



Role Description: Special Education Needs Coordinator (SENCO)

Position Title	Special Education Needs Coordinator (SENCO)
Responsible To	Deputy Principal (Learner Support), Principal
Responsible For	Teacher Aides
Functional Relationships with:	All Teaching staff, Pastoral and Guidance staff, Deans, Support staff, external agencies (RTLB, GSE, etc.)
Functional Delegations (Limits to Authority):	According to annual delegations and specific portfolios
Terms and Conditions:	The conditions of employment (including remuneration) are as stated in the Secondary School Teachers' Collective Agreement. 1MU + 1 MMA (depending on other role(s))

Role Description

The **SENCO's role** is a pivotal leadership role for ensuring that students with high needs have the learning programmes and support they need to achieve at school.

The **SENCO** works with other staff to ensure that professional development is in place and that effective teaching strategies are applied in classrooms.

The Special Needs Coordinator is directly responsible for managing a Learning Support Programmes for students with specific learning needs, or students with additional needs (SWANs). The SENCO implements the school's philosophy of inclusive education.

Our philosophy, consistent with our vision, is for inclusive educational and social development of students, with targeted levels of support. Therefore, students are included in classes and participate in the curriculum at an appropriate level, with the required support, insofar as resources allow.

"we value an **inclusive** culture where students are valued and respected. All students have the opportunity to achieve their potential, and to participate in school life with their peers."

"Inclusive education is where all students are engaged in their learning and achieve by being present, participating, and belonging. This includes students of all abilities, cultures, ethnicities, religious beliefs, gender identities, sexual orientations, neurodiversity, ages, and socio-economic status."

This means, amongst other aspects, we "identify students, and groups of students, who

- are not achieving, or are at risk of not achieving
- have learning support needs (including gifted learners)"



Students who need learning support include:

- neurodiverse learners and learners with disabilities, learning difficulties, communication or behaviour difficulties, and/or sensory or physical impairments
- gifted learners
- English language learners (ELL)
- those who are not achieving, or at risk of not achieving
- those at risk of disengaging.

Key responsibilities

1. The day-to-day implementation of the school's Learning Support policy – i.e. coordination of the support provided to students with identified learning and/or behavioural needs or conditions to improve their outcomes.
2. Manage accurate records for students with identified special education and/or additional learning needs.
3. Liaison with Deputy Principal (Learner Support) and Principal's Nominee and the pastoral care network (Deans, Guidance Counsellor, Learning Support Coordinators, etc.)
4. Develop and maintain professional, positive, and productive relationships with all external agencies as required (e.g. RTLB, MoE).
5. Develop and maintain positive and productive relationships with staff, students and their parents/caregivers and whānau.
6. Manage and develop of department facilities, budget and resources, including setting priorities for the use of special education funding.
7. Coordination of the management of special assessment conditions for students.
8. Management and leadership of the Learner Support Department, i.e. Teacher Aides, to support students' learning and special assessment conditions
9. Represent the Learner Support Department.
10. Classroom teaching as per the job description for teachers.

The **Classroom Teacher** Role Description is subsumed into these responsibilities



Key Responsibilities	Key Performance Indicators
<p>1. The day-to-day implementation of the school's Learning Support policy – i.e. coordination of the support provided to students with identified learning and/or behavioural needs or conditions to improve their outcomes.</p>	<ul style="list-style-type: none"> • Manage the transition of students into the School, including visits with contributing schools and orientation programmes • Identify students who require additional support, including using available data and managing appropriate testing of students to ascertain curriculum level of ability in mathematics, reading, spelling and comprehension, etc. • Share information on known students' learning difficulties and associated teaching strategies to support students' learning and achievement • Manage appropriate programmes and resources, monitoring the effectiveness of such programmes • Co-ordinate Individual Education Plans (IEPs) for all moderate to high needs students. • Maintain accurate and complete records of all correspondence, tests and contacts with parents and other parties related to students. • Liaise with individual staff regarding students who need/have learning support. • Liaise with the Head of the English Learning Area to develop the Year 9 and 10 Literacy programmes • There is a programme to transition students with special education needs into the school • Students who require acceleration in vocabulary and reading are identified and included in the reading programme • Liaison between Teacher Aides and teaching staff when issues arise. • Liaison with the Business Manager regarding students who may require transition work within the school. • Liaison with ICT Support regarding computers/laptops used in the Learner Support Department and/or for Special Assessment Conditions. • Liaison with Student Services and KAMAR Student Administrator regarding Learner Support students' attendance and timetables, withdrawal groups and removal from markbooks / assessments. • Applications to The Correspondence School (TCS) for dual enrolment in liaison with Head of Learning Areas / Department in the subjects applied for. • Manage the transition of students beyond the School (work placement, courses, etc.)
<p>2. Manage accurate records for students with identified special education and/or additional learning needs.</p>	<ul style="list-style-type: none"> • Student information and data (including pastoral data) is accurate and available to other staff in KAMAR. • Maintain and provide up-to-date information about students learning conditions and strategies to assist students' learning • Paper-based information is filed in student files and (only) shared with appropriate people • Maintain and review appropriate school and student records about students with special education needs. • Maintain an up-to-date register of students with learning support needs.
<p>3. Liaison with Deputy Principal (Learner Support) and Principal's Nominee and the pastoral care network (Deans, Guidance Counsellor, Nurse, Learner Support Coordinators, etc.).</p>	<ul style="list-style-type: none"> • Ensure that the DP (Learner Support) is informed of departmental programmes, needs and achievements. • Develop the Annual Plan for Learner Support in association with the DP (Learner Support) • Report Annually to the Principal/Board of Trustees on the Learner Support Programme and student achievement • Liaison with whanau leaders, guidance counsellor(s), and student services and careers advisor regarding the support of identified students regarding students who need/have learning support, including the development of behavioural plans. • Manage the SENCO/RTLB referral process. • Attend Deans' Hui as appropriate. • Participate in Case Conferences as appropriate.



<p>4. Develop and maintain professional, positive, and productive relationships with all external agencies as required (e.g. RTLB, MoE).</p>	<ul style="list-style-type: none"> • Liaison with ACC, RTLB Service, GSE physiotherapists, GSE, educational psychologists, occupational therapists, transition Specialists and educational resource suppliers, social workers, speech and language therapists, physiotherapists, and educational psychologists • Coordinate student referrals to various agencies where appropriate, e.g. RTLB, GSE, etc. • Co-ordinate application for and/or provision of Assistive Technologies for students • Co-ordinate Support Funding applications as required, e.g. IRF, Y11-13 Fund, ACC, RTLB, ORRS, etc.
<p>5. Develop and maintain positive and productive relationships with staff, students and their parents/caregivers and whanau.</p>	<ul style="list-style-type: none"> • Work with students who have special learning needs such as: physical disabilities, sensory impairment, speech and language requirements, cognitive disabilities, emotional/behavioural difficulties, and specific learning difficulties (SLD) • Liaison with parents regarding Learner Support students • Liaison with parents before, during and after IEP and Action Plan meetings. • Use professional learning opportunities to improve and develop understanding of best practice in special education, and behaviour management. • Support teaching and support staff in differentiation of curriculum materials, particularly at Years 9 and 10, to support learning in reading, writing and numeracy.
<p>6. Manage and develop of department facilities, budget, and resources, including setting priorities for the use of special education funding.</p>	<ul style="list-style-type: none"> • Manage the allocation of the Learning Support budget. • Liaise with teachers/departments to ensure the appropriate students are targeted for Learner Support. • Organise and buy resources that support learning and teaching, including stationery, student books, CD's, DVD's, computer software, assessment resources, teaching resources etc. • Liaise with the DP (Learner Support) and Business Manager about budget items over \$1000.
<p>7. Coordination of the management of special assessment conditions for students.</p>	<ul style="list-style-type: none"> • Collect / collate evidence to support applications. • Complete applications for NZQA Special Assessment Conditions in conjunction with DP (Learner Support) and The Principal's Nominee (PN).
<p>8. Management and leadership of the Learner Support Department, i.e. Teacher Aides, to support students' learning and special assessment conditions.</p>	<ul style="list-style-type: none"> • Recruit and arrange training for suitable teacher aides in association with the DP (Learner Support) • Liaison with the Business Manager regarding Teacher Aide employment-related matters. • Allocate teacher aides to students, working within the available financial resources • Foster a collegial atmosphere within the Learning Support Department. • Timetable teacher aides and delegate appropriate tasks to staff. • Ensure that all members of the Learning Support Department are provided with advice, support, and professional development opportunities. • Organise meetings and professional development with Teacher Aides. • Ensure that Teacher Aide staff are aware of school policy regarding EOTC and emergency procedures. • Assist in the selection of new staff. • Orientation of new Teacher Aides in conjunction with SLT, administrators and Deans. • Appraisal of Teacher Aides. • Writing references for Teacher Aides.
<p>9. Represent the Learner Support Department.</p>	<ul style="list-style-type: none"> • Carry out the policies of the School. • Submit an article /photographs to the annual school magazine and newsletters as appropriate. • Participate in and contribute to staff and departmental meetings. e.g.PCT1 and PCT2 meetings, Deans' meetings, etc. • Advocate for the department within the School.
<p>10. Classroom teaching as per the job description for teachers.</p>	<ul style="list-style-type: none"> • The Classroom Teacher Role Description is subsumed into these responsibilities.



Generic Role Description Classroom Teacher (all subject positions)

A Classroom Kaiako Teacher works as part of a curriculum team to provide effective teaching and learning programmes focused on improving student engagement and achievement.

Teachers also work as part of a pastoral team, including as a Whānau/Rōpū Kaitiaki to contribute to the pastoral care of students and contribute to the wider life of the school through participation in School, House and co-curricular activities. Teachers actively promote and reinforce the Our Values, Our Tikanga, the Student Code of Conduct and Uniform Code, and follow the Responding to Behaviour Plan.

All teachers contribute to the positive reputation of the School through their professional relationships with students, parents, and the wider community and through adhering to the Thames High School Staff Code of Conduct and Dress Code. Contribution to the co-curricular life of the School is an expectation that promotes positive relationships with students and enhances the reputation of the School.

They will draw on the depth of expertise within the Department(s) and/or Pastoral teams and contribute their own unique skills and attributes to the curriculum and pastoral team(s) of which they are a member.

Professional responsibilities

1. Plan and implement appropriate learning and assessment programmes.
2. Motivate learners to participate to the best of their ability.
3. Implement effective student management procedures.
4. Manage resources that support teaching and learning.
5. Establish and maintain professional relationships focused on the learning and well-being of learners.
6. Communicate clearly with all relevant stakeholders to improve learning.
7. Demonstrate commitment to ongoing personal and team professional learning and improvement of professional practice.
8. Carry out pastoral teacher responsibilities.
9. Carry out wider-school responsibilities, as required/negotiated.



Professional responsibilities	Key performance indicators
1. Plan and implement appropriate learning and assessment programmes.	<ul style="list-style-type: none"> • Plan and prepare sufficiently for lessons based on Teaching Schemes/ Units of Work that reflect <i>The New Zealand Curriculum</i> and policies and pedagogical models. • Prepare and carry out assessments according to Thames High School and Learning Area procedures and policies. • Manage resources that support learning and assessment programmes • Analyse and appropriately use assessment information, which has been gathered formally and informally, to improve learner outcomes.
2. Motivate learners to participate to the best of their ability.	<ul style="list-style-type: none"> • Promote and develop a collaborative, inclusive and supportive learning environment. • Build professional, culturally-responsive relationships with taiohi / students. • Set high expectations and promote self-reflection for improving the achievement of all taiohi/students.
3. Implement effective student management procedures.	<ul style="list-style-type: none"> • Maintain an accurate record of taiohi/student attendance, in a timely manner. • Establish and maintain a safe and positive environment conducive to learning, by setting high behavioural expectations, encouraging taiohi/students to take responsibility for their own behaviour and consistently applying appropriate corrective responses / consequences. • Take all reasonable care with all resources – rooms, equipment, print material, resource sets, etc. and promote respect of same by all taiohi/students. • Ensure that all learning activities are conducted in a safe manner, according to Thames High School and relevant Learning Area / Department Safety Procedures.
4. Establish and maintain professional relationships focused on the learning and well-being of learners.	<ul style="list-style-type: none"> • Maintain effective working relationships with colleagues that promote effective teaching and learning programmes. • Follow all reasonable instructions given by members of the Senior Leadership Team and Heads of Department. • Attend all staff, professional learning and department meetings. • Support and assist colleagues to improve teaching and learning at Thames High School.
5. Communicate clearly with all relevant stakeholders to improve learning.	<ul style="list-style-type: none"> • Communicate with clear spoken and written language to learners, colleagues, parents and the wider community (including endeavouring to pronounce names/words correctly). • Report to parents on development, progress and achievement of learners with reference to Reporting guidelines. • Attend all Report Evenings, Prizegivings and any other meeting held outside normal school hours when requested to do so by the Principal and/or Senior Leadership Team.
6. Demonstrate commitment to ongoing personal and team professional learning and improvement of professional practice.	<ul style="list-style-type: none"> • An individual commitment to improving teaching practice and improving learner outcomes is an integral part of professionalism. • Contributing to others' professional development is a vital part of organisational improvement. • Maintain the relevant professional standards as outlined in the Secondary Teachers' Collective Employment Contract. • Adhere to the relevant Standards of the Teaching Profession (THE STANDARDS/NGĀ PAEREWA) and the Code of Professional Practice (THE CODE/NGĀ TIKANGA MATATIKA)
7. Carry out Whānau/Rōpū Kaitiaki responsibilities.	<ul style="list-style-type: none"> • Participate and contribute to the effective pastoral care and management of students as part of the Whānau/Rōpū team. • Contribute to the development and maintenance of positive School / House culture by involvement in House groups and activities. • Maintain the whānau or rōpū roll and monitor and support improving attendance. • Disseminate all necessary information to whānau/roopū. • Follow school procedures when following up issues of uniform, lateness and attendance. • Ensure whānau or rōpū members are receiving the appropriate pastoral care, referring them to other staff when necessary. • Provide academic tracking and mentoring for taiohi/students.



	<ul style="list-style-type: none"> • Communicate effectively with caregivers / parents / whānau of any concerns regarding the pastoral care, attendance, learning progress or achievement of taiohi / students. • Prepare and plan a programme to support the learning and achievement of taiohi / students.
<p>8. Carry out wider-school responsibilities.</p>	<ul style="list-style-type: none"> • Become familiar with and follow policies and procedures at Thames High School (Staff Handbook and Learning Area / Department Manuals). • Participate and contribute to the co-curricular programme at Thames High School (i.e. cultural, arts, service or sports activities). • Carry out active supervision or other duties that help maintain a safe and orderly environment. • Represent Thames High School in the best possible light through respectful and professional actions and presentation.

