



Dubai
English
Speaking
Schools

Job Description and Person Specification

Job Title: Special Educational Needs Coordinator (SENCo)

Reports to: Head of Inclusion

OBJECTIVE OF THE ROLE

The Special Educational Needs Coordinator (SENCo) will work closely with the Head of Inclusion to lead on all aspects of inclusion at DESS College. It is a Middle Leader role who will be well-qualified, enthusiastic and experienced to lead the established and highly regarded Learning Support Team. The role requires regular liaison with Form Tutors, Teachers, Heads of Departments and parents regarding student's welfare and development. All references to SEND in this document include Students of Determination or those students with special educational needs and disabilities.

MAIN RESPONSIBILITIES

Expectations:

- Be an expert in terms of subject knowledge of the different types of special educational needs and disabilities.
- Maintain a thorough and up to date knowledge and understanding of the current SEND Code of Practice.
- Oversee inclusion presentations for functions such as Transitions Events, Open Days, Parents' Evenings, Coffee Mornings and Options Evenings.
- Have or develop a high profile within the College.
- Be respected by the other DESS College Heads of Department and Heads of House as a leader.
- Be accountable for the achievement, effectiveness and efficiency of the Learning Support Department.
- Maintain the SEND Register, Additional Needs Register and Student Monitoring Register.
- Lead and manage the Exams Access Arrangement process in coordination with the Exams Team.
- Genuinely care about the welfare, progress and achievement of every student experiencing SEND.
- Bring a new energy and vision to this high-performing team and lead with purpose, integrity and kindness.
- Communicate with charisma, fluency and prowess.
- Champion the 'Every DESS College teacher is a teacher of SEND' agenda.
- Assist in the interviewing process and probation of staff new to the department.
- Attend management meetings and to meet regularly with the Head of Inclusion.
- Liaise with parents and other agencies as appropriate on matters relevant to SEND.
- Contribute to reports and Governors' meetings as necessary.
- Be instrumental in KHDA Inspections:

- Be relentless in the pursuit of enhancing DESS College's outstanding reputation for Inclusion.

Raising Achievements & Standards:

- Developing systems and processes to identify students who may have SEND - assisting in the identification of SEND students through observation in the classroom, individual screening and assessment of reports.
- Ensuring regular and time bound monitoring and evaluation processes inform targeted improvement strategies and measures of success.
- Continually analysing all available data (e.g. internal assessment data, Go4Colleges data, internal and external examination results) to monitor the progress and attainment of students of SEND from Key Stages 3, 4 and 5, identifying any SEND underachievement.
- Being in regular contact with Heads of Department and House.
- Lead on the collection, dissemination and review of data and information relating to the SEND needs of students.
- Sharing good practice throughout the College on how to meet the needs of all students and provide strategies to reduce any underachievement.
- Evaluating the provision for SEND students in and out of class and adapting this to meet their needs effectively.
- Maintaining accurate and up-to-date records of all students with SEND.
- Ensuring the timely and accurate completion of forms and reports related to effective provision for students of SEND.
- Interpreting specialist information about SEND needs and provision and sharing it with relevant stakeholders to improve outcomes for young people with SEND.
- Embedding the use Assistive Technology throughout the College for all students.
- Oversee the planning, teaching and learning of all lessons where students are exempt from Arabic and Languages and those students who may have decided to study limited subjects at Key Stage 4 and 5.

Management & Administration:

- Developing and implementing a strategic Inclusive Education Improvement Plan to ensure the successful inclusion of students who experience SEND in line with Dubai Inclusive Education Policy Framework 2017.
- Analysing and interpreting relevant College, local and national data and advise colleagues on the level of resources required to maximise achievement.
- Undertaking day-to-day co-ordination of SEND provisions through close liaison with staff and parents.
- Overseeing systems for identifying, assessing and reviewing SEND.
- Overseeing and coordinating exams access arrangements, ensuring arrangements are made for internal and external examinations appropriately.
- Line managing, monitoring and supporting all staff within the Learning Support Department; staff with and without leadership responsibilities.
- Preparing and updating Departmental Handbooks and policies.
- Delegating departmental responsibilities in order to assist both efficient departmental management and the development of members of the department.
- Interpreting recommendations of Educational Psychologists, Occupational Therapists and other reports and disseminating them so that they are effectively implemented in the classroom.
- Maintaining effective and efficient departmental administration in relation to records, reports, Student Profiles and reports from Educational Psychologists.
- Organising, chairing and leading effective departmental meetings, ensuring that such meetings have a clear agenda and minutes.
- Supporting the Head of Inclusion in the recruitment of staff.
- Overseeing all aspects of provision maps by Edukey.

Staff Development:

- Planning, leading, monitoring, reviewing and identifying whole staff INSED and development within Inclusion.
- Ensuring that teachers have access to the appropriate initial, in-service and on-going training and support necessary to work effectively in common learning environments with students identified as experiencing SEND.
- Monitoring and evaluating the quality of Learning Support Assistants through observation and feedback.
- Involvement in appraisal, including target setting and providing development feedback from lesson observations.

Stakeholders:

- Building and maintaining excellent relationships with parents of students of SEND.
- Liaising with parents regarding student progress and updates to the Student Profile.
- Making recommendations to parents concerning the use of external agencies for identifying SEND.
- Developing partnerships with specialised service providers, ensuring that, where appropriate, staff and parents have access to support from external professionals such as psychologists, therapists, medical practitioners and others.
- Ensuring continuity of support and progression at key transition points for students of SEND

PERSON SPECIFICATION

Qualifications and experience

The appointed candidate will be a fully qualified teacher (with Qualified Teacher Status) and hold a degree in a relevant subject area. They will be an experienced Special Educational Needs Coordinator (SENCo), currently working in this role or possessing substantial prior experience within a large secondary school context. They will demonstrate a comprehensive understanding of statutory SEND requirements, whole school inclusion frameworks, and evidence-based approaches to meeting the needs of learners with diverse profiles.

The candidate will be required to hold either the:

- National Professional Qualification (NPQ) for SEN Coordination or
- National Award for SEN Coordination (NASENCO)
- International Award in SEN Qualification (iSENCo)

This will ensure they bring the accredited specialist expertise necessary to lead and develop the school's SEND provision with rigour and professionalism.

Personal Qualities

The successful candidate will demonstrate exemplary professional integrity, sound judgement, and an unwavering commitment to inclusive education. They will possess strong interpersonal and communication skills, enabling them to work effectively with students, staff, parents, and external agencies. A reflective and resilient practitioner, the candidate will show the capacity to lead with empathy, discretion, and clarity, while maintaining high expectations for all learners. They will exhibit exceptional organisational skills, a meticulous approach to detail, and the ability to prioritise effectively within a demanding school environment. A collaborative and solution focused mindset, coupled with the ability to inspire confidence and foster a culture of support and ambition, will be essential.

This list is not exhaustive and is designed to provide a framework for areas of development the successful candidate will have responsibility for within the College.