



Lead Teacher of SEND Person Specification

Education and Training	Essential	Desirable
Right to work in the UK	✓	
Degree Educated	✓	
Qualified Teacher Status	✓	
Relevant, up to date and recent continuing professional development	✓	
Hold (or be willing to obtain) a qualification such as Trauma Informed Schools UK practitioner status or Attachment Lead or have considerable experience in this area.		✓
National Professional Qualification(s)		✓
Experience		
Relevant and successful experience across the Primary age range	✓	
Evidence of achieving the highest standards of attainment and progress	✓	
Experience of working with children with SEND, particularly Social, Emotional or Mental Health (SEMH) needs or those who have experienced trauma and Adverse Childhood Experiences (ACE's)	✓	
Experience of working effectively in other school settings / phases.		✓
Experience of planning and developing a curriculum to support reluctant learners.	✓	
Experience of working successfully across a range of key stages within the academy.	✓	
Experience of working using trauma informed principles and approaches		✓
Experience of teaching early reading, writing and maths.	✓	
Knowledge, Aptitudes and Abilities		
Excellent knowledge of National Curriculum and on-going educational developments	✓	
Ability to drive forward the agenda of high standards across the academy.	✓	



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Overcoming barriers to learning for pupils.	✓	
Knowledge and understanding of current curriculum developments and their implications, including awareness of all statutory requirements		✓
Knowledge of attachment, relational practice and trauma informed approaches.	✓	
The ability to lead teaching and learning within a small SEMH setting to a dedicated cohort of children.	✓	
Excellent strategies for discipline.	✓	
Ability to promote positive behaviour for learning and ensure that effective strategies for student behaviour, guidance, support and welfare are in place.	✓	
An outstanding classroom practitioner with awareness of effective teaching methods and how to drive improvements in teaching and learning	✓	
Good organisational and interpersonal skills, specifically empathy.	✓	
Excellent literacy skills.	✓	
Ability to work flexibly and adapt to the changing needs of the academy.	✓	
Evidence of outstanding curriculum implementation.	✓	
A strong commitment to raising standards of attainment with a knowledge of appropriate strategies.	✓	
Flexible in approach and willing to learn and develop new skills.	✓	
Ability to lead by example and be an exemplary, professional role model for all staff.	✓	
A commitment to equal opportunities throughout the academy.	✓	
Ability to monitor and assess pupil progress, keeping up to date records	✓	
Beliefs, Attitudes and Personal Qualities		
An unwavering commitment to upholding the highest standards of professionalism, and the dedication, resilience and adaptivity to navigate the challenges of the role.	✓	



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The intellect, energy and imagination to create a climate of innovation that is at the forefront of educational practice.	✓	
	✓	
	✓	
	✓	
	✓	
The ability to remain calm and methodical under pressure, prioritising effectively and consistently making informed decisions.	✓	
Commitment to championing our principles of trauma awareness and relational learning; building strong, trusting relationships with our children to create a safe learning environment.	✓	
Commit to professional supervision to support own emotional health and maintain resilience.	✓	
A strong desire to ensure children, who have often had negative experience of education, are able to develop their skills and confidence to the very best of their abilities.	✓	
The physical and emotional resilience to support children with complex needs, taking a non-judgemental, curious approach.	✓	
Commitment to following pedagogical research and the use of evidence-based research to raise educational standards.	✓	
Hold and promote ambitious expectations for all students with additional and special educational needs and disabilities.	✓	
Ability to create a nurturing and empathic approach to teaching, prioritising child-centred relational approaches.	✓	
An excellent communicator, capable of inspiring and engaging all stakeholder groups including students, parents/carers, staff, governors and the wider community	✓	
The capacity to be critically reflective and evaluative in order to accurately identify strengths and priorities for development	✓	
Highly competent presentation, public speaking and written communication skills	✓	
Commitment to providing a safe and positive environment for all learners, in which safeguarding is prioritised at all levels	✓	



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The desire to embrace, uphold and promote the core purpose, commitment and values of Lincolnshire Gateway Academies Trust	✓	
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