



# Job Description | SENCO – Learning & Behaviour Yrs 7-10|

CHARACTER

EXCELLENCE

SERVICE

FOR THE GLORY OF GOD

Middleton Grange School |

## Directly Accountable to SENCO with oversight of the Learning Centre

### Functional Relationships:

- Principal
- Senior Leadership Team
- Pastoral Care Team
- Support Staff

## Special Character

### Key Indicators:

- Model Christian servanthood.
- Promote the Christian school and Christian education.
- Actively engaged in opportunities to enrich ability to teach Christianly.
- Develop strong relationships based on Christian principles with pupils, staff and other members of the School community.
- Integrate the School's Special Character with the New Zealand Curriculum.
- Implement initiatives which focus on the Special Character of Middleton Grange School.

## Key Roles:

### Learning Assessment and Strategic Support

- Collate and Coordinate information on student's learning issues
- Make provisions and support for ORS funded students
- Arrange screening to help to help assess if student(s) will meet NZQA criteria for Special Assessment Conditions
- Arrange Special Conditions provision for both internal and external assessments
- Coordinating student support allocations for ORS, High Health, Behaviour, Literacy Support, Maths Support
- Coordinate links to external agencies, MOE special needs, RTLB, Autism NZ, EGL and other Transition Agencies, Ko Taku Reo (Deaf Education), BLENNZ, ESIS
- Coordinate Transition Programmes for students including those with special needs and links to outside agencies, CCS, EGL and Work Experience opportunities ESIS (working with MGS careers Department)
- Organise and facilitate the IEP process
- Run professional learning for school staff so that they become aware of disabilities they may encounter among students they teach
- Supporting teachers and working collaboratively to support students in their classes
- Communication with parents both formally (meetings, IEPs, Transition Meetings, parent Teacher interviews) and informally (emails, phone calls, casual conversations)
- Transition meetings with feeder schools to Middleton Grange to gather information and facilitate transition

- Working with Heads of Faculties to place students in appropriate classes
- Advocating for students
- Ensure safety for all staff
- Build community among the Learning Centre staff and provide opportunities for Professional Development
- Attend area SENCO meetings
- Interviewing new potential staff to match Roles needed

### **Pupil Management and Pastoral Care**

- Develop a culture in which individuals are encouraged, respected and challenged intellectually, physically and socially.
- Be a positive and enthusiastic, establish high expectations and motivate students to achieve.
- Recognise individual differences and provide for a variety of learning modes and groupings.
- Have consistently high expectations of behaviour for students, and work to maintain them using School-wide systems energetically and appropriately.
- Liaise with counselling services and guidance team to ensure individual students needs are met.

### **Wider School Contribution**

- Support the corporate life of the School by attending staff devotions, staff briefings, doing duty, and maintaining Middleton Grange standards and expectations.
- Always maintain a high standard of professional conduct. Act as a positive role model for student behaviour.
- Uphold the School's image in the community.
- Support and provide assistance to colleagues in improving teaching and learning.