



Lead Special Educational Needs and Disabilities (SEND) Practitioner
Person Specification

Factors	Essential	Desirable but not Essential
Qualifications	English GCSE or equivalent Educational achievement sufficient to support clear reporting & presentation skills.	Mental Health first Aider
Training	Training in supporting pupils with Autistic Spectrum Disorder	Evidence of Continuing Professional Development. Knowledge of Child Protection procedures. Therapeutic Behaviour Management Dyslexia ASD Other SEND training or qualifications, e.g. 'Supporting Teaching & Learning in Schools' (QFC) - CACHE to diploma standard (or equivalent)
Experience	Experience working a specialist provision supporting pupils with Special Educational Needs. Track record of planning, implementing and reviewing SEND Support Plans, Education Health Care Plans and advice from external agencies. Experience of delivering a range of individual or group-based interventions for SEND Pupil.	Previous experience of working within an educational environment/social services/health/welfare. Experience in delivering programmes such Attention Autism (Bucket Time), Speech and Language Programs, Precision Teaching, Picture Exchange Communication and social skills groups. Experience in delivering therapy interventions such as Art, Sandtray or Play Therapy. Experience of writing, delivering and reviewing the impact of social stories. Sensory circuits



Knowledge and Skills	<p>Good interpersonal and communication skills and the ability to develop effective relationships with children, parents and staff.</p> <p>Ability to deal with sensitive issues, understand conflicting views and expectations and cope with a range of issues.</p> <p>Ability to demonstrate a person centred commitment, valuing diversity and demonstrating respect for the language, religion and cultures of others.</p> <p>Good organisational skills – able to prioritise workload and have good time management skills.</p> <p>Ability to communicate effectively, face to face or by telephone, with children, parents, school staff, social workers and any other individuals as necessary.</p> <p>Competent IT skills</p> <p>Ability to build a rapport with pupils of all ages</p>	<p>Knowledge of how to support pupils who find it difficult to regulate their emotions</p> <p>Knowledge of the social and emotional factors that affect a child's capacity to learn.</p> <p>Knowledge of available early help services in Wokingham and Reading, referral routes and local charities.</p> <p>Ability to speak more than one language.</p> <p>Experience of working with professionals from a range of sectors.</p>
Personal Qualities	<p>A flexible approach</p> <p>A sense of responsibility</p> <p>Tact and diplomacy</p> <p>Integrity</p> <p>Empathy</p> <p>Confidentiality</p> <p>Team Player</p>	<p>Able to use own initiative</p> <p>Able to plan creatively to solve problems.</p>