



**Rangitoto  
College**

## **Special Educational Needs Coordinator (SENCO)**

**Permanent 28/4/2025 1MU 1MMA**

### **OVERVIEW**

The person appointed will be responsible for the progress of all students with special education needs (SENs) and coordinate the application of strategies to support SEN students by Rangitoto College staff and external agencies.

They will work closely with the Head of Learning Support, SLT, Deans, Guidance, external agencies and whānau to provide a high quality of education for students with additional learning needs.

### **CORE COMPETENCIES**

Excellent organisation and communication skills

Highly collaborative and knowledgeable about the teaching and learning programmes across the school

High levels of empathy, flexibility and resilience

Highly effective interpersonal skills

Detailed knowledge of Learning Support systems and best practice

### **BEHAVIOURS**

Clear, calm, purposeful and timely communication with all stakeholders

Strong commitment to improving student achievement outcomes

Positive, enthusiastic, constructive and supportive of the school's values and strategic aims

## KEY TASKS AND ACTIONS

<p><b>Student Support</b></p>	<p>Ensuring all ākongā with SENs at Rangitoto College receive appropriate and inclusive support across all levels of need</p> <p>Advocating for the educational rights and needs of prioritised ākongā with SEN within the school community</p> <p>Promoting a supportive learning environment that values diversity and fosters the academic and social development of ākongā with SEN</p> <p>Developing the capacity of staff to meet the needs of SEN students</p> <p>Effective Implementation of IEPs for Learner Support and SEN ākongā where necessary, in close collaboration with the student's Dean and DP:</p> <ul style="list-style-type: none"> <li><i>i) coordinate IEP meetings with all stakeholders</i></li> <li><i>ii) develop effective, bespoke and differentiated IEPs for individual students that are aligned to the NZC.</i></li> <li><i>iii) ensure IEPs are provided to all stakeholders including whānau, students, deans and classroom teachers.</i></li> <li><i>iv) provide one-on-one support for all students on IEPs to support learning goals</i></li> <li><i>v) monitor and evaluate IEPs, support programs and resources for these students</i></li> </ul> <p>Assist with testing of students, managed in conjunction with the Deputy Principal (Y9)</p> <p>Liaise on class placements completed in consultation with HoD Learning Support and appropriate Deputy Principal based on testing and transition information collected</p> <p>Teach classes as required</p> <p>Discuss recommendations, successes, what is working and what's not and work collaboratively to ensure SEN's students' success.</p>
<p><b>System management</b></p>	<p>Establish and oversee systems for identifying and assessing ākongā with SEN throughout the school</p> <p>Coordinating with staff to ensure the diverse needs of our SEN students are met</p> <p>Implement strategies, learning plans, self-regulation techniques, behaviour plans, and policies across all departments to provide consistent support for SEN students</p> <p>Keep accurate records for students with SENs, including ensuring that SMS are updated regularly and in detail</p> <ul style="list-style-type: none"> <li><i>i) Maintain FACTS portal for kaiako to access up-to-date information on best practices for supporting students with diverse learning needs</i></li> <li><i>ii) Paper-based information is filed in student files and shared with appropriate people.</i></li> </ul>
<p><b>Relationship management</b></p>	<p>Advise parents/whānau of necessary testing and outcomes</p> <p>Work closely with the RTLB, MoE and other agencies</p> <p>Communicate effectively with parents regarding student progress and support plans</p> <p>Liaise with contributing schools</p>

	<p><i>i. meetings with all contributing schools organised to gather information/data on incoming Year 9 students - profiles obtained</i></p> <p><i>Assist with entrance testing of students organised and managed in conjunction with the Deputy Principal (Y9)</i></p> <p><i>iii. marking of the scripts is organised and managed as required</i></p> <p><i>iv. class placements completed in consultation with HoD Learner Support and timetable team, before the beginning of Term 1, based on testing and transition information collected</i></p> <p><i>v. interviews with caregivers and individual learning plans are organised and managed where appropriate.</i></p>
<p><b>Fund management</b></p>	<p>Apply for and seek funding and support from external agencies in conjunction with HOD Learning Support</p> <p>Assist with organisation of appropriate Student Support workers according to funding</p> <p>Working with SLT line manager and HOD to best utilise Special Education Grants (SEG) funding, Interim Response Fund (IRF) etc.</p>

**Reports to: Head of Learning Support / Deputy Principal Line Manager**