



## **SENCO TEACHER SPECIAL EDUCATION NEEDS COORDINATOR**

### **JOB DESCRIPTION**

**2 MU Permanent & 1 Permanent MMA**

#### **Position Description**

The Special Needs Coordinator will be directly responsible for managing a Learning Support Programme for students with specific learning needs, and priority learners.

Responsible to: Senior Leader (Learning Support), Principal

Functional: Teachers, Whānau Leaders, Learning Area Liaisons and professional learning communities.

Teaching: Teaching role to support the learning needs of students.

Overall Objective: To promote the school's vision of "growing greatness" and the implementation of the strategic plan with particular reference to personalised learning and providing for the needs of all our students and the principle of inclusion.

Key areas	Performance indicators
Leadership of Learning Support	Development of the annual Learning Support Programme. Create and maintain the Learning Support policies, procedures and record of need. Manage the annual Learning Support budget and hardship fund.

	<p>Manage the Learning Support assets and resources.  Report annually on the Learning Support Programme and student achievement.  Work with students who have special learning needs such as: physical disabilities, sensory impairment, speech and language requirements, cognitive disabilities, emotional/behavioral difficulties, specific learning difficulties.  Responsibility for Individual Education Programmes (I.E.P) for students with special needs.  Responsible for the wellbeing of students with special needs, (liaise with DP of Whanau).</p> <p>Responsible for identification of students (school wide) on referral from SLT, who require learning support.  Liaise with TIC ESOL if a referral is required.  Coordinate ESOL student referrals to various agencies where appropriate.  Liaise closely and regularly with parents/whanau.  Leadership and coordination of Learning Assistants and their timetables.  Responsibility for performance management of Learning Assistants.  Provide and coordinate relevant professional learning and development for all learning support staff.  Collaboration with P.L.C.'s in planning integrated and differentiated programmes for students with special learning needs.</p>
Student Learning Programmes	<p>Plan and develop learning programmes that meet the specific needs of the students.  Operate as a teacher working with individuals/small groups of students within or outside of the classroom.  Develop personalised student learning programmes, that include effective assessment and measurement of achievement.  Liaise with teacher responsible for DEEP re foundation (STEPS) literacy and numeracy programme.</p>
Relationships and connections	<p>Form, develop and maintain positive and productive relationships with:  students;  parents/caregivers and whanau;  all staff;  external agencies (for example GSE, RTLB, social workers, speech and language therapists, physiotherapists and educational psychologists).</p>

Professional involvement	Model the ideals and behaviours that exemplify the vision and principles of the school. Active involvement in the extra-curricular programme of the school. Active involvement in the Whānau system.
GATE	Support and develop teaching programmes which cater for the needs of gifted and talented students. Liaise with Senior Leaders responsible for transition to and from Mission Heights Junior College.

Signed:

Principal:

Date: