



HELP INTERNATIONAL SCHOOL

Special Educational Needs Coordinator (SENCO)

Start: Anytime between January - August 2020

Vita ad Plenitudinem – Life in All Its Fullness

The Board of Governors of the HELP International School (HIS) is looking for a new Special Educational Needs Coordinator (SENCO) to join our Learning Support Team.

A. THE SCHOOL ETHOS

The school mission captures the holistic intent upon which the school was founded:

*To Provide an educational experience that will enable and inspire our students
to experience life in all its fullness.*

The school vision sets out an ambitious aim to which it has committed all of its energies and resources:

To Become a world-renowned school that embodies a holistic educational philosophy

Our school motto, *Vita ad Plenitudinem*, which in English means “Life in all its fullness”, captures the essence of what we hope to achieve at HELP International School (HIS). At HIS, it is our mission to ensure that all our students enjoy a FULL school life which will prepare them to live FULL lives as adults.

B. OVERVIEW OF THE SCHOOL

The HELP International School (HIS), is part of a group of three schools, the other two being in Johor Bahru and Kuching, Malaysia.

Founded in 2014, HIS is the fastest growing private school in Malaysia and has received the 5-Star SKIPS (Malaysia Private Education Institution Quality System) rating from the Ministry of Education in the 2015 rating exercise. The School is managed by HELP Education Services Sdn Bhd (HES), a subsidiary of the HELP Education Group, established since 1986. HIS started strongly with 500 students in its inaugural intake in January 2014. It now has a total population of 1,400 students of 25 nationalities.

The Board has high aspirations for the School to continue to develop into one of the top schools in the region and a model school for Malaysia.

The School was awarded the status of Apple Distinguished School in 2017 and again in 2019. It received IPC accreditation in 2018 with a Mastery in International Mindedness. It has been awarded the Eco-Schools Silver Award in July 2018. The School has recently been awarded associate member status with FOBISIA, and has begun the process for full accreditation with the Council of International Schools (CIS).

HIS has also been accredited by Common Sense Education with Certified School Digital Citizenship and is a member of the Association of International Malaysian Schools (AIMS).

The HIS Board of Governors is a group of senior academics with a long-standing background in education management. The School's academic quality and standards are overseen by the Board of Governors and the finances of the School are managed by the Board of Directors. The school Principal, Mr Martin Van Rijswijk, is supported by a robust leadership team overseeing the teaching and learning as well as the pastoral care of the School. He is assisted by two (2) Deputies in charge of the Primary (Head of Primary) and Secondary (Head of Secondary) respectively.

The middle leadership team consists of six Assistant Principals, two Key Stage Coordinators (secondary) and 14 Heads of Year (Pre-school to Year 13). The School practices meritocracy in its staff recruitment process and has an even number of expatriate and local academic staff. The administrative structure of the School is strongly supported by five managers overseeing Admissions, Facilities and Events, Human Resources, Finance and Marketing departments.

C. THE SCHOOL CURRICULUM

HIS offers IEYC in its preschool, IPC for the primary curriculum, IMYC for its Year 7 and 8 curriculum and Cambridge IGCSE and A-Level in the upper secondary years. For admissions, applicants are subjected to CAT4 assessment with an English proficiency test as a written component. The academic progression assessment is supported by year group CAT4 testing in Years 3, 6 and 9 and GL Progress Tests from Years 4 to 6, as well as Year 9 Checkpoint Tests.

HIS is also an inclusive school with a Special Education Needs offering: 10% capped seats in each year group to support students with special learning needs.

D. THE SENCO ROLE

The school is seeking a well-qualified and enthusiastic Coordinator of Special Educational Needs to act as the SENCO and to coordinate Student Support across our primary and secondary school, which are situated on the same campus. Candidates should be supportive of the provision of appropriate education for all students irrespective of ability, support the extra-curricular programme and the holistic ethos of the school.

The position commences as soon as available from January 2020 onwards. Start is flexible and open to negotiation.

Our school has a non-selective enrolment policy. This policy allows for up to 10% of the student enrolment in any year group to have some form of learning support need that either requires a temporary intervention, or on-going support. A key criterion for admission is a strong degree of certainty that the school can adequately meet the specific learning needs of the student, as well as a level of confidence that the child's parents will enter into a positive working partnership with the school.

Our SENCO leads of a team of seven Special Educational Needs (SEN) teachers. This team works closely with the primary school and secondary school Pastoral Leaders, three Student Counsellors, our EAL department and two school nurses. The school is currently investigating the possibility of expanding its learning support services for students by creating more EAL teacher positions and several Remedial Reading Teacher positions.

D. MALAYSIA – OUR HOST COUNTRY

Malaysia is rapidly rising through the ranks as one of the best countries in the world for expats to work in. According to the [HSBC's new Expat Explorer survey](#) the expat experience in Malaysia was found to be a sociable one with 61% saying they found it easy to make friends – compared to 53% globally and 55% regionally. In terms of active social life, 44% say they have better social lives now than they did at home compared to 31% globally and 40% regionally.

Expat life in Malaysia has much to offer and provides a great intercultural experience – from discovering the countryside like the tropical islands and rainforests (two of which are World Heritage Sites); colourful festivals; huge shopping malls; and an amazing variety of Malay, Indian and Chinese food options at very affordable prices. Travel opportunities abound, as Kuala Lumpur is a major transport hub for most of Asia and the Pacific. English is widely spoken, and the Malaysian people very welcoming to visitors to their country.

The lifestyle is such, that many expatriate teachers tend to extend their employment contracts. Many of our staff are now in their fourth year of work with the school. This reflects the positive work environment at HIS, but also the comfortable lifestyle that comes with working in Malaysia.

E. TERMS AND CONDITIONS OF THE APPOINTMENT

The initial contract offered to the successful candidate will be for two years, renewable thereafter by mutual agreement between the Head of Secondary, and the Principal and Board of Governors.

The compensation package is highly competitive and includes executive housing, medical insurance, annual flights, relocation allowance, education for dependent children and other benefits like continuous professional development opportunities.

F. APPLICATION PROCESS

Visit our school website to find out more about this exciting leadership opportunity:

<https://his.edu.my/careershis/>

Early applications are welcome. Depending on the number of applications received, we reserve the right to bring the deadline forward.

To apply, please send a letter of application and CV (with contact details of at least 3 referees) as one document (no more than 5 A4 pages in total) as a PDF file attachment directly to jacqueline.joseph@kl.his.edu.my.

Please also fill in and submit the Application Form found on our school website. The closing date for applications: **Friday, 25 October 2019.**



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Job Description: SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO)

Reports to: Assistant Principal (Pastoral) in Primary and Secondary Schools

PURPOSE

The SENCO ensures that the specific learning needs provision is provided in an efficient and effective manner across both the Primary and the Secondary School. The SENCO will assume responsibility for the day to day operation of provision made by the school for students with SEN. The role will provide professional guidance in the area of SEN in order to secure appropriate provision for the students. There will be a requirement to respect the needs of confidentiality at all times when handling sensitive information.

KEY RESPONSIBILITIES

- Delivering support lessons according to the specific additional learning needs of the students, at the times stipulated
- Arrange for assessment by Educational Psychologists and other specialists where applicable
- Establish and maintain good working relationships with students and colleagues
- Ensure that teachers are informed of student's individual needs and know how to support and take responsibility for those with specific learning needs in the classroom
- Maintain an open line of communication with parents of pupils identified additional learning needs and always investigate any concerns
- Conduct assessments for exam access arrangements
- Inform teaching staff of classroom support strategies
- Liaise with staff about exam access arrangements and ensure that all the documentation is kept up to date
- Maintain the Additional Learning Needs Register
- Liaise with the school counsellor, EAL teachers and any other relevant support staff as and when appropriate to ensure all support services are working collaboratively
- Monitor progress of students with additional learning needs that are not in extra lessons
- Record information onto management information system
- Review and update department handbook as required
- Maintain links with other professionals to keep knowledge updated
- Be proficient in the use of IT for supporting pupils
- Attending Parents' Evening to discuss students' progress with parents, if required
- Assisting with the writing IEPs (in collaboration with teachers and parents) that will target students' specific curricular needs
- Contribute to whole staff Inset, Induction and ensure a high profile for communication with staff
- Any other duties as required by the Principal

PASTORAL

- Safeguard the well-being of the students in his/her charge
- Encourage students to value themselves and others in the quality and nature of their learning
- Set an example to all students by showing a personal attitude of co-operation, consideration and positive relationships with all members of the school
- Meet with parents as required by the day to day educational, social and welfare needs of his/her students
- Be familiar with the contents of all School Policies, especially Child Protection issues

PROFESSIONAL DEVELOPMENT

- Participate in the School's Appraisal system as per the Staff Development Policy
- Attend internal and external training courses and INSET as directed by the Leadership Team, whenever other teaching commitments allow

This job description may be amended at any time following discussion between the Principal, the Head of Secondary and the Assistant Principal (Pastoral).

PERSON SPECIFICATION

The ideal candidate would be expected to show evidence of many of the following skills and qualities. The following table demonstrates qualities that would be considered essential or desirable and how these will be tested during the recruitment process.

Qualities and Attitudes (tested in covering letter, application form and interview)	Essential	Desirable
A real interest in and care for individual pupils	✓	
A desire to form strong relationships with students, parents and staff across the whole of the School community and beyond	✓	
A capacity to engage with the broad community which the school serves	✓	
A passion and demonstratable energy for the power of education to transform the lives of pupils	✓	
Full commitment to every aspect of school life	✓	
An understanding of the demands of a successful and energetic school	✓	
An understanding of the ethos and values of the School	✓	
The ability to proactively lead by example and with drive and conviction	✓	

Personal characteristics (tested in covering letter, application form and interview)	Essential	Desirable
Strong personal values that align well with the school values and the schools host country	✓	
Excellent interpersonal skills: <u>listening</u> , negotiating, persuading	✓	
Resourceful and resilient, able to work under pressure	✓	
Approachable and empathetic	✓	
Able to work independently, or as part of a team	✓	
Pro-active, organised, flexible	✓	
Creative thinker and reflective practitioner	✓	
Good attention to detail	✓	

Skills and experience (tested in covering letter and at interview)	Essential	Desirable
Academically strong with a good degree and QTS	✓	
At least four years of experience of teaching the whole primary and/or secondary age range dealing with a range of SEN		✓
Committed to continuing professional development	✓	
Evidence of continuous INSET with particular reference to Special Educational Needs (SEN).		✓
Knowledge and understanding of: <ul style="list-style-type: none"> • The statementing process and the evidence needed • Behaviour management techniques for groups and individuals • Familiarity with the concepts of Gifted and Talented • Good understanding of curriculum and pedagogical issues related to extending pupil performance and the development of thinking skills • Good understanding of factors promoting effective transfer of learners from one phase of education to the next 	✓	
Ability to make consistent judgements based on careful analysis of available evidence	✓	
Willingness to address challenging issues with clarity of purpose and diplomacy	✓	
Full commitment to every aspect of school life	✓	
Knowledge of current educational trends	✓	
High standards of written and verbal communication, able to engage with all members of the School community (staff, students, parents, governors)	✓	
Meticulous record keeping	✓	
Excellent IT skills	✓	