



Rangitoto College

Special Educational Needs Coordinator (SENCO)

Permanent 1MU 1MMA

OVERVIEW

The SENCO will be responsible for the progress of students with special education needs (SENs) and coordinating strategies and interventions to support SEN students by Rangitoto College staff and external agencies.

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

The SENCO has designated responsibility for specific student cohorts within the college. Area(s) of responsibility and specific student cohort oversight are subject to review and may be redistributed by the Head of Learning Support to meet departmental strategic or operational needs.

CORE COMPETENCIES

Excellent organisation and communication skills.

Highly collaborative and knowledgeable about 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

Student Support	<p>The SENCO will have primary responsibility for oversight of students within designated cohorts. The SENCO will monitor student progress and evaluate the success of interventions, working collaboratively to ensure SEN's students' success. This includes:</p> <ul style="list-style-type: none">Ensuring all students receive appropriate and inclusive support across all levels of need.Advocating for the educational rights and needs of prioritised SEN students within the school community.Promoting a supportive learning environment that values diversity and fosters the academic and social development of SEN students.Developing the capacity of staff to meet the needs of SEN students.Effective implementation of IEPs where necessary, in close collaboration with the student's Dean, Deputy Principal, and whānau, by:<ul style="list-style-type: none">i) Coordinating IEP meetings with all stakeholders.ii) Developing effective, bespoke, and differentiated IEPs for individual students that are aligned to the New Zealand Curriculum, Rangitoto College's curriculum, and relevant qualifications.iii) Ensuring IEPs are provided to all stakeholders including whānau, student, deans and classroom teachers.iv) Providing one-on-one support for students on IEPs to support learning goals.v) Monitoring and evaluating IEPs, including supports, interventions and resources.Assisting with testing of students, particularly reviewing testing results and making decisions about supports, interventions, and Special Assessment Conditions.Reviewing class placements for SEN students, in consultation with HoD Learning Support and appropriate Deans.Teaching classes within the Learning Centre as required, to support students' academic achievement and the development of life skills. This includes designing unit and lesson plans, and differentiating these appropriately to meet student need and ability.
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<p>System management</p>	<p>Coordinating with staff to ensure the diverse needs of our SEN students are met. This includes:</p> <p>Implementing strategies, IEPs and learning plans, self-regulation techniques, behaviour plans, and policies across all departments to provide consistent support,</p> <p>Reviewing academic results and arranging for additional testing as required.</p> <p>Keeping accurate records for students with SENs, including:</p> <ul style="list-style-type: none"> i) Maintaining the college’s SMS system, allowing staff to access up-to-date information on best practices for supporting students with diverse learning needs ii) Filing and distributing information appropriately, within and beyond the school, as required.
<p>Relationship management</p>	<p>Coordinating with all relevant stakeholders, including whānau, staff, and external agencies. This includes:</p> <p>Communicating effectively with whānau as necessary about student progress, recommendations, and interventions.</p> <p>Working closely with the RTLB, MoE, and other external agencies.</p> <p>Supporting student transition into and out of the college by liaising with contributing schools, tertiary providers, and external agencies.</p>
<p>Fund management</p>	<p>Applying for and seeking funding and support from external agencies in conjunction with HOD Learning Support. This includes:</p> <p>Applying for and managing funding for ICS, ORS, IRF, IWS, and other funding as required.</p> <p>Assisting with organisation of appropriate Learning Assistants according to funding.</p> <p>Working with SLT line manager and HOD to best utilise funding.</p>

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