



Job Description – Special Educational Needs Coordinator (SENCO)

Type: Permanent

Department: SEN –Academic

Direct Reporting Line: Head of Inclusion

The Role

Durham School for Girls, Doha, provides a British Curriculum education to a vibrant community of 1,250 predominantly Qatari girls. With a commitment to developing girls who leave our school with '*Confidence for Life*', we foster an inclusive environment where every student is encouraged to reach her full potential.

We are seeking an exceptional Special Educational Needs Coordinator (SENCO) to join our team. This will be a new role within the school and an exciting opportunity to develop SEN provision across the school. The SENCO will play a vital role in enhancing the educational experience for students by ensuring that every learner receives the appropriate support to thrive academically and personally.

The ideal candidate will demonstrate cultural sensitivity in all aspects of support, recognizing and addressing the unique needs of our predominantly Qatari student population. The SENCO will be prepared to work with students who may not have a formal SEN diagnosis but require additional support due to language barriers or other factors.

The ideal candidate will possess a deep understanding of SEN provisions, strong leadership skills, and will be adept at setting up and managing day-to-day in-class support strategies to ensure that all students can achieve their full potential in lessons. Moreover, the SENCO will be responsible for the Strategic development of the school's Special Educational Needs (SEN) provision and oversight of the day-to-day operation of that policy with the aim of raising SEN pupil achievement. A SENCO qualification is preferred for this role.

Responsibilities are summarised below:

Teaching and Learning responsibilities

- Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEN.
- Work with staff to develop effective ways of bridging barriers to learning through:
- Assessment of needs to coordinate diagnostic assessments of pupils, co-ordinate information sharing with teachers and parents and where necessary seek additional support from outside agencies. Model embedding advice for teachers and teaching assistants.
- Target setting - IEPs, or Provision Maps
- Collect and interpret specialist assessment data to inform practice.



- Working with staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.
- Develop and implement effective in-class support strategies and lead small group work to assist students who require additional help. This includes designing interventions that are both practical and impactful, ensuring that students can engage fully with the curriculum and make measurable progress
- Develop and manage resources that support practical, in-class interventions. This includes creating or sourcing materials that can be used to support a variety of learning needs and ensuring that these resources are accessible and appropriately tailored to different learning styles.
- Ensure that inclusion is at the centre of strategic planning and resource management and lead and support the inclusive teaching and learning of all pupils within the school providing and promoting models of excellent inclusive classroom practice.

Leading and managing responsibilities

- Provide targeted training and professional development for teachers to enhance their understanding of SEN and equip them with strategies to support students effectively. This includes facilitating workshops, creating resource materials, and offering ongoing support to ensure that best practices are consistently applied in the classroom.
- Provide regular information to the Inclusion Lead on the evaluation of SEN provision.
- Exercise a key role in assisting the Inclusion Lead with the strategic development of SEN policy / provision.
- Where appropriate, liaising with the Examinations Officer and key academic and pastoral staff to ensure that all appropriate examinations concessions are in place.
- Effective deployment of staff and resources
- Advise the Inclusion Lead of priorities for deployment of staff and utilise resources with maximum efficiency.
- Regularly review data and feedback to refine approaches, identify emerging needs, and ensure that interventions are delivering the desired outcomes.
- To be involved in the admissions process for new pupils with SEND, liaising with the admission team, previous settings if needed and ensuring sufficient support is put in place on arrival if applicable.
- Line management of learning support assistants, including timetabling and allocation of classes, duties and tasks, managing and developing roles to ensure the provision of high-quality interventions and support for pupil's progress, achievement, well-being and good behaviour.
- Support the leadership team to manage CPD (continuous professional development) for classroom based staff ensuring their needs are identified and met through quality training opportunities within available resources.
- Support the Principal to ensure the following statutory policies are up to date and relevant: SEND policy, SEND information report, Access Arrangement policy and Inclusion Policy.



Skills, Qualifications and Experience

Education:

- Bachelor's Degree in Education or a related field
- Postgraduate qualification in SEN/Inclusion or Educational Leadership (preferred)

Experience:

- Minimum 3 years of teaching experience, preferably in an inclusive or international setting
- Experience working across Primary and /or Secondary phases

The above is not an exhaustive list. SENCO must be willing to undertake other reasonable duties that the Principal deems necessary for the effective operation of the school.

The International Schools Partnership

The International Schools Partnership (ISP) is a growing group of committed colleagues in financially responsible schools around the world, all of which aim to be the school of choice in their local area. Learning is at the heart of everything we do for our students, colleagues and parents. We are committed to getting better, all the time.

ISP is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All post holders are subject to appropriate vetting procedures, including an online due diligence search, references and satisfactory Criminal Background Checks or equivalent covering the previous 10 years' employment history.

ISP Commitment to Diversity, Equity, Inclusion, and Belonging

ISP is committed to strengthening our inclusive culture by identifying, hiring, developing, and retaining high-performing teammates regardless of gender, age, disability status, neurodivergence, socio-economic background or other demographic characteristics. Candidates who share our vision and principles and are interested in contributing to the success of ISP through this role are strongly encouraged to apply.

Name : _____

Date : _____

Signature : _____