# Position Description
## SENCO

| **Reports to:** | **Principal** |
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| **Functional Relationships:** | • Teaching Staff<br>• Guidance staff<br>• Deans<br>• Support staff<br>• RTLBs<br>• Students with special education needs and their parents |
| **Location:** | Northland College – 62 Mangakahia Road, Kaikohe |
| **Hours of Work:** | Full-time (1 FTE)<br>1x Permanent Unit |
| **Date Position Description Reviewed:** | Annual Appraisal |
| **Purpose of the Position:** | To support the pastoral, social and academic needs of students with identified special education needs |

## Key Areas of Responsibility

| **Key Tasks** | **Expected Results** |
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| **Administration** | |
| **Overview of key resourcing and school support issues as applies to students with identified special educational needs**<br>- Familiarity with and effective use of available resources to support students. | • Funding applications are made to appropriate funding sources / agencies<br>• Applications for, and administration of, ORRS funding and ORRS teacher time<br>  • Administration of Special Education Grant (SEG) Funding<br>  • Application for, and administration of, RTLB Year 11-13 funding (or other funding that succeeds this)<br>  • Application for, and administration of, |

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| | Interim Response Fund (IRF) funding<br>● Application for, and administration of, Technology requirements for students with special needs<br>● Application for, and administration of, special examination and other assessment arrangements including NZQA Special Assessment Conditions<br>● Register of medication or other health needs e.g. epilepsy protocols<br>● Manage any issues with Learning Support for students or staff. |
| **Student Records**<br>- Keep accurate records for students with special education needs. | ● Student information and data (including pastoral data) is accurate and available to other staff in KAMAR<br>● Paper-based information is filed in student files and shared with appropriate people<br>● Maintain and audit appropriate school and student records with regard to students with special education needs<br>● Maintain an up-to date register of students with special education needs |
| **Meetings**<br>- Attend and run meetings as required Individual Education Plan (IEP) meetings<br>- Special Education Review meetings twice yearly<br>- Meet with parents, teachers and students as required<br>- Attend fortnightly after-school Deans' meetings. | ● Staff, parents and students are informed and supported |
| **Student Support Programmes**<br>- Ongoing support of the literacy programme<br>- Initiation of other student support programmes in response to identified student needs<br>- Transition of students with special | ● There is a programme to transition students with special education needs into the school<br>● Students with deficits in literacy are identified and included in the reading programme<br>● The literacy programme is implemented with support provided<br>● Report in February, June and November on |

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| education needs into the school is monitored and supported as necessary<br>- Ongoing development and support of the PB4L programme in the school | outcomes of the literacy and other student support programmes<br>● Teachers and students understand the features of effective classroom instruction and management<br>● School-wide practice in identifying and adopting evidence-based practices is further developed<br>● Strategies to increase appropriate and decrease inappropriate behaviour of students are developed and implemented |
| **Management of Human Resources** | |
| **Recruiting, training and supervision of teacher aides**<br>- Provision of teacher aide support for students with special education needs who require this, within resourcing available | ● Identify students who require teacher aide support<br>● Recruit and arrange training for suitable teacher aides<br>● Ensure that fixed term contracts are in place for each teacher aide<br>● Allocate teacher aides to students, working within the available financial resources<br>● Respond to teacher requests for teacher aide support, within the available resources<br>● Make recommendations to SLT regarding resourcing levels |
| **Communication** | |
| **Effective communication with students, parents and staff.**<br>**Liaison with outside agencies** | ● Ensure that students, parents and teachers are kept informed of progress and any issues with the pastoral, social and academic development of students with special education needs.<br>● Communication with outside agencies, and being the point of contact with regard to students with special education needs. |
| **Professional Learning** | |
| **Maintain a working knowledge of current issues and best practice in special education.**<br>**Provide professional learning and development support for support staff and teachers of students with identified special education needs.** | ● Use professional learning opportunities to improve an develop understanding of best practice in special education.<br>● Support teaching and support staff in differentiation of curriculum materials, particularly at Year 9 level, to support learning in reading, writing and mathematics. |

| **Reporting** | |
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| **Provide regular reports** | • Provide a monthly written report on activities and progress towards supporting the pastoral, social and academic needs of students with identified special education needs. |

## General Responsibilities

- Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand;
- Using critical inquiry collaborative problem solving and professional learning to improve professional;
- Capability to impact on the learning and achievement of all learners;
- Establish and maintain professional relationships and behaviors focused on the learning and wellbeing of each learner;
- Create and maintain learning focused environments which are collaborative, inclusive and safe;
- Design learning based on professional knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identity, language and cultures;
- Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace;
- Build effective partnerships in learning with parents, family and whānau to support student engagement and learning;
- Accelerate the learning of underachieving learners;
- Provide an emotionally, physically, culturally and spiritually safe learning context;
- Build effective relationships with learners that promote engagement, learning and respond to learners;
- individual learning needs;
- Demonstrate improved effectiveness in their teaching practice through collaborative, critical teacher reflective practice;
- Comply with all board policies and relevant legislation.

## Personal Attributes

- **Confidentiality –** *Maintain strict confidentiality in regard to sensitive information.*
- **Resilience –** *Maintain effective work behaviour in the face of setbacks or pressure.*
- **Inquiring –** *Maintain an attitude of on-going inquiry into practice seeking constant improvement*

**GENERAL COMMENTS**

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Approved by:

Signed: _____ Principal

Date: _____

Signed: _____ SENCO

Date: _____