

SENCO JOB DESCRIPTION

LOCATION	The British College of Brazil, Sao Paulo
JOB PURPOSE	<ul style="list-style-type: none"> To promote inclusive practice within BCB To identify, with key stakeholders, pupils who have Special Educational Needs (SEN) To identify, with key stakeholders, the specific SEN of each of those pupils To develop and implement, with key stakeholders, Individual Education Plans (IEPs) To monitor and routinely review IEPs To promote the Mission, Vision and the Values of the school Ensure that planning, preparation, recording, assessment and reports meet the expectations of the school To actively contribute to wider school development and growth To demonstrate thorough SEN knowledge To demonstrate a proactive approach towards professional development To lead and manage the SEN team
REPORTING TO	Head of Primary, Head of Secondary
DIRECT REPORTS	Teachers, TAs
OTHER KEY RELATIONSHIPS	Pupils, Parents, Deputy Heads of Primary, Deputy Heads of Secondary Curriculum Co-Ordinators, Administrative Staff

KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
Engagement and Interaction – School Ambassador to Internal Community	
<ul style="list-style-type: none"> Positively engage SEN pupils with their IEP Facilitate parental engagement by ensuring their child’s IEP is shared positively and coherently with parents Facilitate parental engagement by ensuring IEPs are regularly reviewed with them – highlighting improvements and clearly outlining why/how the IEP has been revised (or not) To support the life of the school beyond the classroom including after school activities, school trips, events and to contribute to whole school learning initiatives during term time Prepare presentations for parental groups as required by the Phase Co-Ordinators, Head of Primary or Principal 	<ul style="list-style-type: none"> Relationship with SEN pupils Relationship with parents Quality of INSET given Contribution to the wider community Professional standards Quality of IEPs Morale and engagement of the SEN team

<ul style="list-style-type: none"> ▪ Prepare INSET for staff as required by the Phase Co-Ordinators, Head of Primary, Head of Secondary or Principal ▪ To act as a role model with regards to personal appearance and conduct 	
<p>Learning and Teaching</p>	
<ul style="list-style-type: none"> ▪ Have an excellent knowledge and understanding of what makes quality and effective SEN provision and the utilisation of SEN strategies that support pupils. ▪ Use SEN methods that will engage and support pupils enabling them to engage with the BCB curriculum ▪ Advise teachers on strategies to support pupils through their learning and overcoming barriers ▪ Raise knowledge, awareness and understanding of SEND through INSET ▪ Set high expectations for pupil behaviour, establishing and maintaining an excellent standard of behaviour management through positive and productive relationships in accordance with the behaviour rules and policy of BCB. ▪ Assist the MAC team complete the admissions process when appropriate 	<ul style="list-style-type: none"> ▪ SEN pupils feel supported ▪ Families of SEN pupils feel supported ▪ Teachers feel supported and able to help SEN pupils ▪ Knowledge of SEN at BCB high ▪ Performance appraisal ▪ Quality of INSET given ▪ Quality and depth of SEN assessment of new pupils
<p>Planning and Preparation</p>	
<ul style="list-style-type: none"> ▪ Ensure that the SEN policy is applied consistently and reviewed annually in consultation with the SLT ▪ Maintain and review the SEN register according to BCB policies and procedures ▪ Develop focussed IEPs in collaboration with relevant teachers as appropriate, and review them regularly with teachers and/or SLT ▪ Manage LSA conducting individual/small group support for SCHOOL ACTION PLUS students ▪ Identify pupils who may require additional support and know where to get external help in order to give positive and targeted support ▪ Liaise with external agencies supporting SEN pupils in order to establish co-ordinated support 	<ul style="list-style-type: none"> • Up to date SEN policy that is followed • Up to date SEN register • Quality of IEPs • Performance appraisal • Quality of and sharing of information from external support
<p>Professional and Personal Development</p>	
<ul style="list-style-type: none"> ▪ Continual development through the identification and implementation of your own Personal Development Plan ▪ Regular engagement with Nord Anglia University and its courses. ▪ Engagement with other NAE teachers through NAE's Global Campus. 	<ul style="list-style-type: none"> ▪ Improved performance. ▪ Performance appraisal. ▪ Personal Development Plan ▪ Engagement with Nord Anglia Education University ▪ Engagement with Global Campus as appropriate

PERSONAL SPECIFICATIONS – Skills Knowledge and Experience	
<ul style="list-style-type: none"> ▪ Teaching degree with QTS ▪ Detailed, up to date knowledge of SEN issues and strategies ▪ Experience of teaching the Primary curriculum ▪ Experience of working with SEN pupils 	Essential
<ul style="list-style-type: none"> ▪ Previous international teaching experience ▪ A proven track record of teaching the Primary curriculum with at least two years teaching experience 	Desirable
Personal Attributes	
<ul style="list-style-type: none"> ▪ High levels of personal integrity ▪ Conscientious and able to focus on completing work to a consistently high standard ▪ Flexible and positive approach to work ▪ Excellent organisational and time-management skills; high attention to detail ▪ Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved ▪ Adaptable to working in a fast paced ever changing environment ▪ Ability to work under pressure and remain calm ▪ Proactive and willingness to take on multiple tasks ▪ Self-motivated and enthusiastic ▪ Ability to work independently ▪ Must be a team player, willing to help and be flexible ▪ Continually strive for improvement 	
Other	
<ul style="list-style-type: none"> ▪ Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK. ▪ Compliance with visa requirements for working in Brazil. ▪ A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required 	

PHILOSOPHY AND VALUES

We are ambitious for our students, our people and our family of schools. We believe that:

- There is no limit to what every person can achieve.
- Creativity and challenge help us get better every day.
- Learning should be personalised.
- Unique global opportunities enhance the learning experience.

The NAE Commitment

At Nord Anglia Education, we work every day to inspire our schools, our students and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with **respect, integrity, openness, courage and ambition**. These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.

Promote and embodies *The CORE 7 Leadership Capabilities:*

- **Accountable** – Establishes a high performing culture and accepts accountability for organisational performance.
- **Strategic** – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction
- **Collaborative** – Works collaboratively with others to achieve organisational outcomes
- **Entrepreneurial** – Creates organisational value for diverse stakeholders and achieves commercial success
- **Enabling** – Drives excellence through valuing and developing others
- **Agile** – Achieves personal and organisational success within a changing, dynamic and complex environment
- **Resilient** – Demonstrates personal resilience within a demanding environment of high expectations

- Role-model the ‘Be Ambitious’ philosophy each day
- Feedback as a valued member of the team and the wider organisation

Dear Applicant,

Nord Anglia Education is the world's leading premium international schools organisation. Our 56 international schools are located in China, Europe, Middle East, Southeast Asia and the Americas. Together, they educate more than 51,000 students from kindergarten through to the end of secondary education. We are driven by one unifying philosophy: we are ambitious for our students, our people and our family of schools.

Each Nord Anglia Education school is unique in character and tailored to meet the needs of their specific location. However, our schools are also united by the quality education they offer, the excellence of the student experience and the dedicated staff and management in our schools.

Most of the Nord Anglia schools benefit from our performing arts collaboration with The Juilliard School as well as our Global Campus, which offers unique global experiences for students at every age. Many of our schools will also benefit from our new approach to teaching STEAM subjects (science, technology, engineering, arts and maths) through our collaboration with the Massachusetts Institute of Technology (MIT). Our goal as the leading international schools organisation is to provide an education so that students can succeed academically, socially and personally.

Our schools educate students from pre-school to the end of secondary education. Curricula taught in our schools include the English National Curriculum, International Baccalaureate, American Curriculum, Swiss Curriculum, French Curriculum and Shanghai National Curriculum.

We have a global community of over 10,000 teachers and staff, working in 56 schools located in 27 countries around the world supporting our students' learning. Together, we educate over 51,000 students globally from the ages of 2 to 18 years old.

Our students come from a wide mix of backgrounds and cultures and a typical school may have up to 60 different nationalities. A Nord Anglia Education student benefits not only from the richness and expertise within their own school environment, but also from other schools across the Nord Anglia Education family through our Global Campus. Similarly, our teachers can interact with fellow teachers around the world through Nord Anglia University, our bespoke online platform designed by teachers for teachers to provide unrivalled professional development opportunities.

Although our schools are non-selective, year on year our students' academic achievement exceeds global averages across every key stage. On average, our students' score almost four points above the global average in their IB Diploma, and one in three students goes on to study at one of the world's top 100 universities.

Our schools are amongst the most respected premium schools in their markets and are a very popular choice for parents.