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|  | **Role Description** |
| **POSITION** | **Secondary School SEN / Inclusion Teacher** |

#### **NEXUS INTERNATIONAL SCHOOL,** MALAYSIA

NISM is a privately owned international school in Putrajaya, Malaysia. The student body consists of expats from a large number of countries, members of government departments such as the Ministry of Foreign Affairs, and private fee paying Malaysians; the school roll is expected to grow to more than 800 over the next few years. NISM follows a British flavoured international curriculum, which includes IPC, IGCSE and IB Diploma.

The school is an inclusive environment and has a focus on personalisation of learning. ICT is fully integrated at all levels in the school; younger children are using iPads, the primary school has access to laptops in trolleys and learners from Year 5 – 13 have their own MacBook Pro laptops which are used across the curriculum.

**OUR PURPOSE**

To educate the youth of the world to take their productive place as leaders in the global community.

**OUR MISSION**

To be acclaimed by the world wide international education community as a provider of the highest quality international education which is speciﬁcally matched to the needs of our expatriate and local students

**OUR VISION**

Nexus International School will be an internationally minded learning community that nurtures and supports every child’s emotional, physical, creative and intellectual needs in order that they can achieve academic success and become globally responsible citizens. We will accomplish this by celebrating diversity and challenging minds.

**OUR CORE VALUES**

RESPECTING and caring for each other

being dedicated to a culture of EXCELLENCE

openness in COMMUNICATION

acting with INTEGRITY

being PASSIONATE in what we do

creating ENJOYABLE environments

**At Nexus International School, we promise to:**

• Treat everyone as gifted and talented individuals and foster those talents and gifts through

careful mentorship and guidance that is based on respect for all.

• Provide an environment that allows these talents to ﬂourish; one that is innovative,

progressive and grounded in trust, compassion and respect.

#### **KEY OBJECTIVES OF THE POSITION**

To carry out the professional duties of the SEN / Inclusion Teacher as circumstances may require and in accordance with the school's policies under the direction of the Principal and ELL HOD.

A teacher is an informed, reflective practitioner who uses inquiry teaching strategies to create positive learning environments which motivate and challenge all learners to become self-regulated, life-long learners and leaders.

**SPECIFIC DUTIES**

Consistent with Nexus International School policies, SEN / Inclusion teacher is responsible for:

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| **Learner Assessment and Information Sharing** | | | | |
| * Implement and review the teacher referral system for highlighting learners that require further assessment * Identify learner strengths / weaknesses through observation, teacher feedback and formal assessment * Assessing and analysing data patterns of prior progression and regression * Reviewing and using data from both standardised school assessments and specific SEN assessments to identify learners who may need support and clarify specific curriculum areas where this support should be focussed * Produce and regularly review (once per term) learner action plans (IEP’s), sharing agreed information with mainstream teachers that provides structured targets that are attainable by learners and support for staff to enable the learners to attain these targets * Support the assessment and application for special circumstances for externally moderated and examined work through the JCQ or exam boards alongside the exam’s officer and HOD. * Facilitate learner case conferences for specific learners where mainstream teachers need guidance with intervention and differentiation strategies. * Assist in the assessment of new applications for learners who are identified from data as having possible learning challenges / SEN * To complete and share a yearly review against established termly targets which informs parents of overall progression due to interventions and next steps required if the learner is to continue with additional support * Collaborating with internal and external specialist services (Speech and language / Occupational Therapy etc) to ensure that recommendations and interventions are shared with teaching staff effectively * Tracking and assessing data for learners prior to entry in Yr6 so that relevant information can be shared with secondary staff upon entry to secondary school | | | | |
| **Establishing goals and expectations: Includes the setting, communicating and monitoring of learning goals, standards and expectations, and the involvement of staff and others in the process so there is clarity and consensus about goals.** | | | | |
| * Collaborating with mainstream teachers during the planning phase to share ideas and modify resources for differentiation of the mainstream curriculum according to the pre-identified learners needs * Teachinggroups, individuals, and providing pre-class, in-class and post-class support for learners with additional educational needs across the year groups as appropriate * Planning, developing and delivering specific short term educational programmes which address and remediate the additional educational needs of the learners * Identifying and teaching study skills and social skills that will develop the learners’ ability to work independently. * Providing skill-based support to groups or individuals (e.g. spelling, fine motor, interactive) * To work alongside the Yr11 HoY for supporting learners who have a reduced timetable, ensuring that they have appropriate work and intervention strategies to effectively use their additional time * Support identified learners for a pre-established period of time to teach and implement a specific strategy which enables them to access the curriculum * Assist in the QA process for planning documentation to ensure that differentiation is included for all curriculum areas * To ensure the educational environment is conducive to learning and share strategies where modification is required | | | | |
| **Keeping up to date with the latest developments** | | | | |
| * Attending appropriate conferences / partnership / working groups / to ensure awareness of new strategies in SEN and sharing these with others * Piloting and investigating the use of new teaching and learning approaches for SEN learners * Sharing best practice with existing and new approaches with staff within Nexus and Partner schools, including approaches to using technology which enable learners to access the curriculum with further confidence | | | | |
| **Planning, Coordinating and evaluating teaching and the curriculum: Direct involvement in the support and evaluation of teaching through regular classroom visits and provision of formative and summative feedback to teachers. Direct oversight of curriculum through school-wide coordination across classes and year levels and alignment to school goals.** | | | | |
| * Plan collaboratively with HOD / Teachers / Support Staff to meet the needs of the learners * Where required, model behavioural needs intervention strategies for SEN learners * Supporting and encouraging risk taking with learners and staff * Provide the support for mentoring times and supporting professional development of others relating to SEN throughout the year * Support, mentor and monitor learners to adapt self management strategies according to their learning challenges, gaining learner feedback to help provide next steps in their learning * Promote learner self advocacy providing strategies and monitor these strategies accordingly | | | | |
| **Promoting and participating In teacher learning and development: Leadership that not only promotes but directly participates with teachers in formal or informal professional learning.** | | | | |
| * Provide SEN training to staff (1:1 or groups) within the secondary school, including those new to teaching * Evaluating the impact of training and professional development through observations / learning walks within mainstream classrooms, sharing appropriate feedback to promote an inclusive learning environment | | | | |
| **Ensuring an orderly and supportive environment: Protecting time for teaching and learning by reducing external pressures and interruptions and establishing an orderly and supportive environment both inside and outside classrooms.** | | | | |
| * Developing and maintaining positive and productive professional relationships with colleagues, liaising with class teachers and parents to maximize on the learning partnership * Developing relationships within the school, between Nexus campuses and internationally. * Collaborating with professionals by networking externally with social networking tools. * Routinely communicating with parents and outside professional bodies about learners progress, interventions and recommended next steps * Effectively communicating with parents when a new challenge or change is required to support the learner and highlighting the holistic approaches at both school and home that need to be adopted | | | | |
| **CCA/ECA** | | | | |
| * Offer 3 CCA activities throughout the year * Undertake assigned duties regularly | | | | |
| **Other duties** | | | | |
| * Meet professional expectations during the school day as outlined by the staff handbook * Complete the role of a tutor as required by the DH * Establish and maintain positive and cooperative relationships with all colleagues * Participate in all compulsory additional activities (eg PTC / Exhibition of Learning Days) * Contribute to the department Action Plan | | | | |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

This job description may be amended at any time following discussion between the principal and member of staff, to be reviewed annually.

**Expenditure Authority:**

Up to budget allocations consistent with school policies and project set up budget.

#### **KEY RELATIONSHIPS**

Principal and Head of Secondary via the Inclusion line manager.

In addition teachers develop and maintain effective working relationships with:

* Learners
* Teachers and Teaching Assistants
* Parents
* ICT technicians
* HoY’s
* School executive team
* School leadership teams
* Administration staff

#### **PERSONAL SPECIFICATION**

**Qualifications and Training**

A degree plus teaching qualification (or equivalent)

Higher degree or recognized professional qualification (preferred)

Evidence of continued relevant professional development in SEN

**Experience**

Experience in teaching learners with diverse needs, especially in the area of ASD / ADHD /ADD and Dyslexia

Experience in an international school environment (preferred)

Experience in management of staff

**Knowledge and Understanding**

Practical understanding of SEN

Theoretical understanding of effective teaching and learning strategies and behavioural management strategies

Understanding and knowledge of principles and practice of inclusion

**Person Qualities**

A demonstrated and genuine liking and appreciation of children

Demonstrates interpersonal skills that ensure approachability

Resilience

Understanding of learner’s personal qualities and needs to learn

Flexible and adaptable

Sense of humour

High standards and expectations

Motivated

Able to work and manage a variety of experienced professionals

#### **CORE COMPETENCIES**

We are looking for someone who can:

* Demonstrate flexibility in their approaches with learners, staff and parents
* Establish and maintain good relationships with colleagues, learners and parents
* Communicate effectively orally and in writing
* Be highly proficient in the use of technology (Google classrooms / Google documents) to effectively share information with mainstream teachers
* Coach others in a challenging but non-confrontational way
* Positively influence others
* Build trusting relationships that promote mutual respect and safety
* Motivate and engage with colleagues