



SECONDARY SENCO JOB DESCRIPTION

LOCATION	Dover Court International School	
JOB PURPOSE	Everything we do is connected to our vision to create a generation of resilient and creative global citizens, who will change our world for the better. By being part of a Nord Anglia Education school as a Secondary School SENCO, you'll be responsible for ensuring that the school's Learning Support provision meets the needs of all students identified as having a Special Educational Need and/or Disability. This includes the coordination of Exam Access Arrangements. You will lead and coordinate the SEN processes for students in Year 7 to 13; including the identification, tracking, and monitoring of students receiving support and their transitions through school. You will lead and coordinate the Learning Support team including performance management, provision mapping, and resources to ensure effective delivery of the support service. You will assist the school leadership in developing long-term strategies to further develop inclusion and raise standards across the school.	
REPORTING TO	Deputy Head, Inclusion	
DIRECT REPORTS	Learning Support Teachers, Learning Support TAs and HLTAs	
OTHER KEY RELATIONSHIPS	Internal: Pathway 2 and Pathway 3 leaders; Pathway 2 Mentors; Careers & Guidance counsellors, Socio-emotional counsellors, Heads of Faculty, Progress Leaders, teachers; Examinations Officer, EAL Coordinator, Therapists, Educational Psychologist, Co-Curricular Coordinator, Head of Sixth Form and Secondary Senior Leadership Team.	External: Parents Exam Boards External Therapists NGO's
KEY RESULTS AREA		PERFORMANCE MEASUREMENT
PROFESSIONAL REQUIREMENTS		
- Actively promote the well-being of all students and be familiar with, and uphold all, safeguarding / health and safety policies and reporting lines and procedures within the school. - Be familiar with practices that promote high quality teaching, learning and assessment to effectively support students and teachers. Support the implementation of DCIS policies related to teaching, learning and assessment. - Undertake student supervisory duties as required and necessary, ensuring effective 'duty of care'.		- Students are safe and ready to learn. - Student attainment meets or exceeds targets. - Student data and personal development is tracked throughout school with effective transition between key stages and year groups.

• Follow behaviour and relationship policy and procedures, focused on restorative solutions • Communicate effectively and respectfully with all stakeholders, in person and in writing. • Collaborate effectively with colleagues and across the school. • Participate in, and support, the broad range of activities and extra-curricular events, completing a minimum of one hour of extra-curricular activity per week. • Attend parent meetings throughout the year, providing parents and students with constructive feedback and next steps for learning and supporting team members as appropriate. • Establish and maintain effective working relationships with professional colleagues, within DCIS and across the Nord Anglia Education group. • Meet the requirements of annual performance review and lead the process for team members (if appropriate), setting measurable professional, reflection and growth goals and evaluating progress through reflection, developing teacher agency. • Complete relevant Professional Reflection and Growth activities as required and maintain a personal record of professional learning activities. • Up to 50% contact time with students in the area of specialism or subjects agreed with the Head of Secondary. • To support teachers, sharing strategies and ensuring resources are accessible for use across faculties. • To lead professional learning as required and in collaboration with other learning support professionals.	
--	--

LEADERSHIP AND MANAGEMENT

OPERATIONAL EXPERTISE AND RESOURCE MANAGEMENT

• Oversee and coordinate the Learning Support teacher, HLTA / Pathway 2 Teaching Assistant timetables. • Deploy TAs and HLTAs to maximise both efficiency of resources and the impact on learning. • Maintain accurate SEN records for students within iSams. • To resource the department, producing an annual requisition for resources.	• Student records on iSams are up to date • Department operates within budget
---	--

PROFESSIONAL AND PERSONAL DEVELOPMENT

- 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 - 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 - Any other appropriate duties as allocated by the Principal	Valued member of the team and organisation
--	--

OTHER

- Qualified teacher with experience teaching in an international environment
- Holds a current Enhanced Criminal Records Bureau Disclosure for all countries lived in
- Compliance with visa requirements for working in Singapore

PERSONAL SPECIFICATIONS

Qualifications/Training

Qualified to degree level or above	Essential
Qualified Teacher status	Essential
SENCO qualification (or working towards)	Essential
Working knowledge of the English National Curriculum and JCQ	Essential
High level of IT competence	Essential
Completion of Exam Access Arrangement training and accreditation	Essential

Experience / Knowledge

Proven track record with at least two years teaching experience	Essential
Demonstrate excellence as a subject teacher and Form Tutor	Essential
Demonstrate some leadership ability within current or previous, recent role	Desirable
Demonstrable evidence of monitoring tracking data and using data to implement successful intervention for performance	Essential
Working in partnership with parents	Essential
Working knowledge of ISAMS or similar school management systems	Desirable

Skills

Excellent oral and written communication skills.	Essential
Ability to engage with children and enable them to perform highly.	Essential
Strong organisational skills.	Essential
High levels of Emotional Intelligence (EQ) and Cultural Intelligence (CQ), demonstrating a commitment to I-DEA and intercultural learning.	Essential
Caring and empathetic attitude.	Essential

PERSONAL ATTRIBUTES

As our teammate, here's what we expect:

- High levels of personal integrity
- Good cross-cultural, interpersonal and communication skills to interact with diverse nationalities and cultures.
- 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 and flexibility in dealing with multiple tasks.
- 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

CREATE YOUR FUTURE

We're [Nord Anglia Education](#), the world's largest premium international schools organisation. Every day, our teachers and support colleagues help our thousands of students achieve more than they ever imagined possible.

A transformational education at one of our schools is focussed on excellent academic outcomes, creativity, wellbeing, and international connectedness. Our innovative use of educational technology also creates a personalised, 21st century learning experience for all students, while our global scale means we can recruit and retain the world's best teachers and offer unforgettable events and expeditions.

Our people are empowered to make a difference in their fields of expertise. Our fast pace of growth requires evolution and change from everyone, giving you the chance to define the role you do in the future. This challenges the learning agility of our employees and ensures every day brings interesting new experiences.

Founded in 1972 in the United Kingdom, our first international school opened in 1992 in Warsaw, followed by rapid growth across the world since the 2000s.

When you join our team, you'll become part of a global family of experts working for a fast-growing premium international brand.