Job description

SENCO

MAUNGATAPU SCHOOL
<table>
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<tr>
<th>Position Title</th>
<th>SENCO</th>
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<tr>
<td>Responsible to</td>
<td>Principal</td>
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<tr>
<td>Working Relationships</td>
<td>School management team which consists of the Principal, Deputy Principal and Assistant Principal. This extends to: Teaching staff/ Teacher Aides/Support staff/RTLB/Students with special education needs and their parents</td>
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<tr>
<td>Employment status</td>
<td>Permanent full time – 2MU</td>
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<tr>
<td>Primary role</td>
<td>To support the pastoral, social and academic needs of students with identified special education needs</td>
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<tr>
<th>Key tasks</th>
<th>Outcomes</th>
<th>Indicators</th>
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| Establish and maintain effective professional relationships focused on the learning and wellbeing of all students | SENCO works in partnership with learners and their whanau, colleagues, and members of the community, for the benefit of student learning and engagement. | • Maintain clear and consistent lines of communication with parents, whanau, agencies and staff.  
• Work alongside students, providing support as required.  
• Liaise with and advise teachers.  
• Supervise and train (where appropriate) teacher aides and conduct teacher aide appraisals  
• Participate in transition visits with preschool, intermediate, Wharekura  
• Engaging in school and community events  
• Contribute to professional learning of staff.  
• Participate in collaborative planning with teachers, assisting with programme adaptation to meet student needs. |
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| Demonstrate respect for the heritages, languages and cultures of both parties to the Treaty of Waitangi | Inclusive language and contexts for learning are promoted in classroom programmes to support learners with additional needs, including authentic and visible bi-cultural experiences. | • Co construct learning experiences with teacher and / or student  
• Consider opportunities provided for Tuakana/teina experiences  
• Support teachers to link what they teach to prior experiences of students and /or local community resources.  
• Liaising with Pouarataki, RTLB and staff to guide the selection of funding options and to provide support with accessing appropriate funding and interventions e.g. ICS and ORS applications and assistive technology. |

**TANGATAWHENUATANGA**

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| Demonstrate effective management of the learning environment to promote the wellbeing of all students | Students’ inclusion in the school community and access to the school’s curriculum, facilities and extra curricular activities are promoted. Positive and orderly classroom climates are promoted where students feel safe and secure and are encouraged and supported to take risks. | • Culturally appropriate practices are modelled and encouraged  
• Expectations for learning and behaviour are known and shared with students and their whanau  
• Oversee the day to day operation of the school’s learning support programmes.  
• Organise and lead Additional Needs meetings and IEP meetings, including pre IEP meetings with teachers and support staff.  
• Prepare and present reports to BOT and MOE as required. |

**MANAAKITANGA**
To promote a collaborative, inclusive and supportive learning environment

**MANAAKITANGA**

- Develop and maintain a special needs register
- Student IEP goals are known and reflected in teacher planning and monitored at pre IEP meetings.
- The teacher is supported to provide regular feedback to students, with next steps for learning clearly articulated to students and whanau.
- Assist teachers to co-construct learning activities with their students and their colleagues.
- Observe in classrooms to monitor effectiveness of assistive technology and teaching and teaching assistant strategies.
- Advise teachers on ways to assist students to adapt to challenges and changing learning and social situations.

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<tr>
<th>Manakitanga</th>
<th>Advocates for and supports learning environments that are positive and stimulating and are organised to allow for differentiated learning, acknowledging the needs and strengths of individual students.</th>
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| To assist teachers to conceptualise, plan and implement appropriate learning programmes, consistent with national curriculum requirements, school policies and procedures. | Differentiated learning programmes meet the requirements of the NZC or TMoA, school policies and implementation plans, and are aligned to students’ needs and interests. | • Priority learners are clearly identified in the classroom  
• Pupils are appropriately grouped for learning  
• Observations in classrooms and attendance at team meetings assist to monitor learner progress and ensure the effectiveness of assistive technology, and teaching and teaching assistant strategies.  
• Next steps are identified and implemented for learners  
• Planning folders and documentation for students with additional needs are maintained according to school guidelines e.g. eTAP information  
• Support and develop the school ESOL programme |
To acknowledge the background and prior learning of pupils and to assist teachers to plan and provide authentic learning experiences that acknowledge student diversity.

**AKO TANGATA WHENUATANGA**

- Assist teachers to use appropriate teaching skills, knowledge, and strategies to support the engagement of all students in their learning.
  - Teachers are aware of students prior knowledge
  - Differentiation is evident in planning
  - Appropriate texts are selected
  - A range of learning activities and approaches are implemented e.g. wait time, helping circles, tutorials, technologies
  - Teachers use strategies that develop student self management and independent work habits
  - Teachers regularly review and adjust their planning and teaching approaches to meet the needs / interests of students.

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| To assist teachers to analyse and appropriately use student achievement and progress information which has been gathered both informally and formally. | Administrative tasks and assessment practices are completed, documented and communicated following school requirements and expectations. | - Up to date IEPs and eTap information are maintained and monitored.  
- Written reports and IEP reports for parents are informative and written in plain language.  
- Engage in robust discussion and critical analysis of student data to recognise trends and patterns in classroom and schoolwide cohorts.  
- Monitor and allocate ORS consumable monies for each funded student as required throughout the year. |
| To use critical inquiry and problem solving effectively in professional practice | Through participation in professional learning and self review practices, the SENCO will set goals linked to improving student learning, and modify her practice where necessary | • Assist with forward planning to address trends and patterns evident in the analysis of student data.

• Formulate timetables for each teacher aide, with funding sources identified and allocated according to pupil needs.

• Set relevant and appropriate personal goals for teaching inquiry that link to improving student learning and developing teaching practices.

• Utilise On line teaching and improvement tool to respond to own teaching inquiry.

• Share responses and current information from professional reading, research and PLD with Additional Needs Team.

• Observe the practice of colleagues.

• Model practice for colleagues.

• Trial new ideas and initiatives and reflect on their effectiveness.

• Facilitate learning discussions / workshops for staff and teacher aides, parents and whanau.

• Demonstrate own professional learning through discussions, sharing and presenting strategies and ideas. |