

JOB DESCRIPTION: SENCO

PURPOSE:	To play a major role under the auspices of the Trustees and under the overall direction of the Principal.
RESPONSIBLE TO:	Principal
WORKING TIME:	Full time

Summary of Responsibilities

Job Purpose:

SENCO (Special Educational Needs Co-ordinator)

- To lead, develop and oversee the implementation of the school's SEN strategy and policy.
- To undertake a designated programme of teaching for students with special needs.
- To assess children who have long or short-term learning difficulties and work with colleagues to identify individual students' special needs.
- To liaise with other professionals such as speech and language therapists, physiotherapists and educational psychologists.
- To maintain appropriate records and to keep these secure.
- To assess, record and report on the progress, development and attainment of students.
- To ensure the effective/efficient deployment of classroom support in the classroom.
- To maintain a high level of knowledge and awareness of the changes and developments in the fields of SEN education.
- To arrange and deliver relevant training for staff as and when needs are identified.

Counsellor

- To provide a high-quality counselling service to students experience a wide range of emotional issues.
- To provide support, guidance and advice to parents, carers and the school.
- To contribute to the safeguarding and promotion of the welfare and personal care of children and young people.

MAIN DUTIES

SENCO

To work with the staff of SMMIS

- To carry out assessments of pupils with SEN to identify needs and monitor progress - including observations in the classroom and meeting with teachers and parents.
- To work with classroom teachers, the school leadership team, parents and relevant external agencies to develop, implement and monitor individual support/learning plans.
- To provide regular updates on pupil progress through written reports and meetings with parents.
- To make referrals and liaise with professionals outside of the school - this could include psychologists, health and social care providers, speech and language therapists and occupational therapists.
- To provide advice, guidance and training to classroom teachers on supporting pupils with SEN.
- To support teachers to develop schemes of work and learning programmes for pupils with SEN.

- To support teachers to develop and implement effective teaching and behaviour management approaches in the classroom.
- To develop and maintain systems for keeping pupil records, ensuring information is accurate and up to date: Individualised Education Plans and Learning Plans.
- To analyse school, local and international data and develop appropriate strategies and interventions.
- To manage SEN teachers, teaching assistants and support staff to improve pupil progress and attainment.
- To keep up to date with national and local policies related to SEN and cascade information to colleagues.
- To support and advise the parents of pupils on the SEN Register.
- To contribute to the safeguarding and promotion of the welfare and personal care of children and young people.
- To manage and advise on the school budget and resources for SEN provision.

Counsellor

- To be responsible for the confidential counselling services to students as needed.
- To promote a caring and supportive environment where such concerns may be explored.
- To liaise with school staff and other professionals as appropriate to ensure the effective operation of the counselling service.
- To maintain appropriate records and to keep these secure.
- To maintain a high level of knowledge and awareness of the changes and developments in the fields of counselling and education.
- To arrange and deliver relevant training for staff as and when needs are identified.

Other Specific Duties:

- To undertake any other duties as specified by the Principal.
- To take responsibility for personal professional development.

Person Specification – SENCO

Person Specification

A. Qualifications and Experience

- Teaching qualification.
- Post-graduate Diploma in Special Education and Counselling or equivalent.
- Safeguarding (Child Protection) Training.
- At least 5 years' post qualification experience.
- Experience of working in the International School system in Singapore would be an advantage.

B. Knowledge, Understanding, Skills and Abilities

- A clear and proven commitment to the ethos and values contained in the SMMIS ethos statements and capacity to develop and promote this within the school.
- A strong commitment to raising educational attainment for children and young people with SEN, including working with pupils directly and supporting other staff to do so.
- A willingness and ability to develop specialist knowledge and keep up to date with local and international policy and developments.
- Interpersonal skills – for building relationships with parents, teachers, and external professionals.

- Written communication skills – for writing learning and support plans, reports on pupil progress, and training and guidance for staff.
- Organisation and time-management skills – needed for prioritising and balancing a busy and varied workload.
- Empathy and emotional intelligence – in order to recognise and be sensitive to the needs of pupils and parents.
- Analytical and problem-solving skills – necessary for analysing school, local and international data and developing appropriate strategies and interventions.
- An understanding of the developmental, emotional, social and educational issues of children and young people.
- A sound understanding of how students learn, how teachers can best teach and how to achieve high standards.
- The ability to lead by example and inspire others to try new ideas and techniques.
- Ability to demonstrate a commitment to safeguarding, pastoral care and the promotion of high standards of positive behaviour.
- High levels of communication skills both oral, written and in ICT

C. Leadership/Personal Qualities

- A team player respected by others.
- Ability to act quickly and sensitively under pressure, to keep calm in difficult situations, deal with stress and absorb pressure.
- Ability to manage own workload appropriately, with the enthusiasm, stamina and passion to enthuse and motivate others with regard to the marketing of the school.
- Influencing and negotiation skills – to influence school strategy and policy, secure sufficient internal resources, and secure the necessary support from external agencies.
- Leadership skills – to inspire and motivate other teachers, model good practice, and develop a whole school commitment to supporting pupils with SEN.
- Open and constructive, accepting of feedback and always willing to learn.
- Excellent interpersonal skills, a sense of humour and a willingness to make him/herself approachable to all members of the school and the wider community; a 'can do' positive approach.
- The ability to prioritise, evaluate and manage financial and human resources.