

THE LEGACY LEARNING TRUST

ACKLAM GRANGE SCHOOL

PERSON SPECIFICATION: SEND Manager



	Essential	Desirable	Measured by
Qualifications/ Training	<ul style="list-style-type: none"> Educated to GCSE Standard at Grade A* – C for a minimum of 5 GCSEs including Mathematics and English, or equivalent qualifications. NVQ Level 3 Teaching Assistant qualification or equivalent qualification or experience Evidence of ongoing professional development relevant to education, SEND, or leadership. Willingness to undertake any further training relevant to the role 		A/Q A/Q I
Experience	<ul style="list-style-type: none"> Experience of working with children/young people Experience of supporting students with SEND. Full working knowledge of relevant policies/codes of practice Committed to Safeguarding and promoting the welfare of children and young people Experience of coordinating or managing staff, or evidence of leadership responsibilities. Experience of working collaboratively with parents, carers, and external agencies. Experience of administrative processes, record-keeping, and meeting deadlines. 	<ul style="list-style-type: none"> Experience of leading a team in an educational setting. Experience of organising EHCP annual reviews or contributing to statutory SEND processes. Experience of delivering interventions (e.g., literacy, numeracy, social skills). Experience of supporting transition between key stages. Experience of coordinating exam access arrangements. 	A/I
Knowledge and Understanding	<ul style="list-style-type: none"> Understanding of SEND Code of Practice and inclusive practice. Awareness of EHCP processes, SEND Support Plans, and provision mapping. Understanding of safeguarding and child protection responsibilities. Knowledge of effective strategies for supporting students with a range of SEND needs. Understanding of the role of external agencies in supporting SEND students. 	<ul style="list-style-type: none"> Knowledge of local authority SEND procedures. Understanding of literacy intervention strategies. Awareness of secondary school pastoral systems and multi-agency frameworks. 	A/I
Skills	<ul style="list-style-type: none"> Strong organisational and time-management skills, with the ability to prioritise effectively. Ability to lead, motivate, and support a team. Excellent communication skills, both written and verbal. Ability to build positive relationships with students, staff, parents, and professionals. Confident in managing sensitive information with discretion and professionalism. 	<ul style="list-style-type: none"> Ability to deliver targeted interventions to support student progress. Ability to analyse data to monitor impact of provision 	A/I A/I I

