**About the role:**

This is an exciting opportunity for someone looking to develop their leadership skills in order to embed an inclusive SEN approach alongside a supportive senior management team.

Isamilo International School is looking for an enthusiastic and dedicated Special Educational Needs Coordinator to join our staff team. Our SENCO will be hands on; involved in all aspects of teaching and learning as well as leading our staff team in the development of our inclusive SEN provision. The SENCO will also have a teaching commitment within the school and is expected to demonstrate excellent classroom practise, modelling an inclusive atmosphere where education is tailored to suit all learners.

**The successful candidate will:**

* Hold or be working towards the National Award for SEN Coordination or equivalent;
* Be a qualified teacher;
* Have thorough knowledge of the new SEN code of practice;
* Be able to build strong relationships with families and the wider community;
* Demonstrate a high level of adaptability;
* Show a high level of creativity and independence in supplying SEN provision in the absence of external support agencies;
* Assess the needs of pupils and support teachers to plan for them accordingly
* Motivate, support and manage the SEN practise of teachers and teaching assistants
* Provide staff training to develop expertise in working with children who have SEN
* Plan and evaluate SEN interventions
* Demonstrate excellent, inclusive classroom practise
* Evaluate and update the SEN action plans
* Fully support the mission and ethos of the school

As a school we have an absolute commitment to safeguarding and child protection. The successful candidate will be required to provide supporting documents to confirm their suitability to work with the children.

The SENCO has a key role at Isamilo International School in supporting colleagues and coordinating the response of the school to children with SEN in Early Years and KS1-KS5.

1. **Ensuring all teachers at Isamilo understand their responsibilities to children with SEN and the school’s approach to identifying and meeting SEN**

The SENCO will:

* work with the Senior Management Team to regularly review the SEN and disability policy and practice within the school and agree how it will be implemented.
* be responsible for the day-to-day operation of the school’s SEN policy, and for coordinating provision across the school.
* implement SEN support and the graduated approach of: assess, plan, do, review to meet the outcomes identified for the child
* support individual teachers and teaching assistants in implementing the approach for individual children.
* meet the requirements for record-keeping in a way that supports a participative decision-making process.
* draw on a range of sources, including the views of the child, supported by reliable evidence of effectiveness, to inform their advice and support to colleagues on different approaches to improving children’s progress.
1. **Advising and supporting colleagues**

The SENCO will:

* support teachers and teaching assistants to assess their skills and competencies, identify any gaps and implement next steps in professional development.
* ensure all practitioners in the school understand:
* their responsibilities to children with SEN.
* the school’s approach to identifying and meeting SEN.
* how the school: responds to any cause for concern and identifies and responds to special educational needs.
* how the school works in partnership with parents to identify a child as having SEN.
* how the teacher and the SENCO agree, in consultation with the parent and the child, the outcomes they are seeking for the child.
1. **Ensuring parents are closely involved throughout and that their insights inform action taken by the school.**

The SENCO will:

* make sure parents receive the information, advice and support that they need in order to participate in the SEN decision-making process.
* ensure parents are closely involved throughout and that their insights inform action taken by the school.
1. **Continually develop own practice**

Effective practitioners reflect on their own practice and undertake continuous professional development. The SENCO will:

* understand their own responsibilities to children with SEN, their carers/parents.
* continually reflect on and strive to improve the school’s approach to identifying and meeting SEN.
* work to improve the reliability of evidence of the effectiveness of provision.
* assess their own skills and competencies, identify any gaps and next steps in professional development.
* identify and use training and other sources of support to address their own development needs.
* keep up-to-date with meeting the school’s needs.