies and procedures relating to safeguarding, child protection, security, confidentiality and data protection.
- Report safeguarding concerns promptly to the Designated Safeguarding Lead or a Deputy Designated Safeguarding Lead.
- Recognise that confidentiality does not prevent the appropriate sharing of information where there is a safeguarding concern.
- Maintain appropriate professional boundaries when working with students and families.
- Comply with the school's health and safety policy, risk assessments and current statutory requirements.
- Complete safeguarding, health and safety, first-aid and other relevant training, including refresher training, as required.
- Notify the school promptly, through the appropriate procedure, of any matter that may affect suitability to work with children or continued DBS clearance.

General Responsibilities

- Support teaching and support staff in providing a high-quality education for students.
- Provide reasonable short-term cover for support-staff duties when directed and operationally necessary.
- Attend and participate in meetings, training, performance management and professional development, as required.
- Organise and manage time effectively to ensure that allocated tasks are completed promptly and accurately.
- Contribute positively to the ethos and wider life of the school.
- Act as a professional role model for students through conduct, language, appearance, punctuality and behaviour.
- Undertake other reasonable duties commensurate with the grade and nature of the post, as directed by the line manager or another authorised senior manager.

Reasonable Adjustments and Review

- The school will make reasonable adjustments to the role and working environment for disabled applicants and employees in accordance with its legal obligations.
- This job description reflects the principal responsibilities of the post at the date of issue. It may be reviewed following consultation with the post-holder to reflect changing school needs, provided that any amendments remain commensurate with the grade and nature of the role.

Key Measures of Success

- Timely, appropriate and effective support for students' wellbeing needs.
- Accurate and up-to-date records of caseloads, interventions and agreed actions.
- Calm, professional and responsive communication with students, parents/carers and colleagues.
- Well-organised, accurate and timely completion of administrative responsibilities.
- An orderly and well-maintained Values Programme room.
- Effective collaboration with the Inclusion Team, teaching staff and external agencies.
- Positive feedback from students, colleagues and other relevant stakeholders.

Person specification

	Essential	Desirable
Qualifications and Experience	• Good standard of literacy and numeracy • Experience of working with young people • Experience of working in a school environment • Experience of collaborative working with external organisations and agencies • Evidence of continued professional and or personal development	• First Aid qualifications • Experience of working in a secondary school setting • Relevant training for working with young people aged between 11-19
Skills and Knowledge	• Good office admin ICT skills • Good database skills, able to enter, extract analyse and present data • Ability to communicate effectively, both verbally and in writing • Well organised with good time management • Able to communicate effectively with parents and carers • Able to formulate plans • An ability to communicate effectively with students, parents and multi agencies • Knowledge of the principles involved in giving advice and guidance to young people including the place of confidentiality and sharing information • Able to negotiate with others • Able to relate effectively to young people and influence their behaviour • The ability to liaise with and gain the confidence of all school staff	• Knowledge of relevant regulatory or legislative framework e.g. school attendance and safeguarding regulations • Good working knowledge of school systems such as Progresso • Knowledge of the SEN CoP and its implications for schools • Knowledge of the main aspects of the organisation of secondary schools • Knowledge of the rights and responsibilities of parents
Personal Qualities	• Collaborative • Imbues confidence • Likes working with children • An eye for detail. Excellent presentation • Uphold school ethos, values, procedures and guidelines at all times with utmost consistency • The ability to deal with peaks and troughs of workload • A team player and a 'volunteer' character • A 'can do' attitude and a mentality of going 'above and beyond' expectation • Professional in manner, actions and appearance • Approachable • Ability to keep confidentiality • Calm under pressure and enjoyment in overcoming challenges • Imbue integrity and has a strong sense of responsibility • Professional understanding of the importance of confidentiality • Have a sense of humour, warmth, stamina, energy and resilience • Identifying and improving basic administrative processes • Willingness to attend appropriate training • Willingness to gain enhanced skills relevant to the post	

Application details

Thank you for your interest in our vacancy at The Richmond upon Thames School. Further details of this post, the school and the Trust are included in this pack and on our website. Details of how to apply can be found below.

How to Apply

Should you wish to apply for the post, please complete our online application form which is accessed via the vacancies page of the school website.

www.richmonduponthamesschool.org.uk

The School reserves the right to commence the interview process at any time prior to the closing date so early application is recommended.

School visit

Prospective candidates are welcome to come for an informal visit to the school before submitting their application. Alternatively, you are welcome to discuss any questions that you may have prior to submitting your application; contact Belinda Campbell, PA to the Head Teacher on 0208 891 2985 or pa@rts.richmond.sch.uk to arrange a suitable time.

Supporting statement

You will be directed to respond to the following questions within the electronic application form. Please refer to the job description and person specification when responding to the questions. **We do not accept CVs.**

- Why is your prior experience particularly relevant to the context of the post?
- What attracts you to the Richmond upon Thames School and this particular post?
- Why are you uniquely qualified for this role?
- If appointed, how will you ensure your support enables the Senior Leadership Team to achieve 'excellence'?

Shortlisting

Due to the number of applications received we are unable to provide feedback to candidates who are not invited for an interview. The School reserves the right to commence the interview process at any time prior to the closing date so early application is recommended.

Interview

To be confirmed

Safeguarding

The Richmond upon Thames School is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.

Benefits of Working At RTS

The school is well placed for excellent transport links whether travelling by foot, cycle, car, bus or train.

- There are ample secure cycle racks for staff to use (as well as staff showering facilities on site), as well as access to a 'Cycle to Work' scheme.
- The site also has a secure, controlled access car park for staff to use with direct access to the A316.
- The school is well served by local bus routes in all directions; and is within easy walking distance to Twickenham train station, which is in Zone 3 and well served by South Western Trains.

There is a focus on developing community and positive staff wellbeing through:

- Employee Assistance Programme (EAP)
- Quiz nights
- Discounted tickets at some Harlequins matches
- Staff-led fitness and sports
- Discounted membership for Nuffield Health, Twickenham (next door to RTS);
- Seasonal gatherings
- Free tea and coffee in the light and airy staff social room
- Two-week Autumn half-term break; and
- Membership of a pension scheme is available.

Continuing professional development has a strong focus. There is an extensive programme available which extends to internal and external specialists, as well as partnerships with other educational and business providers.

Reciprocal school visits are encouraged with existing arrangements already in place.

RTS is proud of its well established links within the community and has an active PTA. We welcome and encourage local businesses and groups to join us during the annual Christmas Fair.



The Richmond upon Thames School

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www.richmonduponthameschool.org.uk