



Central Regional Health School

Job Description: Special Educational Needs Coordinator (SENCO) and Learning Support Coordinator (LSC)

Base: To be confirmed

Reports to: Principal/SLT

Purpose of the Role

The Special Educational Needs Coordinator (SENCO) and Learning Support Coordinator (LSC) provides leadership and coordination of learning support services for students experiencing significant health, mental health, disability, learning, behavioural, or wellbeing needs that impact their participation, engagement, and achievement in education. The SENCO / LSC leads the development of inclusive practices across the school, ensuring students receive timely, coordinated and equitable support while maintaining educational continuity and successful transitions between the Regional Health School, enrolling schools, whānau, health services and community agencies.

Working collaboratively with teaching staff, whānau and external agencies, the SENCO coordinates Individual Learning Plans (IPs), facilitates access to specialist services, builds staff capability and promotes school-wide approaches that improve outcomes for learners with additional needs. The role supports the Regional Health School's commitment to inclusive education, student wellbeing, learner agency, and successful reintegration into education, training, employment, and community pathways.

This is an itinerating position requiring regular travel. Applicants must have a full, clean driving licence and access to a registered and warranted personal vehicle for work-related duties.

Person Specification

Essential

- Current New Zealand teacher registration and practising certificate.
- Successful experience supporting students with diverse learning, behavioural, health, mental health, or disability-related needs.
- Demonstrated understanding of inclusive education, learning support systems, and effective intervention practices.
- Experience coordinating Individual Education Plans (IEPs) and collaborative planning processes.
- Ability to build strong partnerships with whānau, schools, health providers and community agencies.
- Excellent interpersonal, communication and relationship-management skills.

- Strong organisational, case management and problem-solving skills.
- Ability to work effectively within multidisciplinary teams.
- Commitment to Te Tiriti o Waitangi and culturally responsive practice.

Highly Desirable

- Previous experience as a SENCO, Learning Support Coordinator, Special Education Needs Coordinator, pastoral leader, or equivalent role.
- Experience in a Regional Health School, alternative education, or specialist education setting.
- Understanding of mental health, trauma-informed practice, neurodiversity and disability-inclusive approaches.
- Knowledge of Ministry of Education learning support services, RTLB processes, ORS, and other learning support pathways.
- Postgraduate qualifications or training in special education, counselling, educational psychology, mental health, or inclusive education.

Key Tasks/Responsibilities

Leadership and Coordination of Learning Support

- Lead the identification, coordination and monitoring of students with additional learning support needs.
- Develop and maintain systems that ensure learning support information is shared appropriately across education and health settings.
- Oversee the coordination and review of Individual Education Plans (IEPs), including transition and learning pathways.
- Support equitable access to curriculum, assessment and qualification opportunities.
- Maintain accurate records of interventions, referrals, supports and outcomes.
- Maintain accurate SEN register, including GATE students.
- Ensure compliance with school policies and legislative requirements relating to learners with additional needs.
- Support the allocation and effective deployment of teacher aide and specialist support resources where applicable.
- Monitor and evaluate the effectiveness of learning support interventions.

Student Support and Advocacy

- Work alongside teachers to identify barriers to participation, engagement and achievement.
- Advocate for students whose health, disability or wellbeing needs affect educational access.
- Support students to develop self-advocacy skills and increased agency in learning decisions.
- Coordinate targeted interventions for individuals and groups.
- Ensure student voice is central to planning and decision-making processes.

Transition and Reintegration

- Lead transition planning for students entering and exiting the Regional Health School service.
- Coordinate communication and planning between enrolling schools, health providers, whānau and the student.
- Support reintegration into mainstream education, alternative education, tertiary pathways, or employment.

- Develop systems that minimise disruption to learning during periods of illness, treatment, or recovery.

Partnership with Whānau

- Build strong, respectful partnerships with parents, caregivers and whānau.
- Ensure whānau voice is represented in learning support planning and decision making.
- Provide guidance regarding available supports, services and funding pathways.
- Support families to navigate education and health systems.

The Ministry's LSC framework highlights the importance of helping parents and whānau understand learning support processes and ensuring their views are represented in decision-making.

Building Teacher Capability

- Coach and mentor teachers to effectively support learners with complex and diverse needs, including the development of effective inclusive and trauma-informed practices.
- Facilitate professional learning related to: neurodiversity; mental health and wellbeing; disability inclusion; Universal Design for Learning (UDL); differentiated instruction; culturally responsive practices.
- Model collaborative problem-solving approaches that enable teachers to adapt curriculum, assessment and learning environments.
- Support teachers to implement evidence-based interventions and monitor learner progress.

Interagency Collaboration

- Act as a key liaison between education, health and community agencies.
- Develop productive working relationships with: Ministry of Education Learning Support teams; RTLB; Child and Adolescent Mental Health Services (CAMHS); Paediatric and specialist health services; Oranga Tamariki; Youth justice services where appropriate; Community and disability support agencies.
- Coordinate access to specialist support services.
- Participate in multidisciplinary meetings and case management processes.

Strategic Leadership and School-wide Inclusion

- Analyse data to identify trends, monitor equity and inform strategic decision-making, providing regular reports to senior leadership regarding learning support needs, emerging trends and service effectiveness.
- Contribute to policy development and strategic planning relating to learning support, wellbeing and inclusive education.
- Promote proactive and preventative approaches to identifying and responding to learner needs; support school-wide systems that promote early intervention and coordinated support.
- Use data and evidence to improve outcomes for students with additional needs.
- Lead the ongoing development of a school-wide culture of inclusion and belonging.