

PATHWAY 3 LEADER (SECONDARY) JOB DESCRIPTION

LOCATION	Dover Court International School - Singapore
JOB PURPOSE	To lead the SEN Pathway 3 provision within the Secondary school. The post-holder will assist the Principal and Secondary Headteacher in developing long-term secondary school strategies to raise standards within the Pathway 3 provision. This role also includes a teaching timetable.
REPORTING TO	Principal, Secondary Headteacher and Deputy Headteacher, Inclusion
DIRECT REPORTS	Full and part time teachers within Secondary Pathway 3
OTHER KEY RELATIONSHIP	Secondary School Leadership Team (SLT), Curriculum Leaders, Multidisciplinary Team

KEY RESULT AREA	MEASUREMENT OF PERFORMANCE
Engagement and Interaction – School Ambassador to Internal Community	
<ul style="list-style-type: none"> Promote the inclusion of children within Pathway 3 into the wider school community (eg through twinning, social integration, assemblies etc) Be a Line Manager for all staff who teach within Pathway 3 In collaboration with SLT, deploy staff to ensure best use of staff skills and experience Liaise with the SLT on training and development needs Liaise with SLT as part of Performance Management programme for Pathway 3 staff Promote and maintain a spirit of goodwill and co- operation amongst staff in Pathway 3 Promote a culture of collaboration in Pathway 3 Identify both good practice and areas for improvement and use these to write an annual development plan for Pathway 3 Oversee parental contacts on academic and pastoral matters, including follow up on reports, parents’ conferences, Individual learning Plans etc. Direct the delivery of staff INSET in Pathway 3 related matters. Liaise with SLT to identify CPD opportunities for both teachers and TAs. Assist the SLT in the creation of the secondary timetable. Liaise with SLT to produce an annual requisition. Chair weekly Pathway 3 meetings as appropriate. Oversee Pathway 3 organisation of special days, festivals, House events, drop down days, assemblies, special focus Weeks etc Oversee provision of Pathway 3 related trips Ensure there is a high profile for Pathway 3 within the school via the external communications Maintain good quality display in classrooms and public areas which relate to the children’s learning Update Pathway 3 sections of curriculum guides/booklets; update school handbooks Oversee a smooth transition for students as they move between pathways or to next year group and Key Stage, liaising with appropriate staff Support the admission process by ensuring communication between the school and new families supports a smooth transition into DCIS. 	<p>Staff have a clear understanding of the Pathway 3 vision which is closely aligned with that of the school.</p> <p>There is a clear development plan that aligns to school priorities and matches with staff development needs.</p> <p>Parents feel part of the learning process. Teachers have the administration support needed to deliver good and outstanding lessons.</p> <p>The Pathway 3 plan has costed improvements to resources and/or infrastructure that directly improve the quality of teaching and learning, and student development.</p> <p>There are a range of activities that engage further with students, allow them to expand their experience within Pathway, 3 and provide opportunities for extension and enrichment.</p> <p>Recruitment and retention of students into the Pathway 3 provision remains high.</p>

Learning and Teaching

- Monitor and evaluate curriculum provision and continuity for students, including appropriate work based experiences, life skills and possible qualifications.
- Monitor the quality of homework in terms of consistency, relevance, marking and feedback to the children.
- Liaise with colleagues to ensure continuity with student learning at transition stage.
- Organise appropriate baseline tests for pupils enrolling – specific to year group
- Liaise with ISAMS administrator to maintain academic and SEN records of all students.
- Collate data/levels to monitor and track progress, analyse trends. Support the ILP process of target setting, implementation and review. Oversee setting and movement between teaching groups where appropriate. Oversee student assessment (summative and formative) and reporting to parents.
- Promote effective ongoing communication with parents about their child's school experience, progress and possible next steps.
- Explore variety of assessment tools and develop school's assessment policy specific to Pathway 3 provision
- Explore and promote appropriate use of technology to support student learning
- Ensure best practice is promoted, identified, celebrated and shared across the department and wider school community
- Promote and model the delivery of engaging, effective and appropriate learning opportunities which meet the individual needs of all students, therefore supporting their progress and well being.
- Support teachers and Teaching Assistants within Pathway 3 to ensure their positive impact on student safety, engagement, well being and development.
- Coordinate the effective deployment of teachers, TAs and HLTAs

The curriculum allows all students to access learning as effectively as possible

The curriculum provides the opportunities, qualifications and skills needed to best support the KS4/5 students

Teachers have the data and information required to know how well a cohort are doing and take appropriate action to extend support for students.

Information, resources and data which supports teaching and learning is easy to access

Parents have a clear understanding of the strengths, needs and progress of their children

Students make progress in a respectful, safe and engaging learning environment

Planning and Preparation	
<ul style="list-style-type: none"> • Fully support the school's Safeguarding policy and know the reporting procedures to follow in case of a Child Protection issue • Oversee preparation and development of curriculum provision, teaching materials, teaching programmes and methods of teaching. • Participate in the formulation of Secondary and Pathway 3 development plans and policies. • Meet regularly with the SLT to collaboratively develop, monitor and evaluate the Pathway 3 curriculum provision • Collate Programmes of Study, Schemes of Work, Dept/Subject Action Plans and resources • Liaise with other areas of the school to create cross- curricular, twinning and cross phase opportunities • To promote progress and development amongst the students • To support behaviour Issues that occur in the classroom through behaviour plans and interventions • To support the admissions process • Liaise with Class teachers and Deputy Heads regarding any students causing concern, initiate remedial action. • Build network of alternative providers in Singapore to support transition of students post 19. 	<p>Students are safe and ready to learn</p> <p>Student development and progress meets or exceeds expectations based on individual needs</p>

Professional and Personal Development	
<ul style="list-style-type: none"> Continual development through the identification and implementation of your own Personal Development Plan Promote and adhere to the Company Vision and Values: <ul style="list-style-type: none"> Opportunity - For us, opportunities need to be meaningful, about achieving potential and making progress. Impact - For us, impact is about making a difference. It needs to be immediate, positive and lasting. Leadership - For us, leadership is about considering the team's needs as well as your own, setting inspiring examples, being supportive and showing real accountability and responsibility. Respect - For us, respect is about listening, being inclusive, showing tolerance and getting the little things right All staff are required to manage effective personal development as part of the Company'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 Willingness to undertake appropriate child protection training when required 	<p>Improved performance Performance appraisal Personal Development Plan/e-portfolio</p> <p>Valued member of the team and organisation</p>
PERSONAL SPECIFICATIONS – Skills Knowledge and Experience	
<ul style="list-style-type: none"> Degree plus teaching qualification Additional SEND specific training and/or qualifications Experience teaching children with significant SEND 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 Integrate technology into the classroom experience to enhance and extend the learning of students Successfully teach students using technology in a virtual/hybrid environment Excellent classroom practice Experience communicating effectively with parents 	<p>Essential</p>

<ul style="list-style-type: none"> ▪ International experience ▪ Experience working within a specialist SEND provision ▪ Leadership experience and or leadership training within a school context ▪ Experience working with a range of additional student support services eg SaLT, OT, Ed Psych 	Desirable
Personal Attributes	
<ul style="list-style-type: none"> ▪ High levels of personal integrity ▪ 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 ▪ 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 	

Other	
<ul style="list-style-type: none"> ▪ Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK. ▪ Compliance with visa requirements for working in Singapore ▪ A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required 	

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.
- Student wellbeing should be valued and nurtured

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

- Be a positive role-model of our educational values each day
- Feedback as a valued member of the team and the wider organisation