



Head of Faculty Learning Support / Special Educational Needs Coordinator (SENCo)

Job Description

Position: Head of Faculty / SENCo

Responsible to: Principal and Senior Leaders

Key relationships:

Job Purpose:

- To lead the Faculty in the delivery of exceptional learning for all and promoting an extraordinary culture of care. Role model college values with a commitment to the achievement of personal excellence.
- To support staff to ensure that professional development is implemented, and effective teaching strategies are applied in classrooms to support subject delivery of exceptional learning for all.
- To ensure that students with learning needs have the programmes and support they require to achieve personal excellence and promoting an extraordinary culture of care.

Name: [Name]

Faculty of: Learning Support

Specific Responsibilities of the Head of Faculty / SENCo

A Head of Faculty at Long Bay College has a number of specific responsibilities, including those listed below.

Educational Leadership Capabilities	Performance Indicators
Building and sustaining high trust relationships.	<ul style="list-style-type: none">• High trust relationships are built and sustained with faculty staff, Senior Leadership Team, students, and whānau in the community. Treating others respectfully, with openness and good self-awareness.• Relationships are based on credibility relating to deep educational expertise.• Head of Faculty Leaders build and maintain a network of supportive-challenging relationships within and beyond Long Bay College.• Build and maintain a network of supportive relationships within and beyond Long Bay College, e.g. with Outside agencies, Educational Psychologist or pedagogical experts.

<p>Ensuring culturally responsive practice and understanding of Aotearoa New Zealand’s cultural heritage, using Te Tiriti o Waitangi as the foundation.</p>	<ul style="list-style-type: none"> • Ensures the faculty they are leading are confident in supporting all their learners to understand their cultural heritage and ensures their own understanding of what culturally responsive practice based on Te Tiriti o Waitangi means in practice, and why. • Uses this understanding to evaluate the quality of teaching and learning, student sense of belonging and engagement in learning within the faculty, to ensure that it is consistent for all learners - responsive to their identity. • Ensures that staff in their faculty develop and sustain a shared understanding of culturally responsive practice based on Te Tiriti o Waitangi that is actively used in shaping strengths-based curriculum and pedagogy, work with whānau and iwi, and inquiry into effectiveness for learners.
<p>Building and sustaining collective leadership and professional community.</p>	<ul style="list-style-type: none"> • Uses their deep educational expertise to develop leadership and knowledge within the faculty by: • Drawing on individual and collective strengths and providing opportunities for others to actively contribute to initiatives and extend their knowledge and skills. • Ensuring that problems impeding learning and wellbeing in the faculty are identified and resolved. • Taking the initiative to try things out on the basis of good inquiry related to current practice.
<p>Strategically thinking and planning.</p>	<ul style="list-style-type: none"> • Ensures active involvement of themselves and their faculty in strategic planning and review of progress. • Works closely with the Senior Leadership Team in the review of progress, and identification of well- founded priorities and works to support faculty members in the next phase. • Uses their pedagogical expertise to actively shape strategy for their area. • Contributes their expertise to the Long Bay College strategic plan including well-founded identification of actions that could advance the vision and goals.
<p>Evaluating practices in relation to outcomes.</p>	<ul style="list-style-type: none"> • Ensures that their team produces useful and robust information about curriculum content, progress and engagement of learners and their wellbeing, schoolwide practices and staff wellbeing. • Analyses the learner and faculty results in discussion with their faculty to identify actions to improve and the best way to allocate resources. • Produces and analyses the data, asking what the data indicates about their own work and its impacts for the staff that they are supporting and learners.
<p>Adept management of resources to achieve vision and goals.</p>	<ul style="list-style-type: none"> • Understands their faculties resourcing information and uses it in line with the Long Bay College vision goals, and values. • Ensures that their actions are consistent with legal and national

	<p>frameworks, particularly around employment and health and safety.</p> <ul style="list-style-type: none"> • Ensures that appraisal of the staff they are responsible for is carried out for improvement, not just compliance. and ensures that staff in their faculty feel valued and are supported to grow their capability to perform well. • Works with their faculty to make the most effective and efficient use of the time, space and material resources they have • Uses networks beyond Long Bay College for expert advice or access to resources relevant to curriculum and teaching practice that would enrich their practice and that of their colleagues
<p>Attending to their own learning as leaders and their own wellbeing.</p>	<ul style="list-style-type: none"> • Keeps abreast of new evidence and research- based knowledge that could challenge their thinking • Uses critical friends to discuss leadership practice and extend their knowledge and capabilities. • Seeks and uses feedback for continued personal growth while reflecting on their own leadership practice. Ensures that their own performance review is carried out for improvement, and challenge, not just compliance. • Is mindful of their own well-being. • Maintains the personal and professional relationships that nurture and stretch them. • Plays an active role in Head of Faculty and SENCo networks within the spirit of ako.
<p>Embodying the organisation's values, and showing moral purpose, optimism, agency and resilience.</p>	<ul style="list-style-type: none"> • Shows by their behaviour and how they treat others the values expected by the Long Bay College vision and goals. • Shows courage, determination and hope in the face of difficulties. Learns from setbacks and things that do not turn out as expected. • Thinks of new actions within their sphere of influence and works with and supports staff who want to try new things that would advance Faculty Action Plans and the Long Bay College vision and goals.
<p>Contributing to the development and wellbeing of education beyond their organisation.</p>	<ul style="list-style-type: none"> • Contributes to the sharing and building together of knowledge of how to lead educational teams to improve teaching and learning, and equity of educational outcomes at local, regional, or national levels.

Key Responsibilities: Head of Faculty Learning Support	
<p>To be responsible for curriculum delivery within the Faculty.</p>	<ul style="list-style-type: none"> • All courses within the Faculty operate efficiently with resources available and pre-planned assessment programmes.
<p>To ensure schemes of work are current, contain statements about teaching strategies and assessment and are consistent with the New Zealand Curriculum Framework.</p> <p>The ALP programme is NZQA approved and leads to the New Zealand Certificate in Skills for Living for supported learners with an optional Strand for Skills for Work.</p> <ul style="list-style-type: none"> • This is a fit for purpose certificate qualification for young people who display a range of learning disabilities to include those with intellectual disabilities. Students work towards a qualification that demonstrates and assesses their competencies in a holistic way, nurturing skills and attributes needed for lifelong learning, life skills and supported employment. • The programme and new qualification focuses on the process of learning as much as the end product. This results in students taking more ownership, self-managing and becoming more independent learners, improving their ability to relate well to others, and using their communication skills more broadly. • Students would typically be working around Levels 1–2 of the NZC and require an adapted curriculum and ongoing support with their learning. 	<ul style="list-style-type: none"> • Schemes and assessment statements reviewed annually. • Schemes contain teaching strategies. • Assessment statements are available for all courses at all levels and issued to students. • Essential skills are identified for each level. • Schemes refer to essential skills and teaching strategies. • Relevant external subject competitions are fostered.

<p>To encourage a supportive and purposeful learning environment within the faculty.</p>	<ul style="list-style-type: none"> • Maintain a faculty system for dealing with disruptive students. • Follow college policies regarding discipline. • Maintain system for dealing with students requiring extra support. • Students encouraged to achieve to their maximum potential.
<p>To provide professional leadership and effectively delegate responsibilities within the Faculty.</p>	<ul style="list-style-type: none"> • Assist with the development and implementation of college-wide policies. • Faculty meetings held regularly with agendas and minutes. • Good teamwork, regular consultation and communication within Faculty. • Represent Faculty at HoF meetings. • Initiate changes in classroom practice/course content to improve teaching and learning. • Development of appropriate resources. • Able to report on teacher aide strengths and weaknesses within Faculty. • To ensure that student achievement is at or above Decile 10 state secondary school averages for all courses in the Faculty. Targeted for personal excellence.
<p>To be responsible for evaluation of the learning programmes within the Faculty.</p>	<ul style="list-style-type: none"> • All courses reviewed annually. • Student achievement recorded on computer database. • Analysis of variance. • Reviews and actions to be taken minuted. • Annual review of SPEC programme and results.
<p>To manage the budget and in particular the efficient purchase and use of resources within the Faculty.</p>	<ul style="list-style-type: none"> • Annual preparation of budget to meet learning needs of students. • Maintenance, security and organisation of resources, including textbooks. • Control spending within budget limits. • Prompt approval of invoices.
<p>To co-ordinate staff appraisal and staff development within the Faculty.</p>	<ul style="list-style-type: none"> • All Faculty staff appraised annually. • List of faculty professional development needs prepared annually.
<p>To develop effective management systems to meet and maintain accreditation requirements set by the New Zealand Qualifications Authority.</p>	<ul style="list-style-type: none"> • Faculty systems comply with the Long Bay College quality assurance accreditation document.

<p>To identify barriers to learning and develop systems aimed at eliminating them.</p>	<ul style="list-style-type: none"> • Barriers to learning identified. • Actions taken. • Review of actions and conclusions minuted. • Guidance on classroom management for teachers as necessary.
<p>To advise the Principal on suitability of applicants for vacant positions.</p>	<ul style="list-style-type: none"> • Short-listing of recommended suitable applicants.
<p>Recruiting, training and supervision of Teacher Aides.</p>	<ul style="list-style-type: none"> • Recruit and arrange training for suitable teacher aides. • Organise a buddy as part of the teacher aide induction process. • Working with the Business Manager to ensure that fixed term contracts are in place for each teacher aide. • Working with the Business Manager to ensure that contracts are renewed as early as possible for future planning and well-being of teacher aides. • Allocate teacher aides to students, working within the available financial resources. • Respond to teacher requests for teacher aide support within the available resources.
<p>Attend and Contribute to meetings.</p>	<ul style="list-style-type: none"> • Regular meetings with DP • HoF meetings. • Junior and Senior Case meetings.
<p>Teach programmes as required</p>	<ul style="list-style-type: none"> • ALP or Learning Centre Classes.
<p>Report to the Principal and Board of Trustees as required.</p>	<ul style="list-style-type: none"> • Objectives set, reviewed and reported annually. • Report on activities as required.
<p>Develop Learning Centre profile and culture of Learning Centre.</p>	<ul style="list-style-type: none"> • Lead and support ORS funded specialist teacher to identify strategies and supports for classroom teachers and students. • Establish a Learning Centre that is inclusive, responsive and creates strong learning partnerships with all interested stakeholders. • Work closely with Accelerated Programme teachers (MTN / ENL) and Aspiring Scholars coordinator to support Learning Centre goals. • Liaise with DP, Deans, Counsellors, Careers and teachers to identify students with additional needs and provide appropriate support for them. • Liaise with external agencies- MOE, ACC, RTLB , etc. • Coordinate IEP meetings for all funded students. • Monitor Learning Needs Register.

	<ul style="list-style-type: none"> • Liaise with teachers re: needs and programmes especially senior students. • Use of cognitive testing tools to assess students as required. • Share data with school via KAMAR. • Liaise with Te Kura coordinator.
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Key Responsibilities: SENCO	
Overview of key resourcing and school support as applies to students with identified special educational needs.	<ul style="list-style-type: none"> • Funding applications are made to appropriate funding sources / agencies. • Applications for and administration of ORS funding. • Applications for and administration of ACC hours. • Applications for and administration of School High Health Needs Funding (SHHNF) hours. • Administration of Special Education Grant (SEG) funding. • Application for and administration of RTLB Year 11-13 funding (or other funding that succeeds this). • Application for and administration of Interim Response Funding (IRF). • Application for and administration of technology requirements for students with special needs.
Manage Special Assessment Conditions for junior and senior students.	<ul style="list-style-type: none"> • Application for and administration of special examination and other assessment arrangements including NZQA Special Assessment Conditions (SAC). • Assessments for Special Assessment Conditions (SAC).
Keep accurate records for students with special education needs.	<ul style="list-style-type: none"> • Meet with outside agencies as required. E.g. RTLB, MOE, Strengthening Families. • Student information and data (including pastoral data) is accurate and available to other staff in Kamar. • Paper-based information is filed in student files and shared with appropriate people. • Maintain and audit appropriate school and student records with regard to students with special needs. • Maintain an up-to-date register of students with special education needs. To be able to identify the number of students with specific learning needs.
Attend and run meetings as required.	<ul style="list-style-type: none"> • Meet with outside agencies as required. E.g. RTLB, MOE, Strengthening Families.

	<ul style="list-style-type: none"> • Represent the Learning Centre at junior and senior case conferences. • Individual Education Plan (IEP) meetings. • Meet with parents, teachers and students. • Staff and students are informed and supported in consultation with SLT, Deans, Guidance and Careers as required.
Support the development of the Learning Centre and responsive to all students' learning needs.	<ul style="list-style-type: none"> • Identification, testing, interpretation of results of students identified as being at risk of not learning. • Communication of programmes and dissemination of information of students needs to staff.
Transition of students with special needs into school is monitored and supported as necessary.	<ul style="list-style-type: none"> • Liaising with SENCo from previous schools to ensure programmes are in place for students with higher needs. • Participating and reviewing information gathered from previous schools to support transition. • Offer transition pathways/visits to students with identified needs. • Support the pastoral team around enrolments.
Measure and evaluate effectiveness of programmes in terms of student outcomes. Identify barriers to learning and develop systems aimed at eliminating them.	<ul style="list-style-type: none"> • Barriers to learning identified. • Actions taken. • Review of actions and conclusions minuted. • Guidance on classroom management for teachers as necessary.
Supporting staff with professional development to engage all of their students in an inclusive learning environment.	<ul style="list-style-type: none"> • Maintain a working knowledge of current issues and best practice in special education. • Use professional Learning opportunities to improve and develop understanding of best practice in special education. • Provide professional learning and development support to teachers and support staff of students with identified special education needs. • Support teaching and support staff in differentiation and adaption of curriculum materials.
To report to the Principal and Board of Trustees as required.	<ul style="list-style-type: none"> • Objectives set, reviewed and reported. • Report on faculty systems, activities and achievements as required.

Long Bay College Values

Promote and Display the school values: Respect, Care, Creativity, Community.
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Other Responsibilities of the Head of Faculty

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Job Description Approved by:

Signed: _____ [Name] Date: _____

Signed: _____ CJ Healey, Principal Date: _____

NOTE: This job description is to be read in conjunction with the Classroom Teacher job description. This job description is not intended to be restrictive nor limit the tasks and responsibilities to only those described above.