

## SEN COORDINATOR & HEAD OF LEARNING CENTER

### POSITION SUMMARY

The SEN Coordinator & Head of Learning Center coordinates the school's efforts to ensure language and educational access for all students in support of the United World College commitment to cultivate an inclusive, equitable, and intentionally diverse community. Located at the heart of campus within the Library, the Learning Center also collaborates closely with the Librarian on managing community-wide learning resources.

In conjunction with the Heads of Academics for the Foundation and Diploma Program, the Heads of Learning Area, and other key stakeholders, the SEN Coordinator & Head of Learning Center helps guide the development and implementation of academic support focused on English as an Additional Language (EAL) and increasing capacity to serve special educational needs (SEN) and study skills development.

The SEN Coordinator & Head of Learning Center reports to the Vice Principal (Academics) and ultimately the Principal/Head of School. Direct reports include teachers who primarily work in the key areas of EAL and SEN as well as the school's Librarian.

### RESPONSIBILITIES

Curriculum and teaching practice:

- In collaboration with all relevant stakeholders, articulate the vision, goals, and strategies to serve the changing learning access needs at the school.
- Work with the Head of the Languages Learning Area and the Heads of Academics (FP and DP) to develop FP EAL, IBDP English B, and English language support services that support the full range of English language learners in the Foundation Programme.
- Support excellence in teaching by conducting teaching observations for EAL teachers, analyzing learning data (grade reports, IB results, etc.) and anonymized student feedback, and engaging in coaching conversations about teaching practice with colleagues.

Language and learning support:

- Coordinate support for students with additional needs related to EAL and SEN in classes across all departments, namely through support for regular classroom teachers, in-class and/or pull-out support by EAL/SEN teachers, targeted language and/or study skills support for assessments, and regular meetings with EAL/SEN teachers and the students' advisors.
- Identify and promote a variety of research-informed EAL/SEN teaching and learning strategies by periodically sharing resources to members of all departments through informal discussion, email, participating in professional learning communities, organizing presentations to a range of academic departments, hosting workshops, etc.
- Routinely coordinate support with the Heads of Academics (FP and DP) on all relevant students of concern.
- Collaborate with the Head of Academics (DP) to ensure the timely submission of necessary documentation of SEN to the International Baccalaureate Information System (IBIS) and support implementation of all granted Inclusion Access Arrangements (IAA), especially with regards to assessments.
- Coordinate support for students with additional needs related to EAL and SEN, namely through support for regular classroom teachers, in-class and/or pull-out support by learning support teachers, and regular meetings with learning support teacher and advisor.

Administration:

- Ensure that all required instructional resources are in place to support EAL courses and individual support including teaching materials, intentionally-designed unit plans and assessment strategies.
- Manage other Learning Center needs as related to EAL/SEN, including budget for instructional materials, review of student reports prepared by EAL/SEN teachers, inventory of EAL/SEN-related assets, and coordinating teaching assignments with the Vice Principal (Academics).

## REQUIREMENTS FOR THE POSITION

- Deep familiarity with EAL teaching and learning strategies and a strong interest (and ideally prior working experience) with SEN.
- Exceptional ability to engage empathetically with students, family members, colleagues, and other stakeholders.
- An ability to both think strategically and take up daily tasks with a careful attention to detail.
- Possesses high levels of fluency in oral and written English. Chinese language proficiency is valued but not required.
- Holds the highest standards of personal and professional integrity and can be trusted to maintain confidential records.
- Time spent studying or working in a language environment different from their native tongue is valued but not required.

## SAFEGUARDING STATEMENT

UWC Changshu China is committed to safeguarding and promoting the welfare of all the students in our care and expects all applicants to share this commitment. We follow safe recruitment practices which are aligned to the recommendations of the International Task Force on Child Protection. We hold ourselves to a high standard of effective recruiting practices with specific attention to child protection. All appointments are subject to an interview, identity checks, criminal record checks, and successful references.

The school is an equal opportunity employer and values diversity. We actively encourage all qualified applicants to apply regardless of race, religion, gender, national origin, age, or disability.