Ngaruawahia High School

Special Education Needs Coordinator (SENCO)
2PMU 1PMMA
Job Description

The SENCO will have experience and expertise in meeting the needs of our diverse learners. NHS embraces an inclusive approach for all learners and the SENCO will be expected to assist teachers and learners in achieving this goal. The SENCO will be expected to collect information regarding the needs of ORS, ESOL, high needs and other diverse learners and work with staff, whaanau, students, teacher aides, external professionals and school leadership to develop, implement and analyse the effects of these programmes.

Responsible to:
The Deputy Principal and Principal.

Functional relationships with: Senior Leadership Team, Kaiako, support staff, teacher aides, parents/whaanau, outside agencies, and aakonga.

Primary Objectives:

- To support teachers to improve their programmes and understanding of how learning differences affect learning.
- To support teachers to improve teaching and learning through a focus on identifying learners early and identifying strengths and weaknesses.
- To develop and review systems, structures and procedures around catering for diverse learners.
- To provide guidance and professional learning for Teacher Aides and classroom teachers to enable them to best support our learners.

Areas of responsibility	Key Tasks
Leadership	• Provide professional learning and development for staff (and in particular teacher aides), which support relational and responsive practices. • Lead a team of teacher aides and build capacity through ongoing and collaborative review of practice and professional development. • Review, develop and monitor systems, structures and procedures that support the needs of diverse learners.
Transition/Student Learning	• Liaise with the student's previous teacher/school to identify students with additional needs and manage transition both into and out of school. • Carry out diagnostic testing.

	• Maintain a register of students with diverse needs and provide teaching staff with this information. Ensure the register remains up to date.and ensure that the information is current, comprehensive and confidential. • Develop Individual Learning Plans (ILPs). • Coordinate applications for support from outside the school as part of the transition. • Coordinate the development of behaviour management plans for at risk students. • Organise testing and applying for Special Assessment Conditions (SAC). • Gather and record quantitative and qualitative data in relation to interventions. • Complete referrals and applications to relevant agency e.g. MOE, OT, RTLB. • Complete ESOL funding applications and assessments.
Lifting Staff Capability	• Provide professional learning and development for staff (and in particular teacher aides) which support relational and responsive practices to meet the needs of diverse learners. • Lead a team of teacher aides and build capacity through ongoing and collaborative review of practice (appraisal) and professional development. • Manage and supervise placement of teacher aides and their timetables. • Conduct teacher aide appraisals. • Contribute to the identification of learning support needs by providing tools and advice to kaiako. • Teach specific small groups with identified students and gather evidence of progress. • Engage in ongoing professional learning and development, including attending relevant training workshops and conferences.
Whaanau	• Work with whaanau and their child to support their diverse needs. • Provide whaanau with access to resources and guidance so they can be proactive in their child's education. • Support kaiako to build capability and confidence when working with whaanau of students requiring learning support. • Respond to concerns raised by whaanau regarding learning support. • Liaise with external professionals.

	• Work collaboratively with the RTLB to meet the needs of individual students through regular meetings to prepare plans, complete referrals and all required documentation. • Build and maintain strong relationships with whaanau.
Leadership	• Review, develop, monitor and implement systems that promote and support inclusive approaches to support the needs of diverse learners. • Maintain required documentation for SAC, and employ and train reader/writers to support eligible students with special educational needs in examinations. • Provide regular reporting, drawing on the learning support register, to school leadership about students numbers, needs and trends regarding learning support. • Advising on particular capability development needs relating to the support of kaiako. • Raise learning support related issues that require SLT involvement in order to solve. • Manage budget and funding streams such as ESOL, ICS, ORS, IRF. • Work with the MInistry of Education and the Principal to manage IRF. • Regularly report to the Board of Trustees. • Develop and maintain a register of diverse learners and ensure that the information is current, comprehensive and confidential.

All teachers must adhere to the Code of Professional Responsibility and Standards for the Teaching Profession and the expectations in the Teacher Job Description.

Declaration:
Date of Review: _____

Approved By:

Principal _____ (Name) _____ (Signature)

_____ (Date)

Teacher: _____ (Name) _____ (Signature)

Date: _____