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| <b>LOCATION</b>                | The British School of Beijing, Shunyi  |
| <b>JOB TITLE</b>               | <b>SENCO</b>   |
| <b>JOB PURPOSE</b>             | The post holder is responsible for developing and enacting the school SEN policy. The role includes strategic implementation of policy as well as supporting teachers through professional learning and ongoing consultation with effective approaches to support students in an inclusive learning environment. The postholder will also maintain oversight of SEN provision across the primary school. |
| <b>REPORTING TO</b>            | Head of Primary/ Assistant Head of Primary   |
| <b>DIRECT REPORTS</b>          | Subject Specialists  |
| <b>OTHER KEY RELATIONSHIPS</b> | Parents, Students, Community, Principal, Primary Leadership Team and Primary Leadership Team, Wole school Curriculum Leaders, Learning Support Assistants, Admission and Admin departments, External professionals   |

### **Areas of Responsibility**

#### **Strategic oversight**

- Work with SSLT to write and/or contribute to policies covering aspects of school life that concern SEND students, including (but not limited to) assessment, admissions, additional support, student well-being, mental health
- Work with SSLT to develop comprehensive educational plans for SEND students who are not able to access mainstream assessments and would benefit from alternative pathways to graduation
- Work with individual admin and curriculum departments to provide support and guidance relevant to their interactions with SEND students and families
- Ensure support for SEND students in Primary is in keeping with SENCo Code of Practice for English, and the National Curriculum in England, I/GCSE and IBDP guidance on assessments, examinations and best classroom practice.

#### **Leadership and Management**

- Provide guidance during induction week, both in formal presentations on SEND provision in the school and for individual staff members planning lessons
- Monitor and support CCAs that benefit SEND students academically or regarding their ESB well-being
- Support transitions from Y6 to Primary by:
  - Communicating with Y6 teachers and Primary SENCo (as well as SLT where relevant) to identify students of concern
  - Researching and investigating needs of these students through interviews, observations, communication with families, communication with previous schools (where necessary)
  - Summarising and disseminating information with AHT Pastoral and HoY7 and recommend support
- Research and recommend professional development opportunities for departments and individual staff regarding identification and support of SEND
- Set and maintain high expectations of performance from staff and model these through own practice
- Collate information from admissions, previous schools, external reports, observations and interviews and any other relevant sources to produce student profiles for teachers
- Maintain brief annual records showing support provided, review of the year and recommendations for future support based on student self-assessment, teacher assessment and professional judgement

- Ensure all teachers and admin staff are aware of and have access to up-to-date information on students, including but not limited to use of ISAMS; provide guidance over types of data required from teachers as feedback on student learning and behaviour

### **Teaching and Learning**

- Instruct and train staff on inclusive practice and advice on meeting student need, through both regular individualised support for teachers and scheduled departmental and whole school CPD and INSET
- Work with Curriculum Leaders to provide quality assurance on implementation of SEN policy and enactment of the school's commitment to inclusive practice, through observations, data analysis and feedback
- Recommend students for testing, what testing is required and where this can be provided
- Perform formal exam access accommodation testing for I/GCSE and IB where possible; create formal reports for school and family records and discuss the results with teachers and families
- Perform informal screening/ questionnaires for common SEND to support further testing, as well as student observations and interviews, and discuss the results with teachers and families
- Create IEP/IPP/ Student support plans for SEND students that use teacher feedback, student data, student and family priorities and professional judgment to choose targets for each year; include exam accommodation information; include details of in-class and additional support required.
- Work with curriculum leaders and subject teachers to track ISEP strategies and to capture regular feedback on progress.
- Adjust IEP targets if required based on teacher and curriculum leader feedback.
- Use teacher feedback, assessment results and targets to create short interventions for students to improve academic performance, or longer-term support structures for behavioural difficulties; discuss these with relevant staff; prepare resources and advise on implementation; monitor and assess impact
- Oversee and quality assure statements to be added in subject report comments (without mentioning the nature of the difficulties experienced by the child) on how students with IEPs have been supported by the interventions. This could include providing guidance and/or proformas for subject teachers.

### **Resource and operational Management**

- Work with SSLT to assemble intervention teams and direct Team around the Child initiatives to provide individualised support where necessary; liaise with external specialists, LSAs and families to ensure commonality of purpose
- Support the work of the examinations officer and IBDPC by:
  - Ensuring students who qualify for access arrangements are identified and the most suitable accommodations are recommended
  - Communicating with KS3 students, families and teachers regarding realistic expectations for KS4/IB access arrangements and working with Curriculum Leaders/ HoS to ensure access arrangements are in place during KS3 assessments and exams
  - Ensuring student files are complete and available for inspection
  - Ensuring testing meets criteria for exam board regulations and is completed in time
  - Preparing applications for exam accommodations for I/GCSE and IB Diploma; assist the exams officer and IBDPC to make applications to meet deadlines and regulations of exam boards
  - Ensuring that all resources and equipment for accommodations are in place
- Responsibility for departmental budget and purchasing requests via liaison with purchasing officer
- Keep track of resources and disseminate to teachers where necessary

- Ensure departmental handbook is up-to-date, in keeping with staff handbook and available for staff to reference
- Request support from facilities to adapt learning spaces where necessary

### **Communication**

- Provide support, guidance and training for Admissions departments regarding SEND, including:
  - In-person guidance and support for Admissions personnel to promote a common understanding of realistic provision in the school and advise on how staff can identify and judge student need
  - Checking through applications where requested
  - Communication with families about student histories, family priorities and potential support
  - Reading through documentation and provide recommendations for SSLT/ Admissions
  - Informing HoY and Curriculum Leaders about needs of incoming students
- Communicate termly with families regarding student progress and targets through meetings and/or a written report that outlines level of support, targets and a note on progress where necessary
- Answer questions from families regarding concerns over students, referrals to SEND program, potential internal/ external support and academic options and work to maintain open and friendly relationships to support the best interests of students
- Liaise with external professionals including researching available provision and maintain relationships, referring students and families based on needs and best interests of students and communicating regarding experience in school, results of interventions and assessment results, subject to legal consent of parents
- Hold scheduled, regular meetings with each department to monitor student progress, assess the impact of interventions, suggest adjustments to inclusive classroom practice and relevant student-specific support strategies
- Work with HoYs to assess concerns of teachers and take relevant next steps according to SEND referral pathway
- Organise, interpret and record annual written feedback from teachers regarding students of concern and all students on SEND register
- Attend HoD meetings and advocate for the needs of SEND students
- Report on new students, particular areas of concern or opportunities for training and teacher support in Primary staff meetings

### **Promote and adhere to the Company Vision and Values**

- **Opportunity** - For us, opportunities need to be meaningful, about achieving potential and making progress.
- **Impact** - For us, impact is about making a difference. It needs to be immediate, positive and lasting.
- **Leadership** - For us, leadership is about considering the team's needs as well as your own, setting inspiring examples, being supportive and showing real accountability and responsibility.
- **Respect** - For us, respect is about listening, being inclusive, showing tolerance and getting the little things right

All staff are required to manage effective personal development as part of the Company's commitment to invest in staff as the key resource in the organisation

Each individual must ensure that they meet their statutory responsibilities and Company policies with regard to Health and Safety, Equal Opportunities and other relevant legislation

Any other appropriate duties as allocated by the Principal and/or Primary Headteacher

## Skills Knowledge and Experience

### Essential

- Ability to use technology with fluency.
- A recognised qualification to work as a SENCO.
- At least five years successful teaching experience.
- An understanding of safeguarding and child protection issues
- Detailed understanding of special needs
- Proven track record of pedagogical excellence
- Thorough knowledge of Primary education
- Strong interpersonal and communication skills, so as to ensure good relationships of mutual trust and respect with all colleagues
- Enthusiasm, energy and a capacity for sustained hard work
- High expectations which inspire, motivate and challenge students
- A commitment to equality and diversity
- An ability to interrogate data and track student progress
- Eye for detail
- Organisational skills

### Desirable

- Experience of leading and managing teams of people
- Experience of the UK National Curriculum
- Experience and understanding of the International Baccalaureate Diploma Programme
- Experience of working in an international setting
- A sound grasp of financial management

### Other

- Hold a current Enhanced Criminal Records Bureau Disclosure or equivalent for countries lived in outside of the UK.
- Compliance with visa requirements for working in China.
- A commitment to safeguarding and promoting the welfare of all pupils. And the willingness to undertake appropriate child protection training when required

## PHILOSOPHY AND VALUES

**We are ambitious for our students, our people and our family of schools. We believe that:**

- There is no limit to what every person can achieve.
- Creativity and challenge help us get better every day.
- Learning should be personalised.
- Unique global opportunities enhance the learning experience.
- Student wellbeing should be valued and nurtured

### **The NAE Commitment**

At Nord Anglia Education, we work every day to inspire our schools, our students and our employees to be the best they can be, and we are ambitious for them all to achieve more than they thought possible in their personal, social and academic endeavours. Within our family of schools, this aspiration is underpinned by a commitment to always act with **respect, integrity, openness, courage and ambition**. These qualities are the foundation of how we approach our work and roles within NAE and are shared by everyone in our global family.

### **Promote and embody the CORE 7 Leadership Capabilities:**

- **Accountable** – Establishes a high performing culture and accepts accountability for organisational performance.
- **Strategic** – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction
- **Collaborative** – Works collaboratively with others to achieve organisational outcomes
- **Entrepreneurial** – Creates organisational value for diverse stakeholders and achieves commercial success
- **Enabling** – Drives excellence through valuing and developing others
- **Agile** – Achieves personal and organisational success within a changing, dynamic and complex environment
- **Resilient** – Demonstrates personal resilience within a demanding environment of high expectations