

# Job Title: Special Educational Needs Coordinator (SENCo)

<b>Location:</b>	New School Rome, Rome, Italy
<b>Salary:</b>	Competitive, dependent on experience and qualifications
<b>Contract:</b>	Full-time, Permanent
<b>Reporting to:</b>	Headteacher

## Job Purpose:

The Special Educational Needs Coordinator (SENCO) is a key role responsible for developing and implementing an inclusive approach to Special Educational Needs and Disabilities (SEND) across all phases of education (Early Years, Primary, Secondary, and Sixth Form). The SENCO ensures that students with additional learning needs receive high-quality support, in line with international best practices and local Italian regulations.

This role requires a global perspective on inclusion, supporting students from diverse linguistic and cultural backgrounds, including expatriate, bilingual, and EAL (English as an Additional Language) learners.

## Key Responsibilities:

### 1. Strategic Leadership & Inclusive Practice

- Develop and oversee the school's SEND and Inclusion policy, ensuring compliance with international frameworks and local Italian regulations.
- Promote a whole-school inclusive ethos, ensuring SEND support is embedded across all phases of learning.
- Lead a small team of Learning Support Teachers, Teaching Assistants (TAs), and Learning Support Assistants (LSAs).
- Collaborate with the Headteacher to drive continuous improvement in inclusive teaching practices.
- Ensure smooth transitions for SEND students, whether moving between EYFS, Primary, Secondary, and Post-16, or relocating internationally.

### 2. Identification, Assessment & Support

- Oversee the early identification and assessment of SEND students, using a combination of internal assessments and external specialist evaluations.
- Manage Education, Health, and Care Plan (EHCP) equivalent processes, ensuring students receive tailored support.
- Develop and monitor Individual Education Plans (IEPs) and Personalised Learning Support Plans (PLSPs).
- Implement evidence-based interventions for students with learning difficulties such as dyslexia, dyspraxia, ADHD, autism, and social-emotional challenges.

- Work closely with the EAL (English as an Additional Language) department to differentiate between language acquisition needs and special educational needs.

### **3. Teaching & Learning**

- Support Early Years practitioners, primary, and secondary teachers in designing accessible and differentiated lessons.
- Monitor the effectiveness of SEND interventions and adjust strategies based on student progress.
- Ensure inclusive access to international curricula, including IGCSE, and IA-Levels.
- Introduce assistive technology and alternative learning resources for students with additional needs.

### **4. Professional Development & Staff Training**

- Deliver CPD workshops and training for teaching staff on SEND, differentiation, and inclusive teaching strategies.
- Provide guidance to staff on adaptive learning strategies for multilingual, multicultural classrooms.
- Stay up to date with international SEND research, inclusion policies, and global best practices.

### **5. Parent & External Stakeholder Engagement**

- Act as the key liaison for parents, ensuring strong collaboration between school and home.
- Conduct regular parent meetings, providing guidance on supporting students with additional learning needs.
- Build relationships with international and local specialists, including Educational Psychologists, Speech & Language Therapists, and Occupational Therapists.
- Work with local Italian authorities (where applicable) to ensure compliance with national SEND regulations.

### **6. Compliance & Safeguarding**

- Ensure all SEND provision aligns with international safeguarding standards and local Italian educational laws.
- Maintain accurate SEND records and support documentation for inspections
- Work closely with the Designated Safeguarding Lead (DSL) to protect vulnerable students.