

HAYDON SCHOOL
PERSON SPECIFICATION – SEND ADMINISTRATOR

Job requirements	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • GCSEs (or equivalent) including at least Grade 4 (previously Grade C) in English and Maths. • Proficiency in standard office software, including Microsoft Office (Word, Excel, Outlook) and/or Google Workspace (Docs, Sheets, Drive). • Ability to use or willingness to learn school information management systems (e.g., Bromcom, SIMS, Arbor) for SEND record-keeping and data management. • Understanding of SEND processes, statutory requirements and the SEND Code of Practice (or willingness to undertake training). • Understanding of Access Arrangements and Reasonable Adjustments, including the principles and procedures involved (training can be provided). 	<ul style="list-style-type: none"> • Training or certification related to SEND administration, SEND legislation or school data systems. • Completion of a Level 7 qualification relating to Access Arrangements (e.g., CPT3A) or willingness to undertake relevant training. • Accredited training in minute-taking, such as a recognised <i>Minute Taking Certificate</i> (e.g., CPD-certified or equivalent).
Experience	<ul style="list-style-type: none"> • Experience working in an administrative role, preferably within an educational or SEND context. • Experience working with children or young people in a school or similar setting. • Experience using data management systems and digital tools (e.g., Microsoft Office, Google Workspace, MIS platforms). • Experience managing confidential information and maintaining accurate records. 	<ul style="list-style-type: none"> • Experience working specifically with students with SEND, ideally at secondary level. • Experience supporting statutory SEND processes such as EHCPs, Annual Reviews or Access Arrangements. • Experience liaising with external agencies or professionals (e.g., Educational Psychologists, Speech and Language Therapists).
Skills and knowledge	<ul style="list-style-type: none"> • Strong literacy and numeracy skills. • Excellent organisational skills with the ability to prioritise workload and meet deadlines. • Ability to build effective working relationships with staff, parents/carers, students and external professionals. • Clear and confident verbal and written communication skills. • Active listening skills and the ability to handle sensitive conversations professionally. • Ability to remain calm and solution-focused in pressured or challenging situations. • Knowledge of safeguarding principles and the importance of confidentiality. • Understanding how SEND needs impact students' development, attendance and engagement. • Knowledge of SEND intersectionality and how different needs and backgrounds can interact. • Ability to manage time effectively and commit to ongoing professional development. 	<ul style="list-style-type: none"> • Knowledge of school MIS systems (e.g., Bromcom) and SEND data platforms, with the ability to use these effectively for record-keeping and reporting. • Understanding of Local Authority SEND processes, including EHCP pathways, statutory timelines and associated documentation requirements. • Understanding of statutory and non-statutory curriculum frameworks and how they relate to different age and ability ranges. • Ability to adapt administrative processes to meet individual student needs, ensuring accessibility and compliance with SEND requirements. • Knowledge of how to support the coordination of provision for students with SEND, including adapting systems and processes to reflect individual needs.

Personal qualities	<ul style="list-style-type: none">● Enjoyment of working with children and young people.● Sensitivity, empathy and the ability to build positive relationships with students and families.● A commitment to achieving the best outcomes for all pupils and supporting the school's ethos and values.● High levels of professionalism, integrity and commitment to confidentiality.● Strong commitment to safeguarding and promoting equality.● Resilient, positive and proactive, with a willingness to take initiative and solve problems.● Enthusiastic about contributing to a supportive and inclusive school environment.
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