TE KURA TUARUA O TE KAMO
TE KAMO HIGH SCHOOL

Special Educational Needs Co-ordinator (SENCO) Job Description

Position Title: Special Educational Needs Co-ordinator (SENCO)

School: Te Kamo High School

Responsible to: Principal / Deputy Principal (Inclusive Learning / Curriculum)

Functional Relationships: Learning Support Team, Learning Support Co-ordinators (LSCs), Learning Support Assistants (LSAs/TAs), Learning Leaders, Deans, Student Support Team (Guidance Counsellors/Social Workers), Careers / Pathways Team, Ministry of Education (MOE), NZQA, Principal's Nominee, External Agencies, Parents/Whānau, Students.

Tenure/Hours: Full-time, Permanent. This position carries one Middle Management Unit.

Primary Purpose of the Position

The SENCO leads, manages, and co-ordinates learning support across the school. The SENCO works collaboratively with staff, whānau, and external agencies to identify, plan for, and support students with diverse learning needs, disabilities, and neurodivergence, ensuring they can access the New Zealand Curriculum, achieve success, and feel a strong sense of belonging.

In the senior high school setting, this role has a specialized focus on managing **NCEA Special Assessment Conditions (SAC)** and coordinating **Senior Transition Pathways** to support students moving into further education, training, or employment.

Key Responsibilities and Accountabilities

1. Strategic Leadership & Inclusive Culture

- Champion inclusive education practices across the school aligned with the Te Kamo High School values and the Kaupapa of Learning, *Education and Training Act 2020*, *Te Mātaiaho* (NZ Curriculum), and the *Learning Support Delivery Model (LSDM)*.
- Foster culturally responsive practices that honor *Te Tiriti o Waitangi*, ensuring Māori students with learning needs are supported in ways that uphold *tikanga* and *whanaungatanga*.
- Collaborate with SLT to develop, monitor, and review school-wide policies and procedures related to learning support.
- Maintain oversight of learning support funding allocations (e.g., ORS, High Health Needs, In-Class Support, School High Health Services).

2. NCEA Special Assessment Conditions (SAC) Management

- Oversee the identification and application process for NZQA Special Assessment Conditions (SAC) for eligible students in Years 11–13 (and Year 10 where applicable).
- Coordinate internal school-based evidence gathering (e.g., diagnostic testing, teacher observations, alternative assessment trials) and external specialist reports (e.g., educational psychologist assessments).
- Submit, track, and maintain SAC applications via the NZQA Schools Portal within required timelines.
- Oversee the management of operational logistics for SAC implementation during internal assessments and end-of-year NCEA external exams, including the provision of reader-writers and separate accomodation.
- Communicate approved SAC provisions to teaching staff, students, and whānau to ensure accommodations are routinely used in everyday classroom practice and formative assessment.

Please note that this undertaking of the Special Assessment Conditions sits with the responsibility of a Learning Support Assistant with higher responsibilities.

3. Senior Transition Planning & Post-Secondary Pathways

- Liaise with the Pathways team around transition planning for students with high/complex needs (e.g., ORS-funded students) starting from Year 9/10 and intensifying through Years 11–13.
- Collaborate with the Careers Advisor, Pathways Coordinator, Deans, and external transition agencies (e.g., MoE Transition Services, MSD Supported Employment providers) to design tailored pathway plans.
- Organize transition-focused Individual Education Plan (IEP) meetings to establish goals around independent living skills, work experience, vocational training, or tertiary study options.
- Assist students and whānau in navigating post-school support services, funding applications, and disability support services at tertiary institutions.

4. Identification, Assessment & Individual Planning

- Establish and oversee robust processes to identify incoming students requiring learning support early upon transition into high school.
- Collate, analyze, and interpret diagnostic assessment data (PATs, e-asTTle, SMART, reading and writing assessments, specialist medical/psychological reports).
- Manage applications for MoE funding and specialist interventions (ORS, RTLB, Speech-Language Therapy, Physical Disability Service).
- Co-ordinate Individual Learning Plans (ILPs) / Individual Education Plans (IEPs) and facilitate regular review meetings involving students, whānau, and support teams.

5. Staff Support, Collaboration & Professional Development

- Support the Learning Support Coordinators (LSCs) to differentiate curriculum, adapt resources, and implement Universal Design for Learning (UDL) strategies.
- Direct the deployment, timetabling, induction, and performance reviews of Learning Support Assistants (LSAs) / Teacher Assistants (TAs).
- Support the Learning Support Coordinators (LSCs) with the delivery of targeted Professional Learning and Development (PLD) for teaching staff regarding neurodiversity, SAC implementations, and inclusive classroom practices.

6. Liaison with Whānau & External Agencies

- Build strong partnerships with parents and whānau, keeping them informed and actively involved in learning and transition decisions.
- Serve as the primary liaison with external agencies, including MOE Learning Support, RTLB, NZQA, health specialists, pediatricians, and transition support providers.

7. Monitoring, Reporting & Administration

- Maintain accurate, secure, and up-to-date learning support and SAC records on the Student Management System (KAMAR).
- Track and evaluate student progress to measure the impact of interventions and SAC accommodations.
- Provide regular reporting to the Principal and Board of Trustees on learning support, SAC uptake/outcomes, and pathway tracking.

8. Delivery of Specialised Programmes (Teaching)

- Plan and deliver specialised programmes, e.g. South Pacific Educational Courses (SPEC) New Zealand Certificate in Skills for Living for Supported Learners and The New Zealand Certificate in Foundation Skills Level 1.
- Plan and deliver other in-house programmes, e.g. Mauri Ora, designed to meet the needs of students with additional needs.

Person Specification (Qualifications & Competencies)

Qualifications & Professional Registration

- Current full registration with the Teaching Council of Aotearoa New Zealand.
- Postgraduate qualification or targeted training in Special/Inclusive Education, SAC Assessment, or Learning Support (highly desirable).

Knowledge and Experience

- Extensive experience as a secondary classroom teacher with strong working knowledge of NCEA and the NZQA assessment framework.
- An understanding of the NZQA Special Assessment Conditions (SAC) applications and operational delivery.

- In-depth understanding of MoE Learning Support systems, ORS guidelines, and senior transition pathways.
- Understanding of neurodiverse learning profiles (e.g., Dyslexia, ADHD, Autism Spectrum, FASD) and effective instructional and assessment accommodations.

Key Competencies

- **Empathy & Advocacy:** Strong commitment to equity, inclusion, and supporting young adults toward independence.
- **Organization & Logistics Management:** Exceptional administrative skills with high attention to detail for managing complex SAC exam logistics and deadlines.
- **Communication & Collaboration:** Excellent interpersonal skills for navigating sensitive discussions with whānau, staff, and external agencies.
- **Cultural Competence:** Commitment to culturally responsive practice honoring *Te Tiriti o Waitangi* for Māori and Pacific learners.

All teachers at TKHS will embody the Practising Teacher Criteria and the TKHS Principles.

2026 STANDARDS FOR THE TEACHING PROFESSION		
	STANDARD	**ELABORATION OF THE STANDARD**
1	**Te Tiriti o Waitangi partnership**	Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.
2	**Know the content and how to teach it**	Design learning based on curriculum and pedagogical knowledge. Understand how to design learning based on content, curriculum, and pedagogical knowledge
3	**Know the learner and the learning process**	Understand the learning process and the diversity of learners' strengths, needs, languages, cultures, identities, and interests.
4	**Plan for and implement effective teaching and learning**	Plan for learning, teach, and respond to learners during teaching to progress their learning at an appropriate depth and pace.
5	**Create and maintain supportive and safe learning environments**	Develop a culture where learners feel safe, have their needs met, and are focused on learning, with appropriate use of equipment and technologies.

6	**Assess, provide feedback, and report on learning**	Use regular and consistent assessment to inform teaching and share information on learner progress.
7	**Engage in professional learning**	Improve professional capability through evidence-based reflection, professional learning, and engagement with colleagues.
8	**Engage in productive professional relationships**	Work constructively with colleagues, parents/caregivers, and the community to support the learning and well-being of each learner.