

We Are Hiring!

ProEducation is seeking an experienced **Special Needs Coordinator (SENCO) for Highschool** to start in July 25th 2021.

An experienced teacher with a passion for supporting pupils with special educational needs. Working closely with the head teacher and other senior colleagues, you'll use your leadership skills to manage provision in your school and to provide support to other teachers.

Your responsibilities will include designing and delivering interventions with pupils in the classroom and implementing the school strategy. You may also have classroom teaching duties and could be working in one school or across multiple schools.

The minimal standards for application:

- Five years of teaching experience
- Demonstrated ability to lead professional staff in activities
- Demonstrating of senior management of curriculum management.
- Previous experience in a leadership position with minimum 4 year's experience
- Handled special difficulties child

Do you feel you meet the criteria for this exciting opportunity? If so, please send your resume to hr@proed.asia and CC llanareece@proed.asia

Professional duties and responsibilities

The duties outlined in this job description are listed below and cover the position for Special Education Needs Coordinator. This staff member must encourage inclusion in ProEducation's inclusive school community. The individual must advocate for the student's individual's needs in the High School community and work cohesively with the Special Education Needs Coordinator in Primary School. The SENCo must ensure a working relationship with specialists amongst the school to provide ongoing intervention to support the child's studies. The SENCo must encourage work experience and life skills and be a pivotal role in this process. The Head of High School and or Principal can, with your agreement, reflect or anticipate changes in the job, commensurate with the salary and job title.

Teaching and learning

1. Identify and adopt the most effective teaching approaches for SEN pupils.
2. Monitor teaching and learning activities to meet the needs of SEN pupils.
3. Liaise with other schools to ensure continuity of support and learning when transferring SEN pupils.
4. Promote Inclusion best practice and contribute to the aims and ethos of the school through membership of the senior leadership team and when possible, attendance at school events.
5. Ensure students are learning from a curriculum accredited by ASDAN or Pearson.
6. Ensure that pupils have access to differentiated work options in the mainstream classrooms.
7. Teach and implement strategies to staff members to support differentiation within the classrooms.
8. Contribute practical life skills to the teachings of the Towards Independence program.

Recording and assessment

1. Set targets for raising achievement among SEN pupils and other groups as appropriate.
2. Collect and interpret specialist assessment and performance data and share with other staff and as appropriate.
3. Set up systems for identifying SEN, and assessing and reviewing SEN provision. This includes creating and monitoring IEPs and STS's, provision maps with class teachers and learning support assistants.
4. Update the Head of High School and Principal on the effectiveness of provision for SEN children.
5. Keep parents informed about their child's progress through individual meetings, home visits and school reports.
6. Ensure communication is for all High School students no matter if they are in the Towards Independence program or regular classes.
7. As necessary, prepare applications for Statements of Educational Needs; co-ordinate and attend annual reviews.
8. Assist the Head of High School in making applications for additional support, time and/or specific papers for end of Key Stage assessments.

9. Maintain SEN register.
10. Evaluate the effectiveness of provision.
11. Ensure students Pathways plans for High School are created and managed for all children in Towards Independence 4, IGCSE and Distance classes.
12. Review these Pathway plans at the end of Semester 1 and Semester 2. Include parents in this process along with the HS Coordinator.

Building awareness in the team:

1. Ensure all members of staff are able to recognize and fulfil their statutory responsibilities to SEN pupils.
2. Provide training opportunities for learning support assistants and teachers to learn about Inclusion, including whole-school Inset.
3. Disseminate good practice in Inclusion across the school and in particular the High School.
4. Identify resources needed to meet the needs of SEN pupils and manage the SEN budget.
5. Work with the Head of High School and Principal on the strategic development of SEN & Inclusion, including reviewing and formulating appropriate policies.
6. To be responsible for the supervision and organization of learning support assistants, including their performance management.
7. Support pupil progress meetings, recording agreed provision within provision maps.
8. To be involved in the appointment of Teaching Assistants.
9. To work with the Head of High School and other key staff on developing the effectiveness of transition arrangements from Primary School to High School ensuring students' needs are met.
10. Liaise with the Educational Psychology service and other specialist and support agencies to ensure accurate special arrangement provisions are made for IGCSE and A Level Applications.
11. To attend appropriate training, CPD and conferences and provide feedback to colleagues.
12. Lead CPD on inclusion matters as needed across the school.
13. Lead CPD training about teaching techniques and to support the integration of children with differentiated needs.
14. Work with the Head of High School to plan the overall deployment of teaching assistants throughout the school and High School.
15. Liaise with key stage leaders and all teachers in the successful deployment of learning support assistants within key stages and year groups.
16. Undertake SEN self-evaluation, contributing to the school improvement plan and planning for continuous improvement in inclusion practice
17. Model good practice in teaching pupils with SEN including those with severe complex needs.
18. Develop links with neighboring schools and build a network of support in the community.
19. Offer support and guidance to parents frequently through personal 1:1 meeting and or home visits where appropriate.

Other and responsibilities

1. To willingly undertake any reasonable task requested by the Head of High School or Principal from time to time to support the safeguarding of staff and children.
2. To be willing to undertake the role of Designated Child Protection Coordinator for the High School.
3. To contribute and participate in school wide events and activities.