



Panaga School

TOGETHER, IMPROVING LEARNING

SENCO (Special Educational Needs Co-ordinator)

We are looking for a well-qualified and inspirational teacher who empathises with the academic and holistic ethos found at top International Schools. You must have a passion for being fully committed to making learning magical, providing individualised pastoral care for every student and a varied and genuinely rewarding enrichment curriculum. Previous overseas experience is not essential. However, the desire to work in a genuinely international community is.

Application Process

To apply, please complete the application form on the TES website, where you will also find further details of the post. You will need to upload an up-to-date CV on the TES application. Please ensure your CV includes a recent photo and full contact details, including email address, of two professional referees (one should be the applicant's current and most recent headteacher). CVs without an accompanying application form will not be accepted. Applicants submitting an incomplete form will not be shortlisted.

The closing date for applications is **Friday, 10th May 2024**, although early applications would be most appreciated. Interviews will be face to face, by Google Meet or Zoom.

Applicants who have not been contacted by **Monday, 10th June 2024**, can assume that on this occasion they have been unsuccessful and are sincerely thanked by the School for their interest.

The successful applicant must be available to commence employment in **August 2024**.

Safer Recruitment

The safe recruitment of all colleagues (including consultants/ contractors/ supply teachers, activity providers and volunteers) in schools is the first step to safeguarding and promoting the welfare of children in education.

At Panaga School, we ensure the practice of safe recruitment in checking and recording the suitability of staff and volunteers to work with children.

As part of the safe recruitment procedure, we will require the following information prior to starting work at Panaga School:

- Up-to-date police records from a teacher's country of origin and previous country of employment.
- Two references, one of which must be from the current headteacher. If a teacher has worked in two or more schools, within 5 years, telephone contact will be made with those schools to ask why the teacher is leaving and if there were any concerns of a safety nature with children.

JOB DESCRIPTION

Position: SENCO (Special Educational Needs Co-ordinator)

Accountable to: Deputy Principals, Panaga School Principal and JIS Executive Principal

General Statement of Responsibilities

Mission and Values



Panaga School's vision and mission is - "Together, Improving Learning". Student learning and progress on all levels is central to all that we do. This message is conveyed through an image of a whale silhouetted with animals that represent the personal qualities. Our community is transient in nature, therefore the clear message of "Together, Improving Learning" helps all easily understand our mission. In addition, Panaga School's mission expands into our definitions of International Mindedness - "You, Me, Our Community", as well as our definition of Learning - "Together Getting Better".

Staff are expected to contribute to and implement the vision, ethos, and policies of the school, and to establish and maintain positive relationships with students, staff, parents and members of the wider community.

We have three core values that epitomise our approach to holistic, international education:

Challenge: We challenge ourselves to step outside our comfort zones, developing our resilience now to prepare for whatever the future may bring.

Respect Our strength is built on relationships that embrace diversity. This means listening with empathy and communicating kindly.

Inspire: We reflect, innovate and create to tackle meaningful issues. Every one of us has a responsibility to inspire positive change.

It is the responsibility of all staff to demonstrate these values themselves, with colleagues and with the students.

Classroom Responsibilities:

- Provision of learning opportunities for every student relative to her/his needs, abilities and stage of development, by teaching a programme that gives each student the opportunity to experience success, and which challenges each student to achieve their full potential.
- Establish effective and positive relationships with students based on mutual respect, recognising each student's individuality and affirming their cultural identity.
- Provision of a safe, effective, challenging learning environment and an attractive and welcoming classroom. Contributing to other display areas around the school.

Planning, Curriculum Delivery and Organisational Responsibilities:

- Preparation of teaching plans per school policy, regularly updating plans, and storing updated versions in the appropriate place on the school's electronic system; plans should show evidence of differentiation for the children's different abilities.
- Developing and managing classroom resources; supporting Year/subject leaders in buying new resources to improve provision.
- Teaching subjects using the Panaga School curriculum in accordance with the school's policy.

- Marking and evaluating students' work following the school's marking policy. Feeding back to children and parents as appropriate.
- Recording results and completing reports on student achievement following the school's assessment timeline and keeping within deadlines set.
- Working in teams to moderate assessments and provide written or verbal feedback as needed.
- Working together in year group teams to plan trips and other activities such as assemblies to enrich the children's educational experience.
- Attending meetings and making positive contributions at these meetings, contributing to the school development plan.

Professional development:

You are expected to show initiative and be proactive in keeping abreast of teaching and educational developments. You should share enthusiasm and resources with other teachers, attend teacher development programmes, participate in in-service courses (as funding permits), attend professional meetings, and participate in the Professional Growth Process.

General Contributions to School Life:

You are expected to: support the broader educational and cultural life of the school; lead by example in supporting standards expected of students; perform the pastoral duties of a teacher and tutor; participate in up to 2 extra-curricular activities per week as required; take responsibility for the safety of students through supervision duties; supporting school and community programmes, volunteering to support whole school community events. Being a good role model for students, showing respect for peers and commitment to teaching. Being fully involved in and supportive of all aspects of school life both inside and outside the classroom.

Community Responsibilities:

You are expected to: Report to parents through written reports and parent's evenings on the progress and development of students in the teacher's care; be available to meet parents more informally and indirectly provide information for them through the administration staff.

Accountability through Professional Review and Development:

All staff will participate in Professional Review and Development, which involves setting professional growth targets in line with both the school and your individual growth priorities. The process for PRD sees that all staff meet annually with the relevant line manager to set a professional growth target related to their teaching. The purpose of PRD is to assist staff in identifying professional development needs and to help staff focus their energy on the goals and objectives stated in the Panaga School strategic plan and other planning documents.

WIDER RESPONSIBILITIES

After School Activities:

Teachers are expected to participate in up to 2 extra-curricular activities per week as required by the programme on offer.

Lifelong Learning:

Our community strives to be self-evaluating and self-improving. We run an exceptionally innovative programme of ongoing Professional Development. We rely on members of our team to be problem-solving self-starters who contribute to making us all better learners. The potential to help colleagues improve and a willingness to improve one's own practice is an essential attribute of Panaga School Staff.

Child Protection Responsibilities:

It is the duty of any member of staff, volunteer or visitor to Panaga School to report immediately to the designated Child Protection Lead in the event of the following:

- A disclosure of abuse from a student.

- Witnessing staff behaving in a way which is contrary to the provisions outlined in the Panaga School Staff Code of Conduct.
- Suspecting that a child is at risk or that abuse may have occurred.
- Concerns regarding the behaviour of any adults on school premises towards children.

In the absence of the Child Protection Lead, the Deputy Designated Child Protection Lead must be contacted. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff available.

Working Hours:

Monday – Thursday: 7:15am – 3:15pm

Friday: 7:00am - 12:00pm*

* As required: There will be a minimum of three collaboration and professional development opportunities throughout the year that require teachers to work from 2:00pm - 3:30pm on Friday. These will be in the school calendar for the academic year ahead.

The hours above do not include ASAs, staff meetings or trips.

If the Employee needs to leave the School before the end of the day, for the purposes of an emergency evacuation or lockdown procedure, the Employee must notify his/her respective line manager and sign out of school at the relevant school office.

SPECIFIC SUBJECT EXPECTATIONS

- Identify (via an appropriate referral system and assessment), students with additional learning needs and provide EHC plans and other forms of support (e.g EAL), as appropriate.
- Lead, plan, deliver and monitor additional learning support programmes (both in class and outside class) which are effective in raising the attainment of all students identified as requiring additional support.
- To model excellence and provide additional support lessons to individuals or small groups.
- Support class teachers and provide training for the most effective teaching approaches for pupils with additional learning support needs.
- Track the attainment and progress of all students requiring additional learning support.
- To lead, develop and manage the additional learning support staff, including their timetabling.
- Liaise with outside agencies as necessary and keep up to-to-date with developments in additional learning support.
- Assist in the screening process for prospective new students and where there is found to be additional learning support needs, assess further and advise the relevant Deputy Principal of subsequent recommendations.
- Ensure regular meetings take place with all stakeholders (including parents) who are helping each student with their additional learning support needs and communicate strategies and progress effectively.
- Ensure detailed records are kept of all documentation relating to each child with additional needs.

PERSON SPECIFICATION FOR THE ROLE OF TEACHER

Criteria	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ● QTS ● Degree 	<ul style="list-style-type: none"> ● Other professional qualifications
Knowledge and Experience	<ul style="list-style-type: none"> ● Outstanding class teacher with outstanding pupil outcomes ● Excellent understanding of relevant curriculum ● Excellent understanding of use of a range of data to improve outcomes ● Excellent understanding of Safeguarding and Child Protection policies and practices 	<ul style="list-style-type: none"> ● Experience in more than one school ● Up to date knowledge of current education issues ● Proficient ICT user ● Awareness of innovative thinking and practice in education ● Experience of developing the practice of others
Professional Skills	<ul style="list-style-type: none"> ● High expectations and aspirations for pupils and staff ● Form and maintain excellent effective relationships with all in school ● Communicate effectively with all in school ● Be well organised and work within deadlines ● Be a good team player and work cooperatively in different capacities 	<ul style="list-style-type: none"> ● Inspirational role model to others in school
Personal Qualities	<ul style="list-style-type: none"> ● Ability to use initiative ● Ambitious and willing to learn ● Flexible, creative and inspiring ● Caring, positive, open and honest ● Dedicated and hard working 	<ul style="list-style-type: none"> ● Champion for children ● Proactive in self-development ● Views teaching as more than a job

Duties: The duties outlined in this job description may be modified by the Principal or your line manager, to reflect or anticipate changes in the job, commensurate with the job title.