

Special Education Needs Coordinator (SENCo)

Job Title:	Special Education Needs Coordinator (SENCo)
Responsible to:	• Learning Support Area Leader, all communications via Leader where appropriate. • Senior Leader or Deputy Principal responsible of Learning Support • Ultimate accountability to the Principal and, through him, the Board of Trustees.
Functional Relationships:	• Principal, Senior Leaders, Staff • Learning Support Team • Learners, Parents and Caregivers. • Outside Agencies and Community Groups, including RTLB, SENCo's from feeder schools
Overall Objective:	The SENCo, with the support of the Learning Support Area Leader, Principal and Board of Trustees, is responsible for the day-to-day operation of the provision made by the College for learners with Special Education Needs (SEN). Providing professional guidance in the area of SEN (Special Education Needs) to effect and secure high-quality teaching and effective use of resources to bring about improved standards of achievement for all learners. <i>Bright thriving futures through equity focused support</i> To ensure the school's strategic plan is aligned with Learning Support actions and outcomes.

In line with work streams provided above

Key Area	Tasks	Desired Outcomes
School-wide Leadership	• Contribute to and actively support school policy decisions, strategic targets and plans, including innovative ways to develop and deliver our school vision. • Share our commitment to Māori achieving success as Māori and to our bicultural partnership in Aotearoa / New Zealand. • Attend professional and administrative meetings as required. • Regularly liaise with key stakeholders. • Contribute to the full life of the school, including active involvement in whānau activities, extracurricular activities, and major school events, and encourage others to do so. • Provide a positive role model to the school community and encourage both staff and learners to participate in school activities • Safeguard the health and safety of learners in all school activities. • Be reflective and undertake Professional Learning to improve effectiveness contributing to discussions and personal development on educational issues.	• Ensure an ongoing, strong link between the College's vision, school-wide policies, procedures and programming planning. • Helps to enhance relationships with all members of the school community and actively participates in and supports general school policy direction and strategic targets. • Assists in presenting a school-wide positive image.

Key Area	Tasks	Desired Outcomes
Professional Leadership and Communication	• Encourage the development of school wide culture that promotes the inclusion of learners with Special Needs. • Builds relational trust by demonstrating competency in their role, engendering interpersonal respect, and demonstrating personal integrity and resilience. • Meets with parents, teachers and learners as required, including availability at Learning Conversations. • Attend and run meetings as and when required - including Collaborative Action Plan (CAP), Individual Learning Plan (ILP) and Special Assessment Conditions (SAC) hui. • Ensure that learners, parents and teachers are kept informed of progress. • Support staff in their teaching roles and encourage professional development. • Lead professional discussions where appropriate and provide appropriate guidance to staff. • Liaise with external key stakeholders are required to fulfill this role. • Support teaching and support staff in the differentiation of curriculum materials across all levels through regular in-service where appropriate, collaboration with wider school PLD goals, SCT and Ako Leaders where appropriate. • Regular reporting on activities and progress of SEN learners through Kamar and CAP/ILP process	• Demonstrate knowledge and understanding of current principles and practice in Special Education and develop appropriate learning programmes. • Staff feel valued and supported. • Staff, parents and students are informed and feel supported. • There is effective communication with all stakeholders and liaison with outside agencies. • Staff are encouraged to maintain up-to-date knowledge of developments in teaching and learning.
Transition Coordination and Support	• Students with deficits in learning are identified, and support plans are developed and implemented, e.g., literacy, numeracy, social etc. • School-wide practice is identified, adopted and developed using evidence-based practices. For example, but not limited to, Awarua Pathways. • Ensure learners with Special Education Needs (SEN) are appropriately transitioned to and from Rolleston College and have their needs addressed through relevant plans (CAPs, ILPs and Safety Plans) • All plans are developed in consultation with home, school, and appropriate outside agencies. • Strategies to increase appropriate and decrease inappropriate behaviour of students are developed and implemented through R2L (PB4L) and Restorative Practices. • Ensure that learners, parents and teachers are kept informed of progress (academic, social, cultural and physical) and or concerns.	• Ensure learners requiring learning support (academic, social, cultural and physical) are appropriately transitioned to Rolleston College and have their needs addressed through relevant IEPs. • SEN funded learners have equity of access to classroom programmes and EOTC activities. • Staff, parents and students are informed and supported to deliver IEPs. • Ensure optimal success (academic, social, cultural, physical etc.) of all students and those identified with learning needs.
Literacy and Numeracy Interventions	• Develop and deliver school-wide Numeracy/Literacy interventions and programmes for learners. • Specifically screening for learners with low numeracy and literacy levels.	
Teaching Responsibilities	• Regularly assessing learning needs, planning and preparing appropriate learning programmes. For example, but not limited to, Steps Web, Awarua Pathways. • Promote participation in Education Outside the Classroom (EOTC) activities. • Assess learning needs, monitoring student progress and achievement. • Use a variety of teaching techniques to meet the learning needs of the children. • Maintain class routines and a working atmosphere and environment that provides opportunities for effective learning.	

Key Area	Tasks	Desired Outcomes
	- Establish effective relationships with children and encourage and praise students to develop a positive and safe learning environment. - Set clear standards of acceptable behaviour and consistently and fairly apply these within the philosophy, policy and procedures of the school. - Provide an interesting and stimulating classroom programme. - Timetabling and non-contact aligned with the Collective Agreement and to meet the timetabling needs within the Learning Area.	
Learner records and monitoring	- Maintain an up-to-date register of learners with special education needs/ diverse learners - Learner information and data (including pastoral data) is accurate and available to other staff in KAMAR - Learner information (electronic or paper based) is filed securely in learner files and accessible to relevant parties when required.	- We keep accurate, up-to-date records for learners with education needs. - Ensure personal information is safe and secure.
Kaiwhakatere	- Identifying learners needs to better provision relevant Kaiwhakatere supports and interventions. - Alongside the Learning Area leader of Learning Support, and ORS teachers assist when required with the recruitment of Kaiwhakatere. - Allocate and provide ongoing training and supervision of Kaiwhakatere, working within the available financial resources. - Respond to teacher requests for teacher Kaiwhakatere support within the available resources.	- Learners and or Classes are staffed and resourced appropriately. - Staff feel valued and supported. - There is a collaborative approach to planning, assessment and delivery of programmes.

Name	
Signature	
Date	