



## Job Description

<b>Position Title:</b>	Upper School Special Education al Needs Coordinator (SENCO)
<b>Responsible to:</b>	Principal
<b>Terms:</b>	Fixed Term, from 28 January 2020 to 27 January 2021
<b>Time Allocation:</b>	0.2 FTTE
<b>Management Unit:</b>	1 Fixed Term Management Unit
<b>Reports to:</b>	Deputy Principal/Upper School Coordinator
<b>Liaise with:</b>	Upper School Teaching Staff and Lower School SENCO
<b>Responsibility For:</b>	Learning Support in the Upper School
<b>Person Specifications</b>	Excellent communication skills, organised, flexible, empathetic, open to learning, collaborative, experience in learning support

### Key Tasks

- Report to and be appraised by the Upper School Coordinator
- Planning, organising and monitoring of student learning support processes, ensuring;
  - transition and supervision of students from Lower School to Upper School and continuation of support programmes as required
  - alternative timetables and teacher aide support is closely monitored
  - all Upper School student IEPs are planned and regularly reviewed throughout the year
  - a safe and calming environment for at-risk students is provided and maintained
  - funding applications are completed and a list of SAC & RTLB students is compiled for teacher reference
  - Special Assessment Conditions (SAC) applications are processed as required and that staff are fully advised of the SAC requirements
  - SAC conditions are set up and complied with for all students sitting NZCSE assessments
  - SAC register is regularly updated
  - all staff are supported and trained to run the IEP process, including setting SMART goals
  - a system is developed and managed for filing and maintaining Learning Support records
  - liaison with the US Dean or US Co-coordinator in the case of students who present with high risk socio-emotional needs
  - the Upper School Sponsors, Upper School Coordinator and Upper School Pastoral Dean work collaboratively to meet the student's wellbeing
- Work collaboratively as a team with all Learning Support parties including Upper School Teachers, GATE Coordinator, ORS teachers, RTLB, GSE etc.
- Facilitate termly meetings with class teachers and the team of support people around students to review progress against goals, evaluate the interventions and decide on next steps
- Attend the termly Special Character presentations (2 hours) for prospective students.
- Ensure that all decisions are based on good practice such as ensuring that information (e.g.

### Key Tasks

school reports, educational and cognitive assessments) relevant to an enrolment is sought and thoroughly studied to ensure our school resources can match the students' learning needs.

- Based on teacher feedback on students' progress, regularly update and maintain the Register of Priority Learners.
- Work collaboratively with the GATE Co-ordinator to achieve the best outcomes for students.
- Report termly to the Principal and Board of Trustees.
- Formally meet with the Upper School Coordinator as agreed.
- Organise Teacher Aide timetables aligned with the learning needs of the CI 8 (Y9) -12 (Y13) students.
- Conduct appraisal of the Upper School Teacher Aides.
- Ensure that all hard copy files are electronically scanned into KAMAR or other electronic storage areas e.g. Upper School IEP folders.
- Archive confidential student information
- Prepare budget, monitor expenditure and liaise with the Upper School Co-ordinator in regards to budgetary constraints/needs.
- Attend the local secondary SENCO termly meetings

#### I have read and understood this document:

Signed by: **Employee**

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Signed by: **Principal**

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*David Stephenson*

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*Date*