

## **Main tasks and duties of an Inclusion Teacher and Secondary SENCO**

### **Job Scope of Inclusion Teacher**

The role of the Inclusion Teacher is to identify and ensure the school addresses learning needs for SISD to become an inclusive learning environment in which diversity is celebrated for all students. The role requires regular liaison with class teachers, specialist teachers, heads of departments and parents regarding student's welfare and development to enable them to achieve their best and overcome barriers to learning. In addition to teaching, the Inclusion Teacher will share in the wider pastoral and co-curricular life of the school. This will include, inter alia, leading at least one extra-curricular activity per week and providing Boarding House support in terms of supporting a group of students as a Tutor at least once a week. Occasional participation in outreach or promotional activities may be required, but every effort will be made to ensure that this request is reasonable and shared equitably amongst all teaching staff.

### **Safeguarding Statement**

Safeguarding is everybody's responsibility. All staff working at SISD will have some contact with children and will therefore be in a position of trust. Staff with teaching duties will be responsible for the students that they teach and may also have additional specific pastoral or other responsibilities for other students they do not teach. In addition, all staff will regularly interact with students who may seek assistance or otherwise interact with them whilst moving around the school. In all cases, the post holder's responsibility for promoting and safeguarding the welfare of the students is to adhere to and always ensure compliance with the school's safeguarding and child protection policies and procedures to include whistleblowing. The post holder is required to declare all convictions and cautions (including those which are "spent") to assess their suitability to work with children. SISD is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post holder must be willing to undergo child protection screening, including checks with past employers and provide police clearance checks.

## **Main Duties and Responsibilities**

This not an exhaustive list of duties/responsibilities. The responsibilities outlined may be modified by the Head of Inclusion, upon mutual agreement, to reflect or anticipate changes in the role:

### **Provide consultancy support**

- To observe and work with teachers to offer support and advice for improving the quality and effectiveness of learning and teaching, with regard to Inclusion.
- To give advice and guidance on the learning needs and programmes of individual students and support and advice on improving quality first teaching, the inclusive classroom, personalised learning, and differentiation. This includes
- Providing information on specific learning difficulties e.g., dyslexia, dyspraxia, ADHD etc. and offering strategies for staff to support the students
  - Supporting the teacher with creating appropriately differentiated work
  - Advising teachers, Learning Support Assistants and CRAs on appropriate levels and target levels
  - Developing the pupil profiles
  - Having an input into writing and monitoring the effectiveness of the IEPs
  - Advising on and supporting with the modification and adaptation of curriculum structures
  - The development of appropriate assessment procedures
  - Following Individual Therapy Plans and helping teachers implement Sensory Diets in the classroom.

### **Providing specialist services**

- To provide exceptional services to individual students such as supporting those with difficulties adjusting to the class or school, provide short term assistance to help students catch up on work or provide study support and additional literacy sessions for students experiencing difficulties with reading/writing and spelling. This includes;

- Supporting with Early Years/Primary/Secondary transition
- Supporting the transition to a mainstream setting
- Supporting the transition from a different school setting
- Attending transition events as appropriate
- Advising and monitoring on the use of assistive technology
- The development and monitoring of the identification and referral process, gathering information in the referred student and observing the student in the classroom
- 1 to 1 support for some students when required (short and long term)
- Maintaining effective communication with parents as well as any service providers working with the family or the student, where needed

#### **Contributing to staff development**

- To contribute to the enhancement of his/her colleague's professional development through PD sessions, information sheets and the exercising of the role as outlined here. This includes
  - Raising awareness
  - PD on learning support topics to school staff as requested
  - Offering advice to staff on strategies to support particular students
  - Advising staff on where to find resources on the internet to support students
  - LSA training

#### **Teaching co-operatively**

- To support the work of the class or subject teachers by targeting assistance in a planned way to students experiencing difficulties in learning but also by enriching the overall quality of learning and teaching. He/She may;
  - Work with the subject/class teacher within the class to ensure that students who may be experiencing difficulties are accessing the curriculum through appropriate levels of work
  - Bring ideas and materials to the lesson that will enrich the quality of learning and teaching
  - Take classes to free the class/subject teacher to work with individuals

or groups. He/She can also work with individuals or groups

- Model appropriate teaching strategies such as co-teaching or team teaching with the class/subject teacher

#### Safeguarding

- Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of students, including sharing concerns where necessary
- Promote the safeguarding of all students in the school

#### Communication

- To communicate accurately and regularly with parents
- To liaise effectively with parents and offer opportunities for them to engage in their child's learning at home
- To develop positive channels of communication to ensure the smooth running of the service amongst all educators
- To attend Parents' Evenings as required and to provide accurate, honest information regarding the progress of students.
- To report to parents in the form of written reports twice yearly and when made be additionally required by the Head of Inclusion
- To contribute to the newsletters, social media platforms and marketing activity

#### Administration

- To register the attendance of and supervise students, before, during and at after-school sessions as appropriate
- To participate in and carry out any administrative and organisational tasks as required
- To maintain up to date emergency forms, curriculum plans, individual child development profile and other records as needed
- Proficient in utilizing various forms of technology in a school setting to enhance best practice.
- Up to date with the latest trends and advancements in educational technology to continuously improve teaching and learning practices.

•

### Professional Development

- To regularly review and evaluate the effectiveness of teaching and assessment procedures and its impact on students' progress, attainment, and well-being
- To be responsible for improving teaching through participating fully in training and development opportunities identified by the school or as a result of appraisal
- To participate fully in the teacher appraisal system, with classroom observation of colleagues and a willingness to be personally observed within the classroom
- To submit books, records or planning as required for monitoring by colleagues or management

### Other

- To have professional regard for the ethos, policies and procedures of Swiss International Scientific School and maintain high standards in attendance and punctuality
- To maintain smart and professional standards of appearance
- To maintain high standards of conduct both in and out of the classroom. To act in a way that conforms to the school's ethos and values
- To adhere to the teacher standards and expectations set out in the teacher's handbook, employee handbook, code(s) of conduct and the school policies
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach
- To participate and support in school activities outside regular school hours to enrich the school experience for the students to include, but not limited to, ASAs, Boarding House(s) support, school trips {international and local}, staff meetings, open days, professional development training sessions, conferences and workshops, induction, major school events and if applicable assessment/examination supervision

### Additional Responsibilities - SENCO

- To provide professional guidance in SEND to secure high-quality teaching and the effective use of resources to bring about improved standards of achievement for all students.

- Support the vision, ethos and policies of the school for successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability
- Strategically lead the structure of support for special educational needs
- Develop, propose and take approval for the program implementation through appropriate consultation with all stakeholders
- Ensure that the school has effective system to identify students with SEN
- Support staff in identifying and understanding the learning needs of students with specific needs across the curriculum
- Liaise with the inclusion team in raising the achievement level of students through the most effective teaching approaches {individual support, in class guidance}
- Be informed of current developments by attending relevant courses, reading and study Provide all teaching staff with the skills and the resources needed to ensure the development of all the learners including most and least abled
- Update the Head of Inclusion on trends and developments in relation to special educational needs
- Plan individual or group programmes for students who require extra provision
- Efficiently monitor the well-being and personal development of all students
- Coordinate data with Grade Coordinators to ensure that data is correct, updated and utilized
- Liaise with other agencies including the school health service, speech therapists etc
- Organise and chair regular meetings with the staff and parents to discuss the needs and progress of identified students
- Support and monitor (including performance management) the work of the inclusion team
- Organise professional development opportunities for staff

### Key Relationships

**Internal** - Students, Learning Support Assistants, Classroom Assistants, Teachers, Grade Coordinators, Subject Coordinators, EY PYP, MYP, CP and DP Programme Coordinators Heds of Depts, Head of Sections, Deputy Head(s) of Sections, Principal and Deputy Head of Whole School (Teaching & Learning), Marketing and Admissions

**External-** Parents, KHDA, 1B