Learning Support Coordinator (SENCO)

job description

|  |  |
| --- | --- |
| **LOCATION** | BRITISH INTERNATIONAL SCHOOL HANOI |
| **JOB PURPOSE** | To provide opportunities for all Secondary School students to access, thrive, and respond to personalised academic challenge within our learning environment. The post-holder will provide support to identified students, while inspiring Secondary staff to ensure a tailored and inclusive approach to teaching and learning. |
| **REPORTING TO** | Deputy Head of Secondary or other member of Secondary School Leadership Team (SSLT) |
| **DIRECT REPORTS** | Learning Support Learning Assistants |
| **OTHER KEY RELATIONSHIPS** | Head of Secondary, Assistant Headteachers, Secondary teachers, Secondary Teaching Assistants, EAL Coordinator, Counsellor, Exams Officer, Primary Learning Support Teacher |
| **KEY RESULTS AREA** |
| **SEN TEACHING AND COORDINATION OF LEARNING SUPPORT (LS) PROVISION** |
| * Work in collaboration with teachers through collaborative planning, sharing of strategies, preparation of differentiated resources, small group or team teaching in lessons to improve the learning outcomes for LS students
* Work closely with EAL department and Pastoral and Wellbeing staff to coordinate support for LS students
* Engage families in their child’s learning by collaborating with parents/guardians in regular meetings to report on progress and to share information and strategies

**With support from SSLT:*** To maintain an effective system for identifying students who need special consideration regarding physical, sensory, social, emotion, communication, or cognitive development both in lessons and in preparation for accommodations in external examinations
* Direct and develop the work of the Learning Support Learning Assistants to support identified students in the areas of Special Education Needs (SEN) and Most Able (MA), including push-in and pull-out where necessary, to achieve the best possible learning outcomes
* Maintain and continually improve LS policies and procedures, including referral procedures, and work closely with the Primary LS specialist for vertical alignment
* Maintain confidentiality of student records and student information
* Consult with necessary personnel to create, develop and monitor IEPs (Individual Education Plans) for students on the school register
* Complete termly IEP progress reports and share with relevant stakeholders including parents/guardians and teachers
* Ensure appropriate Mock and PCT exam arrangements are in place for LS students, and liaise with relevant SSLT member regarding IGCSE and IB requirements
* Establish relationships and communications with relevant outside agencies
* Coordinate policies and procedures, maintain relationships, and share resources and expertise
* with the BIS Group of schools in Vietnam and with Nord Anglia more broadly where appropriate
 |
| **Champion an Inclusive Learning Culture** |
| * To promote high-quality inclusive teaching and learning practices within all activities in school
* Support Secondary Staff in upholding inclusive teaching and learning practices and LS policies, undertaking and delivering further training where appropriate
* Integrate new developments, research findings and best practices into ongoing programs and new initiatives.
* Attend conferences, workshops, and webinars in the relevant fields of study and direct learning into school improvements
 |
| **Assessment for learning** |
| * To uphold effective assessment and tracking of individual students by using appropriate diagnostic tools to identify students’ needs and establish improvement targets and maintaining up-to-date information on IEPs
* Allow for students to be active participants in their own learning, assessment, and reflection, creating a culture where students can use criteria effectively to identify their own next learning steps
* Use baseline data effectively to measure learning effectiveness for individual students, therefore informing teaching and learning choices and proactively personalising support
 |
| **Professional expectations** |
| * Plan and deliver engaging, differentiated learning, setting clear learning intentions and ambitious expectations for students, incorporating key content, skills, and concepts through a variety of learning activities
* Commit to knowing students and our context well, ensuring that learning can be personalised so students can take their own next step in their learning progress
* Demonstrate confidence in the use of learning platforms and technology, completing ongoing professional learning as required to facilitate excellence in either face to face or virtual learning.
* Continually look for opportunities for innovation, trying new teaching and learning strategies in the classroom, contributing to a culture of experimentation and risk-taking
* Positively manage behaviour in the classroom, using student data management systems (iSAMS) and involving other Secondary staff where necessary
* Always promote wellbeing of students, and proactively safeguard students according to school safeguarding policies and procedures, following them at all times.
* Take responsibility for upholding health and safety practices, completing risk assessments/near misses or accident reports as appropriate
* Liaise with Line Manager to contribute to annual budget requisition
* Contribute to the provision of subject or Year Group related trips and expeditions
* Maintain excellent quality displays in classrooms and public areas which relate to the children’s

learning* Offer exciting Extra Curricular Opportunities that meet the needs of the student cohort
* Provide occasional cover for absent colleagues
* Attend Parent Evenings throughout the year, providing parents and students with constructive feedback and next steps for learning
* Establish and maintain effective working relationships with professional colleagues
* Supervise students as part of a duty rota
* Supervise examinations, requiring LS accommodations ensuring exam board regulations are adhered to
* Any other reasonable task assigned by the Principal or Head of Secondary
 |
| **PROFESSIONAL AND PERSONAL DEVELOPMENT** |
| * Positively and constructively contribute to staff meetings, workshops, and trainings, and seek ambitious professional development opportunities
* Continual develop through the identification and implementation of professional development targets, interacting with the SuccessFactors system and performance management process to reflect on teaching and learning practice
 |
| **PERSONAL SPECIFICATIONS** |
| * **Qualifications/Training**
	+ Degree in relevant field and plus teaching qualification - Essential
	+ CELTA/DELTA or Equivalent - Desirable
	+ Master’s Degree - Desirable
	+ Minimum of 3 years recent teaching experience in the classroom - Essential
* **Experience / Knowledge**
	+ Experience working in international education - Desirable
	+ Good working knowledge of the English National Curriculum and Cambridge IGCSE or its equivalent - Desirable
	+ Excellent classroom practice - Essential
	+ Understanding of effective teaching and learning theory and practice of providing effectively for the individual needs of all children through classroom organisation, differentiation and learning strategies - Essential
	+ Understanding of IB Structure and Philosophy - Desirable
	+ Knowledge of EAL in the mainstream - Desirable
* **Skills**
	+ Interpersonal skills and ability to work as part of a team - Essential
	+ High level of IT competence – Essential
	+ Able to collaborate with colleagues to promote a common approach to skills- based learning across a range of Humanities subjects
	+ Use of iSAMS - Desirable.
* Good cross-cultural, interpersonal and communication skills to interact with diverse nationalities and cultures.
* Excellent analytical skills – with the passion and drive to demonstrate and quantify success.
* Results orientated with the ability to consistently map efforts against identified KPIs.
* Excellent time management skills and flexibility in dealing with multi-functional tasks.
 |
| **PERSONAL ATTRIBUTES** |
| * High levels of personal integrity
* Excellent organisational and time-management skills
* Attention to detail
* Ability to work under pressure and remain calm
* Willingness to take on multiple tasks
* Proactive and able to prompt others to ensure deadlines are achieved
* Self-motivated, enthusiastic and relentlessly positive
* Ability to work independently
* Continually strive for improvement
* Adaptability
* Sense of Humour
 |
| **CREATE YOUR FUTURE** |
| We’re [Nord Anglia Education](http://www.nordangliaeducation.com), one of the world’s largest premium international schools organisations. 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. |

**OTHER CONDITIONS**

Compliance with visa requirements for working in **Vietnam**

At Nord Anglia Education we are committed to providing a world class, safe, happy environment in which children and young people are able to thrive and learn. We are committed to safeguarding and promoting the welfare of all our pupils irrespective of race, ability, religion, gender or culture.

All post holders in regulated activity (having regular unsupervised contact with children) are subject to appropriate national and international vetting procedures including satisfactory criminal record checks from both Country of residence/birth and any Country of residence within the last 10 years.