JERUDONG INTERNATIONAL SCHOOL

ASSISTANT HEAD OF INCLUSION (JUNIOR SCHOOL SENCO)

We are looking for a well-qualified and inspirational leader who empathises with the academic and holistic ethos found at top British International Schools. You must have a passion for being fully committed to making learning magical, providing individualised pastoral care for every student and a varied and genuinely rewarding enrichment curriculum. Previous overseas experience is not essential. However, the desire to work in a genuinely international community is. Jerudong International School is committed to equality of opportunity for all staff, and applications from individuals are encouraged regardless of any of the protected characteristics of the 2010 UK Equality Act.

Jerudong International School students' motto is **"Togetherness and Community".** Central to this is our Polio Points reward system. Year 7 to 13 students are challenged to act in a way that goes beyond what we would normally ask of them to do. The reward system is based on our six student aims of Leadership, Resilience, Communication, Thinking, Engagement and Integration. They are then rewarded with a Polio Point (as part of the international End Polio movement), which directly contributes to a donation to UNICEF.

We are on a journey towards becoming a truly sustainable school community, and the Green Flag Eco-School initiative has been integral to this. Our aim is to ensure that in every area of the school, we think more carefully about the impact that we are having on our own local community and in the world around us. Beyond this, we encourage the students to think beyond the school campus and look at how their actions can have global effects. The Sustainable Development Goals is a blueprint to achieve a more equitable, peaceful and sustainable world for everyone. The school aims to inspire our students to be socially responsible, global citizens equipped to deal with the challenges of the 21st century.

To apply, please complete the application form via the TES website, where you will also find further details of the post. You will need a fully complete profile as well as an up-to-date CV loaded to your profile. This must include a **recent photo** and the full contact details (including email addresses) of three (3) professional referees, **one of whom should be your current or most recent headteacher.** You must also include a covering letter. **Please note: incomplete profiles, no covering letter, or failure to submit your CVs via TES will result in your application being rejected.** JIS is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. **References will be required prior to any final interviews.** All post holders are subject to appropriate vetting procedures and satisfactory Criminal Background Checks or equivalent covering the previous 10 years' employment history.

The closing date for applications is **Monday, 30th November 2026**; however, early applications are encouraged. Initial interviews will be conducted via Google Meet or Zoom, followed by face-to-face interviews in London, where feasible.

Applicants who have not been contacted by **Friday, 18th December 2026**, should assume that they have not been shortlisted. The School sincerely thanks them for their interest.

The successful applicant must be available to commence employment in **August 2027**.

JERUDONG INTERNATIONAL SCHOOL

Jerudong International School (Brunei)

- One of the leading International Schools in Asia; situated in Brunei, on the tropical island of Borneo.
- Independent Boarding/Day School, with over 1600 students on roll, aged 2-18 (6th Form of c350).
- Exceptional facilities and resources, with a beautiful 120-acre campus.
- Member of HMC, BSA, FOBISIA and COBIS.
- British Curriculum, leading to (I)GCSEs, A-Levels and IB Diploma.
- Highly competitive tax-free Salary (+ package including Gratuity, Accommodation, Relocation Allowance, Medical Insurance, Annual Flight home, and discounted school fees for children).
- c175 Expatriate teachers, mainly from the UK, Australia and New Zealand. Initial two-year contracts, but the vast majority stay much longer than that. Currently, over 100 staff children attend JIS.

Safer Recruitment

The safe recruitment of all colleagues (including consultants/ contractors/ supply teachers, activity providers and volunteers) in schools is the first step to safeguarding and promoting the welfare of children in education.

At Jerudong International School, we ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.

As part of the safe recruitment procedure, we will require the following information prior to starting work at JIS:

- Up-to-date police records from a teacher's country of origin and previous country of employment.
- Three references, one of which must be from the current employer. If a teacher has worked in two or more schools within 5 years, telephone contact will be made with those schools to ask why the teacher is leaving and if there were any concerns of a safety nature with children.
- Please be aware that applicants may be subject to a social media and online search.

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JOB DESCRIPTION

Position: Assistant Head of Inclusion (Junior School SENCO)

Accountable to: Assistant Head of Senior School: Head of Inclusion ; Head of Junior School

GENERAL STATEMENT OF RESPONSIBILITIES

Mission

At Jerudong International School (JIS), we challenge ourselves, respect others and inspire positive change. We develop our school through holistic school improvement in four interlinked key areas – Curriculum, Community, Capacity and Campus. Our student profile empowers students to think critically whilst actively engaging in lessons. We build capacity by ensuring students develop resilience by giving them opportunities to lead. We ensure students recognise their roles as global citizens alongside the many communities that exist within the school.

We have three core values that epitomise our approach to holistic, international education. Each of these values leads to two areas that form our six school aims.

CHALLENGE : We challenge ourselves to step outside our comfort zones, developing our resilience now to prepare for whatever the future may bring.

RESPECT : Our strength is built on relationships that embrace diversity. This means listening with empathy and communicating kindly.

INSPIRE : We reflect, innovate and create to tackle meaningful issues. Every one of us has a responsibility to inspire positive change.

It is the responsibility of all teachers to demonstrate these values themselves, with colleagues and with the students.

Classroom Responsibilities

Provision of learning opportunities for every student relative to their needs, abilities and stage of development by teaching a programme that gives each student the opportunity to experience success and which challenges each student to achieve their full potential.

Establishment of effective and positive relationships with students based on mutual respect, recognising the individuality of each student and affirming their cultural identity.

Provision of a safe, effective, challenging learning environment and an attractive and welcoming classroom. Contributing to other display areas around the school.

Planning, Curriculum Delivery and Organisational Responsibilities

Preparation of teaching plans in accordance with school policy, updating plans regularly, storing updated versions in the appropriate place on the school's electronic system; plans should show evidence of differentiation for the different abilities of the children.

Developing and managing classroom resources; supporting Class Teachers, Year Coordinators and Deputy Headteachers in buying new resources to improve provision.

Teaching subjects using the Jerudong International School curriculum, an enhanced form of the National Curriculum of England and Wales, in accordance with the school's policy.

Marking and evaluating students' work following the school's marking policy. Feeding back to children and parents as appropriate.

Recording results and completing reports on student achievement following the school's assessment timeline and keeping within deadlines set.

Working in teams to moderate assessments, and providing feedback, either written or verbal as needed.

Working together in year group teams to plan trips and other activities such as assemblies to enrich the children's educational experience.

Attending meetings and making positive contributions at these meetings, contributing to the school development plan.

Professional Development

Showing initiative and being proactive in keeping abreast of teaching and educational developments and sharing enthusiasm and resources with other teachers, attending teacher development programmes, participating in in-service courses (as funding permits) and attending professional meetings; participating in the Professional Growth Process.

Contributions to School Life

Supporting the wider educational and cultural life of the school; leading by example in supporting standards expected of students; performing the pastoral duties of a teacher and tutor; participating in a minimum of 2 extra-curricular activities per week; taking responsibility for the safety of students through supervision duties; supporting school and community programmes, volunteering to support whole school community events. Being a good role model for students; showing respect for peers and commitment to teaching. Being fully involved in and supportive of all aspects of school life both inside and outside the classroom.

Community Responsibilities

Reporting to parents through written reports and parents' evenings on the progress and development of students in the teacher's care. Being available to meet parents on a more informal basis and providing information for them indirectly through the administration and/or counselling staff.

Accountability through Professional Growth

All colleagues will participate in Professional Growth, which involves setting self-directed professional development targets discussed with a trusted colleague and your line manager through a coaching process. You will be expected to record your progress in a Professional Growth Portfolio and Self-Evaluation, which is reviewed each year. Time is given to colleagues to support this process. Our community strives to be self-evaluating and self-improving. We run an exceptionally innovative programme of ongoing Professional Growth. We rely on team members to be problem-solving self-starters who make us all better learners. The potential to help colleagues improve and a willingness to improve one's own practice is an essential attribute of JIS Staff.

WIDER RESPONSIBILITIES

Colleagues at JIS are expected to contribute wholeheartedly to the wider life of the school. JIS provides holistic education to the students, so this requires a commitment from staff to contribute both in and out of the classroom and to the wide range of community events that take place across the school year.

Boarding

Between 200-250 students in the Senior School (Year 7-13) are full or weekly boarders. An understanding of the ethos of what boarding entails and the importance of it within the school would be looked upon favourably.

There is a full weekend sporting and activity programme, as well as regular events that take place within the boarding community. These activities and events are an essential part of the rich tapestry of life at JIS. There are opportunities for colleagues to contribute to successfully running the Boarding Houses.

Enrichment

Co-curricular activities (CCA) form an integral part of the Enrichment Program at JIS. It is expected that staff fully support the program by offering to run or support one of the wide-ranging activities on offer to the students across the Junior and Secondary Schools. The four activity groups are: Sports and Exercise, Service Learning, Creativity and Arts, and Enriched learning.

Coaching and officiating, particularly in these key sporting areas is paramount to the success of our sporting opportunities:

- Netball
- Football
- Rugby
- Basketball
- Athletics
- Swimming
- Gymnastics
- Badminton

Support for the very successful International Award (DofE) scheme is encouraged as well as running school excursions and trips.

The school is very busy, and many enrichment and community activities occur throughout the year. These wonderful opportunities rely on the support of our staff to make them run.

Working Hours

Monday - Thursday	7.15am - 3.15pm
Friday	7.10am - 3.30pm (break 12noon - 2.00pm)

The hours above do not include CCAs.

If you need to leave the School before the end of the day, for the purposes of an emergency evacuation or lockdown procedure, you must notify your respective Head of Faculty/ Department/ Phase leader and sign out of school at the relevant school office.

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SPECIFIC SUBJECT EXPECTATIONS

To coordinate support for children with Special Educational Needs and Disabilities (SEND) and to work with the Head of Inclusion and the Head of EAL to develop the provision of English as an Additional Language (EAL) within the Junior School, ensuring that children's individual needs are appropriately met and that they are supported in achieving their full potential.

You will be expected to:

Leadership and Management

1. To assist the Head of Inclusion in coordinating and managing learning support in the Junior School.
2. Work alongside the Head of Inclusion to manage a team of 1:1 assistants and Learning Support Tutors and Teachers, providing advice and training for them as required.
3. To monitor the quality of teaching and learning, including planning for the relevant groups of students and share judgements with teachers and support staff as appropriate to inform further improvements.
4. To support all staff in understanding these students' needs and help to identify and disseminate the most effective teaching methods for them.
5. To demonstrate, teach and plan alongside teaching and support staff to ensure best practice.
6. Raise attainment for students identified as SEN.
7. To disseminate information and initiatives to all members of staff.
8. Work alongside the Head of Inclusion to advise the Head of Junior School on the strategic direction and development of all aspects of SEN and to lead development in those areas
9. To help to monitor/evaluate the school improvement plan implementation
10. To contribute to relevant aspects of the school's self-evaluation.
11. Co-ordinate whole school approaches which support learning for SEND and EAL pupils throughout the Junior School
12. Disseminate good practice of SEND and EAL provision by contributing to whole school CPD
13. Contribute to the Junior School Development Plan and monitor progress of SEND and EAL children in the Junior School

Assessment, Monitoring and Review

1. Follow systems for assessing and identifying students who have special educational needs or EAL
2. Liaise with class teachers and other professionals as appropriate to develop pupil profiles for students who have special educational or EAL needs
3. Monitor progress of SEND and EAL students through regular reviews with teaching staff and parents
4. Maintain the SEND and EAL register in the Junior school and ensure teachers have access to information
5. Use whole school literacy and numeracy screening to inform intervention programmes
6. Assist with enrolment assessments where further information is required

Liaison and Communication

1. Develop and maintain effective communication with parents
2. Assist in liaison with other educational establishments to promote continuity of learning and progression
3. Liaise with appropriate bodies inside and outside the school that support students, including Head, Medical and Counselling.
4. Help manage the transition process for SEND and EAL pupils from Junior School to the Senior School with the Deputy Head Teachers and Senior School SENCO.
5. Prepare for assessment by outside agencies such as an Educational Psychologist by collecting and collating assessment evidence.
6. Feedback findings from formal assessments to class teachers.
7. Work closely with the Junior School EAL team to ensure provision is effective and efficient.
8. Ensure that our provision is reflective of current thinking in SEND and EAL by keeping up to date with advancements in provision.

Other Responsibilities

1. Undertake cover and co-curricular responsibilities, in addition to classroom teaching of learning support.
2. Undertake any other reasonable duties assigned by the Head of Inclusion and/or Head of Junior School.

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PERSON SPECIFICATION FOR THE ROLE: ASSISTANT HEAD OF INCLUSION (JUNIOR SCHOOL SENCO)

CRITERIA	
Qualifications	• QTS • Degree • Other professional qualifications, SENCo qualification or equivalent experience
Knowledge and Experience	• Successful leadership experience within a secondary or international school context • Strong knowledge of SEN, EAL, inclusion and safeguarding • Ability to lead, line manage and develop colleagues • Outstanding class teacher with outstanding pupil outcomes • Excellent understanding of relevant curriculum • Excellent understanding of use of a range of data to improve outcomes • Excellent understanding of Safeguarding and Child Protection policies and practices • Proficient ICT user • Experience of whole-school inclusion leadership • Experience in more than one school • Up to date knowledge of current education issues • Awareness of innovative thinking and practice in education • Experience of developing the practice of others
Professional Skills	• High expectations and aspirations for pupils and staff • Form and maintain excellent effective relationships with all in school • Communicate effectively with all in school • Be well organised and work within deadlines • Be a good team player and work cooperatively in different capacities • An inspirational role model to others in school
Personal Qualities	• Ability to use initiative • Ambitious and willing to learn • Flexible, creative and inspiring • Caring, positive, open and honest • Dedicated and hard-working • Champion for children • Proactive in self-development • Views teaching as more than a job

** This job description may be amended, in consultation with the postholder, to reflect the school's evolving needs.*