



## **JUNIOR SCHOOL SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)**

We are looking for an outstanding SENCO for our Junior School. You should be a passionate advocate for children who need additional support and recognise that each child is unique, with strengths and specific needs. We are looking for a SENCO who is committed to individualised education based on excellent relationships and an understanding of their learners as unique individuals beyond the usual data points. Our children deserve you to have the highest expectations of them and to use your excellent knowledge of the common SEND challenges that they face to design and run a range of appropriate interventions. As SENCO, you will be managing a team of learning support professionals and will be regularly liaising with teachers, parents, agencies and other professionals so you must have excellent communication and interpersonal skills. There is significant professional freedom in this role so you will need to be able to use your initiative and be solution focussed. As a member of the Junior School Leadership Team, the Junior School SENCO will have an input into all aspects of the Junior School and its strategic direction.

We offer outstanding, well-resourced indoor and outdoor environments, including our own Forest School surrounded by tropical jungle. Our children are amazing and will fully commit to the learning adventures that you jointly create with them.

If you are a dedicated, positive-minded professional keen to enhance the education of children who need something extra, and can make it effective and engaging, then we are the school for you.

Previous overseas experience is not essential. However, the desire to work in a genuinely international community is.

To apply, please complete the Application Form to be found in the Employment section on the school website (<https://www.jerudonginternationalschool.com/about-jis-brunei/employment>), where you will also find further details of the post. 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 employer). CVs without an accompanying Application Form will not be accepted. Applicants submitting an incomplete Application Form will not be shortlisted.

The closing date for applications is **Sunday, 31<sup>st</sup> October 2021** although early applications would be most appreciated. Interviews will be by Google MEET or Zoom.

Applicants who have not been contacted by **Thursday, 18th November 2021**, 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 2022**.

### **Jerudong International School (Brunei)**

- One of the leading International Schools in Asia; situated in Brunei, on the tropical island of Borneo.
- Independent Boarding/Day School, with over 1600 students on roll, aged 2-18 (6th Form of c350).
- Exceptional facilities and resources, with a beautiful 120-acre campus.
- Member of HMC, BSA, FOBISIA and COBIS.



- British Curriculum, leading to (I)GCSEs, A-Levels and IB Diploma.
- Highly competitive tax-free Salary (+ package including Gratuity, Accommodation, Relocation Allowance, Medical Insurance, Annual Flight home, discounted school fees for children).
- c175 Expatriate teachers, mainly from the UK, Australia and New Zealand. Initial 2 Year Contract, but the vast majority stay much longer than that. Currently, over 100 staff children attend JIS.

### **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 Jerudong International 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 JIS:

- 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 employer. 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:** Junior School Special Educational Needs Co-ordinator (SENCO)

**Accountable to:** Head of Junior School (Vice Principal)

### **GENERAL STATEMENT OF RESPONSIBILITIES**

#### **Mission**

At Jerudong International School (JIS), we challenge ourselves, respect others and inspire positive change. We develop our school through holistic school improvement in four interlinked key areas – Curriculum, Community, Capacity and Campus. Our student profile empowers students to think critically whilst actively engaging in lessons. We build capacity by ensuring students develop resilience by giving them opportunities to lead. We ensure students recognise their roles as global citizens alongside the many communities that exist within school.

We have three core values that epitomise our approach to holistic, international education. Each of these values leads to two areas that form our six school aims.

**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 teachers 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 achieve their full potential.

Establishment of effective and positive relationships with students based on mutual respect, recognising the individuality of each student 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 in accordance with school policy, updating plans regularly, storing updated versions in the appropriate place on the school's electronic system; plans should show evidence of differentiation for the different abilities of the children.

Developing and managing classroom resources; supporting Heads of Faculty/Heads of Department/Subject Coordinators/Phase leaders in buying new resources to improve provision.

Teaching subjects using the Jerudong International 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, providing feedback either written or verbal 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**

Showing initiative and being proactive in keeping abreast of teaching and educational developments and sharing enthusiasm and resources with other teachers, attending teacher development programmes, participating in in-service courses (as funding permits) and attending professional meetings; participating in the Professional Review and Development Process.

### **Contributions to School Life**

Supporting the wider educational and cultural life of the school; leading by example in supporting standards expected of students; performing the pastoral duties of a teacher and tutor; participating in a minimum of 2 extra-curricular activities per week; taking 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**

Reporting to parents through written reports and parent's evenings on the progress and development of students in the teacher's care. Being available to meet parents on a more informal basis and providing information for them indirectly through the administration and/or counselling staff.



### **Accountability through Professional Review and Development**

All staff will participate in Professional Review and Development which involves setting professional targets in line with school priorities. The process for PRD sees that all staff meet annually with the Head of Faculty and Housemaster/mistress or Phase leader to set academic and pastoral targets. Staff are also expected to set a personal professional growth target related to their teaching. The purpose of PRD is to assist staff to identify professional development needs and to help staff to focus their energy on the goals and objectives stated in the JIS strategic plan and other JIS planning documents.

### **WIDER RESPONSIBILITIES**

Members of staff at JIS are expected to wholeheartedly contribute to the wider life of school. JIS provides holistic education to the students, so this requires a commitment from staff to contribute both in and out of the classroom and to the wide range of community events that take place across the school year.

### **Boarding**

Between 200-250 students in the Senior School (Year 7-13) are full or weekly boarders. An understanding of the ethos of what boarding entails and the importance of it within the school would be looked upon favourably.

There is a full weekend sporting and activity programme as well as regular events that take place within the boarding community. These activities and events are an important part of the rich tapestry of life at JIS and all staff are expected to contribute to the successful running of the Boarding Houses.

### **Enrichment**

Co-curricular activities (CCA) form an integral part of the Enrichment Program at JIS. It is expected that staff fully support the program by offering to run or support one of the wide ranging activities on offer to the students across the Junior and Secondary School. The four groups of activities are: Sports and Exercise, Service Learning, Creativity and Arts, Enriched learning.

Coaching and officiating, particularly in these key sporting areas is paramount to the success of our sporting opportunities:

- Netball
- Football
- Rugby
- Basketball
- Athletics
- Swimming
- Gymnastics
- Badminton

Support for the very successful International Award (DofE) scheme is encouraged as well as running school excursions and trips.



The school is very busy and there are many enrichment and community activities that take place throughout the year. These wonderful opportunities rely on the support of our staff to make them run.

### **Professional Growth**

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

### **Working Hours**

Monday – Thursday                      7.15am – 3.15pm

Friday                                        7.10am – 3.30pm (break 12noon – 2.00pm)

The hours above do not include CCAs.

If you need to leave the School before the end of the day, for the purposes of emergency evacuation or lock down procedure, you must notify your respective Head of Faculty/Department/Phase leader and sign out of school at the relevant school office.

## **SPECIFIC SUBJECT EXPECTATIONS**

To co-ordinate the support for children with SEND and EAL within the Junior School and ensure that they are supported appropriately to enable them to achieve their full potential.

### **Leadership:**

- To co-ordinate and manage learning support in the Junior School.
- Manage a team of 1:1 assistants and Learning Support Tutors and Teachers, providing advice and training for them as required.
- Co-ordinate whole school approaches which support learning for SEND and EAL pupils throughout the Junior School.
- Disseminate good practice of SEND and EAL provision by contributing to whole school CPD.
- Contribute to the Junior School Development Plan and monitor progress of SEND and EAL children in the Junior School.
- Attend weekly Junior School SMT meetings to represent, and advocate for, SEND children in the Junior School.

### **Assessment, monitoring and reviewing:**

- Follow systems for assessing and identifying students who have special educational needs or EAL.
- Liaise with class teachers and other professionals as appropriate to develop IEPs for students who have special educational or EAL needs.
- Monitor progress of SEND and EAL students through regular reviews with teaching staff and parents.



- Maintain the SEND and EAL register in the Junior school and ensure teachers have access to information.
- Use whole school literacy and numeracy screening to inform intervention programmes.
- Assist with enrolment assessments where further information is required.

#### **Liaison:**

- Develop and maintain effective communication with parents.
- Assist in liaison with other educational establishments to promote continuity of learning and progression.
- Liaise with appropriate bodies inside and outside the school that support students.
- Help manage the transition process for SEND and EAL pupils from Junior School to the Senior School with the Deputy Head Teacher and Head of Learning Support Faculty.
- Prepare for assessment by outside agencies such as an Educational Psychologist by collecting and collating assessment evidence.
- Feedback findings from formal assessments to class teachers.
- Work closely with the Junior School EAL team to ensure provision is effective and efficient.
- Ensure that our provision is reflective of current thinking in SEND and EAL by keeping up to date with advancements in provision.

#### **Others:**

- Expected to undertake both form tutor and co-curricular responsibilities in addition to their classroom teaching.
- Fulfils any other duties which the Principal and/or Head of Junior School (Vice Principal) consider to be appropriate to this post.



## PERSON SPECIFICATION FOR THE ROLE OF TEACHER

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