

Rosary Catholic Primary School

Part of the Little Way Catholic Educational Trust

Beeches Green, Stroud, Gloucestershire, GL5 4AB

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Headteacher: Mrs J Knighton



SEND Lead Person Specification

Criteria	Essential	Desirable
1. Qualifications	<ul style="list-style-type: none"> Relevant Level 3 qualification or above in education, child development, social care, youth work, psychology, or a related field GCSE English and Maths (Grade C/4 or above) or equivalent Evidence of professional development related to SEND, safeguarding, inclusion, or child development Willingness to undertake further training relevant to the role 	<ul style="list-style-type: none"> HLTA status, Teaching Assistant qualification, or equivalent Qualification in Social Work, Early Help, Family Support, Youth Work, or related field Specialist SEND training (e.g. autism, speech and language, SEMH) Training in safeguarding, behaviour, trauma-informed practice, or pastoral support
2. Leadership and Management Experience	<ul style="list-style-type: none"> Significant experience working with children or young people with additional needs or vulnerabilities Experience supporting children with SEND, social, emotional or behavioural needs Experience working with families and building positive relationships Experience of multi-agency working (e.g. health, social care, education services) Experience monitoring progress, outcomes or support plans 	<ul style="list-style-type: none"> Experience working in a school or educational setting Experience contributing to EHCP processes, child protection plans, Early Help plans or similar Experience coordinating support for children across different services Experience leading interventions or supervising staff
3. Knowledge and Understanding	<ul style="list-style-type: none"> Understanding of SEND and barriers to learning Knowledge of safeguarding procedures and responsibilities Understanding of the needs of vulnerable children and families Awareness of inclusive practice and promoting independence Understanding of the importance of partnership working 	<ul style="list-style-type: none"> Knowledge of the SEND Code of Practice (2015) Understanding of the graduated approach (Assess-Plan-Do-Review) Knowledge of education systems, curriculum access, and classroom support strategies Understanding of trauma-informed approaches
4. Skills and Abilities	<ul style="list-style-type: none"> Ability to coordinate support for children with complex needs 	<ul style="list-style-type: none"> Ability to lead and support staff in inclusive practice

	<ul style="list-style-type: none"> • Strong organisational and administrative skills • Ability to analyse information and identify priorities • Excellent communication and interpersonal skills • Ability to build trust with families, pupils and professionals • Ability to work collaboratively across education, health and social care • Ability to manage sensitive information with professionalism 	<ul style="list-style-type: none"> • Ability to deliver training or guidance to colleagues • Ability to coordinate multi-agency meetings
5. Personal Qualities	<ul style="list-style-type: none"> • Strong commitment to inclusion and improving outcomes for vulnerable pupils • Compassion, empathy and resilience • Professional integrity and confidentiality • Calm and solution-focused approach • Ability to work under pressure and manage competing demands 	<ul style="list-style-type: none"> • Reflective practitioner committed to continuous improvement • Motivation to develop leadership skills