

## The Lilypad SEND Unit Lead Person Specification

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