

Te Kura o Rudolf Steiner i Ōtautahi | Christchurch Rudolf Steiner School
Special Educational Needs Coordinator (SENCO) for Lower School

Terms of Contract: The position comes with one permanent management units with allocated time of up to 5 hours per week.

Responsible to: Tumuaki

PRIMARY EXPECTATION

All work must focus on ensuring every student has equitable access to a curriculum that meets their needs, interests, and abilities in order for them to make sufficient progress and achieve.

A Management Unit Holder is expected to bring prominence to Te Tiriti o Waitangi, uphold our Special Character, and to provide professional leadership, pastoral care and carry out management, administrative or task-specific responsibilities associated with the position.

TASKS AND RESPONSIBILITIES OF THIS ROLE

- Identify students, and groups of students, who are not achieving, or are at risk of not achieving, have learning support needs (including gifted learners) and work with them, their whānau and all staff to ensure they have equitable access to a curriculum that meets their needs
- Implement, develop, and sustain the school's priorities for inclusive and responsive education for all
- Maintain proactive professional partnerships with external specialists including but not limited to Iwi, RTLB, MoE, Mana Ake, Seabrook McKenzie, and meet/ communicate with them effectively
- Maintain positive parent and whānau relationships and communication that is responsive and learning focused
- Organise, facilitate, and deliver effective IEP review meetings to improve student outcomes
- Maintain and review the Special Education register and manage accurate student information
- Write and review IEP reports, make RTLB referrals, apply for funding that will improve ākongā outcomes
- Manage budget, and resource requirements, including monitoring the use of special education funding
- Conduct, interpret and report on outcomes of running records, assessments, and pertinent tests
- Support teachers to identify and address gaps in student achievement to ensure all students make sufficient and (when required) accelerated progress
- Ensure that students who identify as Māori are supported to succeed as Māori
- Assist in the employment of, support, and timetabling for Learning Support Assistants (LSA) or Teacher's Aides
- Support, monitor and develop the work of LSA to ensure they are effective at meeting student needs
- Train and model to kaiako how to use specialist resources effectively, including LSAs
- Ensure all LSAs receive regular, effective feedback on the quality of their work and are appraised annually
- Demonstrate commitment to ongoing professional learning and improvement of professional practice
- Use the ERO School Evaluation Indicators, Tātaiako, Ka Hikitia and Tapasā as evidence of effective teacher practice to meet all learner needs and communicate expectations to kaiako.

KEY PERFORMANCE AREAS TAKEN FROM AREA SCHOOL TEACHERS' COLLECTIVE AGREEMENT

Resource Management

- Effectively and efficiently use available resources, including financial resources and assets, within delegated authorities, to support learning outcomes for students.

Staff and Student Management

- Represent and communicate effectively, to a range of audience, the goals and tasks of the department, faculty or area of responsibility.
- Participate in and where appropriate, contribute to the school's performance management system.
- Provide effective advice and guidance to other members of the staff.
- Monitor teacher/student relationships and provide advice and support when required.
- Communicate effectively with students and staff.

Professional Leadership

- Understand the aims of and display competence in the area of responsibility.
- Provide professional leadership to staff within the delegated area(s) of responsibility.
- Make constructive contributions, where applicable, to the management of the school.
- Demonstrate a high level of awareness of educational developments and changes, particularly in the area(s) of responsibility.
- Undertake appropriate professional development to enhance individual expertise in areas of management, administration and education.
- Identify and act on opportunities for improving teaching and learning.
- Ensure that procedures for making decisions in the area of responsibility are consistent with national guidelines and with the school's policies.
- Ensure that changing social and cultural factors affecting the school's community are reflected in the policies and programmes of the delegated area(s) of responsibility.
- Foster positive relationships between the school and all sectors of the community.

CONDITIONS OF EMPLOYMENT

Terms and conditions as per the Area School Teachers' Collective Agreement 2019 -2022

I have read and understood this document and agree to the expectations

<i>Signed by: Employee</i>	<i>Signed: Tumuaki</i>
Name	Caroline Gray
Date	Date