



POSITION: SEND Coordinator

ABOUT US

Wellington College China is a partner of Wellington College in England. It has three schools in Shanghai, all close to each other, not far from the heart of this exciting, international city. Our schools provide an outstanding education for more than 5,000 local and international children aged between 2 and 18 years old. Wellington College China are also winners of HR Asia Best Employers to work for Award, 2020.

Huili School Shanghai is Wellington's bilingual school for Chinese students, which opened in August 2018. There are now more than 1,200 pupils in Huili nursery (Early Years 1-4) and Huili School (grades 1 to 10) and last year saw the opening of our state-of-the-art high school building and the start of IGCSE courses. Over the next two years, the school is expected to grow by more than 100 pupils per year and will be offering the IBDP when our oldest pupils begin grade 11 next academic year.

Huili School combines Wellington's holistic British approach to educating the whole child, with the enduring strengths of the Chinese curriculum and focus on learning. We talk about giving our pupils the best of both worlds. Half of our lessons are in English and half in Chinese. Half of our teachers are English-speakers and half are Chinese. It is our desire to imbue every pupil with our five core values: courage, integrity, respect, kindness, and responsibility. Huili School Shanghai provides pupils access to an education rooted in the traditional values and the progressive approach to learning synonymous with Wellington College. The vision is to inspire pupils to become intellectual, independent, individual and inclusive; our Huili identity. This will be based on a model that establishes a strong understanding of the rich and deep heritage and culture of China and being Chinese, while also establishes the values, aptitudes and knowledge needed to be an effective global citizen. We aim to prepare pupils for success during and after life at the school.

Within a culture of shared vision, mutual respect, connection and belonging, open communication and inclusive practice, the teacher will form an integral part of a close team who aspire to continually develop and evolve in their personal and professional development.

Wellington College China Schools are committed to safeguarding and promoting the welfare of children. Assessment and testing of applicants' suitability to work with children is an integral part of the selection process.



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惠灵顿(中国)



上海浦东新区民办惠立学校
HUILI SCHOOL SHANGHAI

| Basic Information | | | |
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| JOB TITLE | SEND Coordinator | DEPARTMENT | Academic |
| LOCATION | Shanghai | POSITION TYPE | Full-time |
| SUPERVISOR | Head of School | | |
| ANNUAL LEAVES | School calendar | | |
| OBJECTIVES | To support pupils' learning and enrich the education of pupils. | | |

KEY RESPONSIBILITIES:

1. Emotional counselling support for students, their families and staff.
2. Advice and strategies for use by students, their families and staff in and out of the classroom.
3. Provide social skills training to teachers and students.
4. Review new student records for additional learning needs concerns.
5. Provide in-class and/or withdrawal support for referred student(s) with additional needs.
6. Provide curriculum development support for staff to support students who require tier 2 intervention.
7. Assist with modification of classroom accommodations where appropriate.
8. Provide and/or facilitate examination assistance for students with exam access arrangements.
9. Develop whole staff learning support professional development programmes, using external resources if required.
10. Administer informal screening and assessments for identifying learning needs.
11. Liaise with parents on behalf of teachers about academic progress.
12. Provide learning strategies and available learning resources for students.
13. Perform classroom observation when required to identify and observe students with additional needs.
14. Assist parents better understand their child's experience, development, and resolve any concerns.
15. Devise IEPs, implement and/or facilitate support for students at tier 3 level.
16. Initiate contacts with individual parents to understand more about the development of the students and the expectations of parents.
17. Coordinate parenting programmes to provide assistance and practical parenting information,



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advice and support for parents.

18. Maintain manual and electronic files and/or records for the purpose of providing required information and /or documentation.
19. Participate in workshops, meetings, community events, etc. for the purpose of receiving and/or presenting information.
20. Provide support for parent/teacher conferences if appropriate.
21. Maintain all equipment within the counselling room to a high standard.
22. Provide leadership of the counselling team.
23. Participate in the performance management system for the appraisal of their own performance and primary & secondary counsellors as appropriate.
24. Support counselling services across the school where required.
25. Support the identification of vulnerable pupils i.e. those at risk of, or showing signs of, mental illness and poor mental health.
26. Ensure psychological health curriculum requested by the government - delivering or facilitating necessary lectures and speeches.
27. Gain knowledge of the local welfare services and work with clear links to pupils' mental health services to refer pupils to services where it is appropriate.
28. Establishing and maintaining relevant policies and regulations of the consultation room.
29. Attending meetings and carrying out other assigned work by senior leaders.
30. Lead the team to prepare resources in the event of a government inspection.
31. Maintain close links with the Medical Centre staff and with them continue to further enhance the quality of healthcare at the school.
32. Oversee the school approach towards mental health including how it is reflected in the design of behaviour policies, curriculum and pastoral support.
33. Directly line manage primary and secondary counsellors
34. Provide liaison with external healthcare providers as needed to support the specific needs of students requiring intensive support
35. Provide liaison with external healthcare providers to further enhance staff knowledge, expertise and responsiveness to student's learning needs
36. Diagnose, target, prioritise and monitor interventions for students with special educational needs
37. Arrange for and ensure appropriate intervention intensity for students with special education needs
38. Communicate and co-operate with specialists from outside agencies
39. Be responsible for progress and attainment of children identified as having a SEND need

40. to support the identification of vulnerable pupils i.e. those at risk of, or showing signs of, mental illness and poor mental health
41. to identify students with special education needs and who require intensive support
42. to facilitate communication to promote proactive mental health strategies for parents, students and staff
43. to be responsible of IEP for tier 3 students

JOB QUALIFICATIONS

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| BASIC QUALIFICATION | <ul style="list-style-type: none"> • Education: Bachelor's degree. • Major: Relevant credentials in Counselling, Special Education or related education field. • Language: Chinese or English. Must be fluent in English, minimum CET-6. • Qualification certificate or experience related to psychology and/or special education | |
| EXPERIENCE | Working Experience | A minimum of 2-years teaching experience in a school setting. |
| EXPERTISE | <ul style="list-style-type: none"> • Working with individuals with special needs or behavioural challenges in a school setting. • Genuine passion and demonstrated commitment in special educational needs. • Excellent communication and interpersonal skills with a positive, energetic and enthusiastic outlook and commitment in teamwork. • Familiar with Office software. | |
| PREFERRED APTITUDES | <ul style="list-style-type: none"> • International and/or bilingual school working experience is preferred • Cross-cultural working experience is preferred. • Demonstrating practice that represents the five core values of Wellington at all times (courage, integrity, kindness, respect and responsibility). • Strong passion for the education industry. | |