

Lead SENCO for The Lilypad SEND Unit

Person Specification

CRITERIA	QUALITIES
Qualifications and Training	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • National Professional Qualification (NPQ) for SENCOs or National Award for Special Educational Needs Coordination (NASENCo) • Other qualifications relevant to the role
Experience	<ul style="list-style-type: none"> • Successful teaching experience across EYFS and Primary age range with minimum 6 years' experience • Experience of working at a whole-school level • Experience of working with children with a range of complex SEND, including managing challenging behaviours • Involvement in self-evaluation and development planning • Experience of conducting training/leading INSET • Experience of leading and managing a team of teachers, support staff and other professionals • Experience of working with parents and external professionals • Experience of monitoring teaching, learning and assessment for pupils with SEND
Skills and knowledge	<ul style="list-style-type: none"> • Thorough knowledge of the SEND Code of Practice • Understanding of the EYFS, and National Primary Curriculum and other relevant curricula • Understanding of what makes Quality First Teaching and of effective intervention strategies • Knowledge of challenges facing education and SEND provision • Ability to plan and evaluate interventions and deliver high quality teaching in the setting • Data analysis skills and the ability to use data effectively to inform provision planning • Effective communication • Excellent interpersonal skills with the ability to respond sensitively to others • Strong organisational skills and the ability to build effective positive working relationships • Ability to influence and negotiate • Ability and confidence to work with external agencies collaboratively as a leader and member of a team and in different partnerships with parents, governors and outside agencies • Ability to act upon advice and guidance • Able to use ICT to effectively support learning and administration • Good record-keeping skills
Personal qualities	<ul style="list-style-type: none"> • High expectations for self and others and a strong commitment to getting the best outcomes for pupils and promoting the ethos and values of the school • Commitment to inclusive education, equal opportunities and securing good outcomes for pupils with SEN or a disability • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to safeguarding and equality • Being adaptable, reflective, resilient, and open to feedback • A calm, positive, and proactive approach