

<b>Location</b>	Beaconhouse Sri Inai International School - Malaysia – Petaling Jaya	
<b>Student Support Coordinator</b>	Student Support Coordinator	
<b>Job Purpose</b>	The Student Support Coordinator is a vital leadership role responsible for overseeing and coordinating the school's comprehensive provision for Special Educational Needs (SEN), and English as an Additional Language (EAL) across both the Primary and Secondary phases. This position reports directly to the Principal and plays a critical role in ensuring every student achieves their potential within a supportive and inclusive environment aligned with the school's mission and values.	
<b>Reporting</b>	Principal of the School	
<b>Key Relationships</b>	Teachers, Heads of Department, Student Support Team, Parents, External Support Agencies	
<b>Package</b>	Competitive salary and package commensurate with the role	
	<b>Specific Roles</b>	<b>Expected Outcomes</b>
	<p><b>Leadership and Management:</b></p> <ul style="list-style-type: none"> <li>● Lead and manage a multidisciplinary team, potentially including Student support specialists, SEL specialists (counsellors/psychologist), and EAL specialist, depending on the school's structure.</li> <li>● Develop and implement strategic plans for SEN, and EAL support that align with the school's pastoral care framework and overall strategic objectives.</li> <li>● Provide professional development and training for all staff on best practices in student support, encompassing SEN identification, differentiation, EAL strategies, SEL integration, and trauma-informed practices.</li> <li>● Collaborate with the Principal and the wider school leadership team to ensure the development and implementation of cohesive student wellbeing and learning support strategies across all phases.</li> <li>● Mentor staff who may be experiencing difficulties in the classroom or their work within the student support framework.</li> <li>● Work with the Enrichment team to provide opportunities for targeted support and co-curricular activities (CCAs) that address the diverse needs of the student cohort.</li> <li>● Manage the supervision of students during assemblies and year group events as needed.</li> </ul> <p><b>SEN Coordination:</b></p> <ul style="list-style-type: none"> <li>● Oversee the comprehensive identification, assessment, and provision for students with Special</li> </ul>	<p><b>Leadership and Management:</b></p> <ul style="list-style-type: none"> <li>● A well-managed and effective multidisciplinary student support team is in place (if applicable to the school structure).</li> <li>● Clear and strategic plans for SEN and EAL support are developed, implemented, and aligned with the school's overall vision and pastoral framework.</li> <li>● Staff are well-trained and continuously develop their skills in best practices for student support.</li> <li>● Strong collaborative relationships exist with the Principal, Heads of School, and the wider leadership team, leading to cohesive and effective whole-school support strategies.</li> <li>● Staff within the student support framework feel supported and are effectively mentored.</li> <li>● The Enrichment program effectively complements and supports students with diverse learning needs.</li> <li>● Assemblies and year group events are well-supervised, contributing to a positive school environment.</li> </ul> <p><b>SEN Coordination:</b></p> <ul style="list-style-type: none"> <li>● Students with SEN are identified early and accurately.</li> <li>● A robust and efficient system for tracking the progress of students with SEN is in place, with timely identification of support gaps.</li> <li>● Accurate and compliant SEN records are maintained.</li> <li>● High-quality, individualised IEPs are developed, implemented effectively in classrooms, regularly</li> </ul>

Educational Needs, maintaining a robust tracking system to monitor progress and identify gaps in support.

- Maintain accurate and up-to-date records, ensuring compliance with all relevant local and international legislation, regulations, and best practices in SEN, including safeguarding practices.
- Collaborate effectively with teachers, specialists, parents, and students to develop, implement, regularly review, and update tailored Individual Education Plans (IEPs) that address individual needs and set measurable goals, ensuring effective implementation in classrooms through guidance and support to teaching staff.
- Design, oversee, and monitor the delivery of effective intervention programs (e.g., speech and language therapy, occupational therapy, academic remediation) to support students with diverse needs, ensuring they meet student goals and adhere to best practices.
- Partner and collaborate effectively with external professionals and agencies (e.g., educational psychologists and therapists) to secure specialised services and support for students when required.
- Promote a fully inclusive learning environment where all students feel valued and supported, actively guiding teachers on differentiating instruction, adapting the curriculum, and developing accessible learning resources and classroom accommodations, including assistive technology and alternative assessments.
- Develop, update, and ensure the transparent application of the school's SEN policies and procedures, aligning with the broader educational framework.
- Keep up to date with developments in SEN research, legislation, and practices, and proactively apply them to improve school programs and provision.

#### **Social-Emotional Learning (SEL):**

- Develop, implement, and lead a whole-school SEL framework aligned with evidence-based practices (e.g., CASEL, PBIS, Restorative Practices), ensuring SEL principles are embedded into the curriculum, daily routines, and school culture.
- Lead small-group and individual SEL interventions for students facing challenges such as anxiety, emotional regulation, or conflict resolution, and act as a key resource for managing and supporting students in crisis, including providing immediate interventions and creating safety plans.

reviewed, and lead to measurable progress for students with SEN.

- Effective and targeted intervention programs are in place and delivered to meet the diverse needs of students with SEN.
- Strong collaborative partnerships with external professionals and agencies result in appropriate and timely specialised support for students.
- A fully inclusive learning environment is fostered, where teachers confidently differentiate instruction and adapt the curriculum.
- Accessible learning resources and classroom accommodations are readily available and effectively utilised.
- The school's SEN policies and procedures are clear, up-to-date, and aligned with best practices and regulations.
- The school's SEN provision continuously improves based on current research and best practices.

#### **Social-Emotional Learning (SEL):**

- A comprehensive and evidence-based whole-school SEL framework is fully implemented and embedded in the curriculum and school culture.
- Students at risk receive effective small-group and individual SEL interventions.
- A positive peer support network is fostered through effective peer mentoring programs.
- The school is well-equipped to manage and support students in crisis with clear protocols and safety plans.
- Teachers effectively integrate PBIS strategies to support students with social-emotional challenges.
- Staff are confident and skilled in recognising and addressing students' SEL needs and implementing SEL strategies in their interactions and teaching.
- The PSHE & Wellbeing curriculum is effectively supported and implemented across the school.
- Staff are knowledgeable and utilise trauma-informed practices and de-escalation techniques appropriately.
- Students demonstrate improved emotional intelligence, resilience, and interpersonal skills.
- Proactive initiatives effectively promote student well-being and mental health.

#### **EAL Support:**

- Establish and maintain peer mentoring programs to foster supportive relationships among students.
- Collaborate with teachers to develop and implement Positive Behavioural Interventions and Supports (PBIS) for students struggling with social-emotional challenges.
- Train staff to recognise and address SEL needs in students, including how to integrate SEL strategies into their teaching and interactions, and provide guidance on trauma-informed practices and de-escalation techniques.
- Ensure regular support for the implementation of the whole-school PSHE & Wellbeing curriculum, potentially through collaboration on schemes of work/lessons and delivering student and parent workshops on various areas of wellbeing.
- Develop and implement proactive initiatives to promote student wellbeing, such as mindfulness programs, workshops, and peer support systems.

#### **EAL Support:**

- Oversee the initial and ongoing assessment of students' English proficiency levels upon entry to the school, ensuring accurate placement into appropriate support programs or differentiated classroom groupings.
- Oversee the comprehensive EAL provision across the school, ensuring students with English as an additional language are supported effectively in both academic and social contexts.
- Design, implement, and oversee the delivery of EAL-specific curricula and tiered interventions that align with the broader school curriculum, focusing on language acquisition, academic English, and cultural integration.
- Collaborate effectively with subject teachers to integrate language objectives into lesson plans and support teachers in embedding language development strategies (e.g., scaffolding, differentiation, culturally responsive teaching) into their subject areas.
- Organise and potentially deliver small-group and one-on-one support sessions for students requiring intensive language instruction.
- Provide professional development for teachers on effective strategies to support EAL students.
- Track and analyse EAL students' language acquisition progress through formative and summative assessments, adjusting programs and interventions based on data-driven insights to ensure effectiveness.

- Students' English proficiency levels are accurately assessed upon entry, and they are placed in appropriate support.
- A comprehensive and effective EAL provision supports students' academic and social integration.
- EAL-specific curricula and tiered interventions are well-designed and aligned with the mainstream curriculum.
- Subject teachers effectively integrate language objectives into their lessons and embed language development strategies.
- Students requiring intensive language support receive targeted small-group and one-on-one sessions.
- Teachers are well-equipped with strategies to effectively support EAL students in their subject areas.
- EAL students' language acquisition progress is effectively tracked and analysed, informing adjustments to programs and interventions.

#### **Parent and Community Engagement:**

- Open and constructive communication is maintained with parents regarding all aspects of student support.
- Parents are empowered to support their children's development through informative workshops and resources.
- Strong home-school partnerships are fostered, promoting cultural understanding and effective communication.

#### **Collaboration and Communication:**

- Strong collaborative relationships exist between the Student Support Coordinator and all teaching staff, leading to effective differentiation and inclusive practices.
- Effective collaboration with external agencies ensures students receive necessary additional support.
- Relevant information regarding student support needs is effectively communicated in pastoral meetings.
- The Student Support Coordinator actively contributes to a coordinated and supportive approach to student needs across the school.

#### **Monitoring and Evaluation:**

- The effectiveness of SEN, SEL, and EAL provision is regularly reviewed and evaluated using data-driven insights.

### **Parent and Community Engagement:**

- Serve as a primary point of contact for parents regarding all aspects of student support (SEN, SEL, EAL), fostering open and constructive communication.
- Facilitate workshops and provide resources for parents to support their children's academic, social, and emotional development at home.
- Act as a bridge between families and the school, fostering cultural understanding and communication-related to student support.

### **Collaboration and Communication:**

- Work closely and proactively with teaching staff across all phases to ensure effective differentiation and inclusive practices within the classroom for all students with diverse learning needs.
- Collaborate effectively with external agencies, including educational psychologists and therapists, to provide additional and coordinated support for students as required.
- Prepare attendance updates for pastoral meetings and contribute to the school's drive for improved student attendance through relevant interventions and parental communication related to student support needs.

### **Monitoring and Evaluation:**

- Regularly review and evaluate the effectiveness of the school's SEN, SEL, and EAL provision, using data to inform improvement plans and prepare reports for the Principal and contribute to school-wide strategic planning for student support in all areas.
- Stay updated on the latest research and practices in student support to ensure the school remains at the forefront of educational excellence.

### **General Responsibilities:**

Work towards and support the school vision and the current school objectives outlined in the School Development Plan.

- Contribute to the school's programme of extra-curricular activities.
- Work within the school's health and safety policy to ensure a safe working environment for staff, students, and visitors.
- Develop and maintain a culture of high expectations for self and others within the student support framework.

- Data informs continuous improvement plans for student support.
- Comprehensive reports on the effectiveness of student support are provided to the Principal.
- The school's student support practices are informed by the latest research and best practices.

### **General Responsibilities:**

- The Student Support Coordinator actively contributes to the school's wider co-curricular program.
- All student support activities align with the school's health and safety policies.
- A culture of high expectations for student support is maintained among all staff.
- The Student Support Coordinator actively supports the school's efforts to improve student attendance where relevant to individual student needs.
- All other duties are undertaken effectively and in a timely manner.
- The principles of equality of opportunity are embedded in all aspects of student support.

- Support any academy trips, visits, or experiences as relevant to student support.
- Potentially provide support for Friday detentions and ensure restorative interventions happen during these times, where relevant to student wellbeing.
- Ensure equality of opportunity is afforded to all persons, actively seeking to eliminate any discriminatory practices and behaviour within the student support remit.
- Undertake other duties and responsibilities commensurate with the role as required by the Principal.



<b>Personal Specification</b>	Essential Desirable
<b>Qualifications/Training</b>	
A degree in education, psychology, or a related field, with advanced qualifications or significant experience in EAL, SEL, or SEN.	Essential
Qualified Teacher Status (QTS) or equivalent.	
Minimum of 3 years experience in coordinative roles within education, with a strong focus on supporting diverse learners across different age ranges.	Essential
Minimum 5 years working experience	Essential
Training or qualifications in EAL instruction (e.g., TESOL, TEFL, or CELTA).	Essential
Certification in SEL frameworks (e.g., CASEL, PBIS, or Restorative Practices).	Essential
<b>Experience / Knowledge</b>	
Significant and demonstrable experience working with students with a range of SEN and EAL needs in a mainstream school setting.	Essential
Experience working in an international school setting, particularly with the Cambridge curriculum.	Essential
Proven experience in developing, leading, and managing SEN and EAL provision, including the development and implementation of support plans and policies.  Up-to-date knowledge of current legislation, best practices, and relevant frameworks in SEN and EAL.	Essential
Sound understanding of assessment for learning and using data to inform interventions for students with SEN and EAL.	Essential
Proven experience of working to safeguard children and young people, with a thorough knowledge of child protection procedures and the need for compliance.	Essential
Effective leadership and management skills, with the ability to motivate, support, and develop colleagues.	Essential
Strong organisational and administrative skills, including the ability to manage records, resources, and budgets effectively.	Essential
Ability to work collaboratively as part of a team and contribute to a whole-school approach to inclusion.	Essential
Strong problem-solving and decision-making skills.	Essential
Experience of working with a diverse range of external support agencies.	Essential
A strong commitment to inclusive education and a belief in the potential of all students.	Essential
Empathy, patience, and a genuine understanding of the diverse learning needs of students.	Essential



Ability to work sensitively and maintain confidentiality.	Essential
A proactive, solution-focused, and reflective approach to practice.	Essential
Flexibility and adaptability to meet the evolving needs of the school and its students.	Essential
Commitment to continuous professional development.	Essential
<b>Skills</b>	
Proven ability to develop good personal relationships within a team	Essential
An effective communicator (written and verbal) to a variety of audiences	Essential
High level of IT competency	Essential
Familiarity with CAMU or another MIS information management systems	Desirable
Proven ability to develop opportunities for parental involvement	Essential
<b>Personal Attributes</b>	
Passionate about delivering quality education	Essential
Willing to be a role model to earn the respect of all stakeholders	Essential
Demonstrates integrity and deals with others respectfully	Essential
A strong sense of responsibility and a commitment to school improvement	Essential
Organised with proven ability to meet deadlines	Essential
Driven to improve standards and develop the school	Essential
Reliable, with an attention to detail and a commitment to quality	Essential
An innovator with a willingness to embrace change	Desirable
A willingness to develop strategies for creating parental involvement	Essential
An excellent sense of humour and the ability to laugh at themselves	Essential
The ability to work under pressure and be flexible	Essential

**Application Requirements** Hold a current International Child Protection Certificate or equivalent for countries lived in, and outside of the UK, along with compliance with visa requirements for working in Malaysia.