

SEN Lead Job Description

Reports to:

Deputy Principal – Academic ~~and Deputy Principal – Operations & Pastoral~~

Collaborates with:

Class Teachers, Coordinators, Learning Support Team, School Counsellor, and Parents

Line Manages:

~~Primary Years~~ SEN Teachers and ~~Senior School SEN Teachers~~, Learning Support Staff

Overview:

The SEN Lead provides strategic leadership and oversight of Special Educational Needs (SEN) provision across the entire school (K–12). The role ensures that students with additional learning needs receive consistent, high-quality support and equitable access to the IB curriculum across all phases.

The SEN Lead oversees identification, intervention, progress monitoring, and inclusive classroom practices, while leading and developing the SEN team. The role requires a collaborative and visionary leader who works closely with senior leadership, teachers, parents, and external professionals to build a strong culture of inclusion across the school.

This job description should be read in conjunction with individual contracts. Ideally the job description will be reviewed annually and may be subject to amendment or change at any time after consultation with the member of staff. This should not be viewed as an exhaustive list but sets out the main expectations of TISB in terms of professional responsibilities and duties.

Finally, the member of staff will carry out any other duty which is within the scope, spirit and purpose of the school as requested by the principal.

Key Responsibilities

Leadership & Strategy

- Lead and coordinate SEN provision across K–12.
- Establish clear systems for identification, intervention, and review of students with additional learning needs.
- Monitor and evaluate the effectiveness of SEN provision across the school.
- Contribute to whole-school planning related to inclusion, student wellbeing, and academic progress.
- Ensure consistency in the development and review of Individual Education Plans (IEPs).

Student Support Systems

- Work collaboratively with class teachers and specialists to embed inclusive practices within daily instruction.
- Observe students ‘of concern’ and provide feedback, strategies, and checklists to help teachers differentiate and modify plans.
- Collaborate with the Deputy Principal (Academic)/ Subject HOD/Coordinators to ensure learning support aligns with curriculum and assessment goals.

- Partner with the Deputy Principal (Pastoral) and School Counsellor to provide holistic student support and ensure well-being.
- Coordinate with speech therapists, occupational therapists, counsellors, and external agencies.
- Use inclusive strategies to facilitate access to IB inquiry-based learning.
- Ensure appropriate implementation of assessment access arrangements (IB-mandated accommodations) for internal and external examinations.
- Work closely with class teachers and specialists to identify learners with Special Educational Needs (through observations and preliminary assessments)
- Communicate regularly with parents to share updates on progress, strategies for home support, and celebrate growth milestones.

Assessment, Documentation, and Reporting

- Track student progress systematically using data dashboards, anecdotal records, and IEP progress logs.
- Use both formative and summative assessment data to inform adjustments to intervention plans.
- Maintain accurate, confidential documentation on all students receiving support.
- Record progress, reports, and key updates on the Student Profile in iSAMS and contribute to term-end reporting.
- Present evidence of learning and achievement through documentation and parent-teacher conferences.

Capacity Building and Professional Support

- Provide training and guidance for teachers on identification of learning needs, differentiation strategies, and behaviour management.
- Conduct workshops or share resources on topics such as executive function, social-emotional learning, and inclusive inquiry.
- Stay current with research and best practices in special education and inclusion.

Safeguarding and School Development

- Uphold TISB's Child Protection and Safeguarding Policies, ensuring student welfare at all times.
- Support the implementation of the school's Inclusion Policy and SEN framework.
- Participate in whole-school events such as Making Learning Visible Week, Student-Led Conferences, and PYP Exhibition, ensuring all students are supported to take part.
- Advise on procurement of SEN-specific learning materials and assistive technology.

Accountability

- Maintain up-to-date documentation, lesson plans, and IEPs in accordance with school policy.
- Demonstrate evidence of student progress and reflect this in data reviews and reports.
- Participate in regular review and goal-setting conversations with the line manager.
- Ensure compliance with school expectations related to professionalism, safeguarding, and inclusion.
- Prepare documentation required for IB exam access arrangements and programme evaluations (self-study, authorization, and MYP/DP reviews)

Professional Conduct

The staff member actively promotes and upholds the TISB vision and mission with integrity. As a positive role model and subject-area expert, the staff member builds strong relationships with

colleagues, students, parents, and the wider school community, contributing meaningfully to the collaborative and inclusive culture of the school.

The staff member demonstrates professionalism through punctuality, ethical behaviour, respectful communication, adherence to school policies, and maintaining a professional appearance, including following the school's dress code.

Version History Table

S/No	Date	Version	Description of Change
1	Nov 2025	V1.0	Created
2			
3			
4			
5			