

## SECONDARY SENCO JOB DESCRIPTION

<b>LOCATION</b>	Dover Court International School - Singapore
<b>JOB PURPOSE</b>	<p>To ensure that the school’s learning support provision meets the needs of all students identified as having a Special Educational Need and/or Disability.</p> <p>To lead and coordinate the SEN process including: identification, tracking, and monitoring of students receiving support and their transitions through school.</p> <p>To lead and coordinate the learning support team including performance management, provision mapping, and resources to ensure effective delivery of the support service.</p> <p>To assist the school leadership in developing long-term strategies to raise standards across the school.</p>
<b>REPORTING TO</b>	Principal and Head of Secondary. Line Manager will be Deputy Head - Achievement
<b>DIRECT REPORTS</b>	Learning Support Teachers, Learning Support TAs and Pathway 3 teachers
<b>OTHER KEY RELATIONSHIP</b>	School Leadership Team (SLT), Head of EAL, NAU Coordinator, Global Campus Coordinator, Secondary SLT (SSLT), Other Pathway Leaders, Therapists

KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
<b>Engagement and Interaction</b>	
<ul style="list-style-type: none"> <li>▪ Fully support the school’s Safeguarding policy and know the reporting procedures to follow in case of a Child Protection issue</li> <li>▪ To lead the learning support team to identify and adopt the most effective teaching approaches for pupils with SEND</li> <li>▪ To provide teachers with strategies to support children with additional learning needs through the SEN toolkit and strategies in class</li> <li>▪ To coordinate the pathway 3 teaching team including: PHSE, nurture and social skills intervention programme</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students are safe and ready to learn.</li> <li>▪ Student attainment meets or exceeds targets.</li> <li>▪ Students are tracked throughout school with effective transition between key stages and year groups.</li> </ul>
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<ul style="list-style-type: none"> <li>▪ To support the admissions process by meeting with parents</li> </ul>	

<p>and working closely with the Primary SENCO to deliver a triage service, identifying the allocation and placement of new admissions</p> <ul style="list-style-type: none"> <li>▪ Liaise with class teachers and Deputy Heads regarding any students causing concern, initiate remedial action and where appropriate put in place additional intervention through the SEN process</li> <li>▪ Carry out provision mapping to ensure that resources meet the needs of students</li> <li>▪ Liaise with EAL teachers regarding further support required for students</li> </ul> <p>To teach to a 50% timetable in the area of specialism or subjects agreed with the Head of Secondary</p>	
<p><b>Leading in Learning and Teaching</b></p>	
<ul style="list-style-type: none"> <li>▪ The deployment, training and development of all the secondary school's classroom based support staff including Teaching Assistants and Cover Teachers.</li> <li>▪ Lead the performance management process for learning support staff including support and disciplinary procedures where appropriate</li> <li>▪ Support performance management for staff within pathway 3 across the secondary school</li> <li>▪ In collaboration with the line manager, deploy support staff to ensure the best use of staff skills to meet students' needs, including TAs</li> <li>▪ Liaise with CPD lead on training and development needs for staff including TAs</li> <li>▪ Identify both good practice and areas for improvement/strategic development and use these to agree on the annual action plan for the support, in agreement with the line manager/SLT</li> <li>▪ Communicate new developments or research about SEN to all staff.</li> <li>▪ To lead the SEN support of the transition of students from Year 6 into 7</li> <li>▪ Oversee parental contacts on academic matters, including follow up on reports, parents' conferences in relation to learning support</li> <li>▪ Direct the delivery of staff INSET in SEN related matters</li> <li>▪ Chair weekly Department meetings as appropriate and keep records of minutes and actions</li> <li>▪ Coordinate transition planning and oversee a smooth transition for students as they move to the next year group and Key Stage, liaising with appropriate staff to ensure this</li> </ul>	<ul style="list-style-type: none"> <li>▪ Staff have a clear understanding of their roles and responsibilities and understand their personal impact on the department and the whole school plan.</li> <li>▪ There is a clear development plan that aligns to school priorities and matches with staff development needs</li> <li>▪ Teachers and Year Group Leaders have the data required to know how well a cohort are doing and take appropriate action to extend for support students.</li> <li>▪ Interventions are devised for the students with the greatest level of need.</li> <li>▪ Interventions and services that lead to the greatest impact.</li> </ul>

happens, ensuring all paperwork is in place to support this	
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<ul style="list-style-type: none"> <li>▪ To work with Progress Leaders to maintain a register of all students receiving support (Inclusion Profile)</li> <li>▪ To use year group data to identify target students and possible programmes of interventions to meet their needs.</li> <li>▪ To monitor students who may require support in the future through feedback received from teachers (Pupil Progress Register)</li> <li>▪ Organise appropriate assessment tests for pupils enrolling/transitioning/accessing the service</li> <li>▪ Oversee student assessment (summative and formative) and reporting to parents</li> <li>▪ Liaise with ISAMS administrator to maintain academic records of students receiving Learning Support.</li> <li>▪ Collate data/levels to monitor and track progress, analyse trends</li> <li>▪ Explore a variety of assessment tools and develop the school's assessment policy w.r.t. AFL to support areas of responsibility.</li> <li>▪ Monitoring pupils' experience of SEN provision through the school to provide evidence of continuity and progress.</li> <li>▪ Monitor the impact of interventions and report the quality of outcomes to the line manager/SLT through the information dashboard process</li> </ul>	
<b>Operational Expertise &amp; Resource Management</b>	
<ul style="list-style-type: none"> <li>▪ Oversee and coordinate the team's timetables</li> <li>▪ Update Department sections of curriculum guides/booklets; update school handbooks</li> <li>▪ Liaise with SLT to produce an annual requisition and on-going requirements.</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
<b>Professional and Personal Development – Contribution beyond the Classroom and on-going Professional Development</b>	
<ul style="list-style-type: none"> <li>▪ All staff are required to manage effective personal development as part of the school's commitment to invest in staff as the key resource in the organisation</li> <li>▪ Each individual must ensure that they meet their statutory responsibilities and Company policies with regard to Health and Safety, Equal Opportunities and other relevant legislation</li> <li>▪ Any other appropriate duties as allocated by the Principal</li> </ul>	<ul style="list-style-type: none"> <li>▪ Valued member of the team and organisation</li> </ul>

<b>PERSONAL SPECIFICATIONS – Skills Knowledge and Experience</b>	
<ul style="list-style-type: none"> <li>▪ Degree plus a teaching qualification</li> <li>▪ SEN qualification OR experience</li> <li>▪ Good working knowledge of the English National Curriculum (including National Curriculum assessment)</li> <li>▪ Excellent classroom practice</li> <li>▪ Understanding of effective teaching and learning theory and practice of providing effectively for the individual needs of all children through classroom organization, differentiation and learning strategies</li> <li>▪ Proven ability to develop good personal relationships within a team</li> <li>▪ High level of IT competence</li> </ul>	Essential
<ul style="list-style-type: none"> <li>▪ Leadership training</li> <li>▪ CELTA/DELTA or Equivalent</li> <li>▪ International Experience</li> <li>▪ Understanding of IPC Structure and Philosophy</li> <li>▪ Knowledge of EAL in the mainstream</li> <li>▪ Subject Leadership experience</li> <li>▪ Proven ability to develop opportunities for parental involvement</li> <li>▪ Use of ISAMS</li> </ul>	Desirable
<b>Personal Attributes</b>	
<ul style="list-style-type: none"> <li>▪ High levels of personal integrity</li> <li>▪ Conscientious and able to focus on completing work to a consistently high standard</li> <li>▪ Flexible and positive approach to work</li> <li>▪ Excellent organisational and time-management skills; high attention to detail</li> <li>▪ Ability to work to tight deadlines and able to prompt others to ensure deadlines are achieved</li> <li>▪ Adaptable to working in a fast paced ever changing environment</li> <li>▪ Ability to work under pressure and remain calm</li> <li>▪ Proactive and willingness to take on multiple tasks</li> <li>▪ Self-motivated and enthusiastic</li> <li>▪ Ability to work independently</li> <li>▪ Must be a team player, willing to help and be flexible</li> <li>▪ Continually strive for improvement</li> </ul>	
<b>Other</b>	
<ul style="list-style-type: none"> <li>▪ Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK.</li> <li>▪ Compliance with visa requirements for working in Singapore</li> <li>▪ A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required</li> </ul>	

## 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.