

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

	<ul style="list-style-type: none"> • Competent in using ICT systems for administration, data tracking, and communication. • Ability to take accurate minutes and produce clear documentation. • Ability to adapt quickly to changing needs and respond calmly under pressure. 		
Person Characteristics	<ul style="list-style-type: none"> • Excellent attendance and punctuality • Commitment to inclusion and improving outcomes for students with SEND. • High expectations of self, staff, and students. • Ability to work flexibly and respond to developing needs • Commitment to safeguarding and promoting the welfare of children. • Resilience, flexibility, and a proactive approach to problem-solving. • Professional integrity and a strong sense of responsibility. • Ability to work collaboratively as part of a wider team. • Positive, approachable, and supportive manner. 		I A/I

Measured by Key:

A: Application form/letter

Q: Qualification Check

I: Interview