



## The Rutland Learning Trust

Providing outstanding education for all pupils – today and tomorrow!

*First-class education and care that allows every child to achieve their potential, regardless of location, prior attainment or background.*

By Working Together  
Sustaining Excellence  
Transforming Learning



## Oakham C of E Primary School

### Job description: Designated Specialist Provision Leader

At Oakham Church of England Primary School, part of the Rutland Learning Trust, we have high expectations for all our children and aim for excellence in all we do. We believe that parents, governors, staff and children all have an important role in providing quality education for our children. We are committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership. Our Designated Specialist Provision (DSP) supports pupils with Education, Health and Care Plans (EHCPs) with complex needs. Oakham Church of England Primary School are committed to safeguarding and promoting the welfare of children and young people and require all staff to share this commitment.

#### Job Details: DSP Leader

Salary:	Leadership Scale Points 1-3.
Hours:	Full time, job share considered.
Contract type:	Permanent
Reporting to:	Headteacher / Deputy Headteacher

#### Main purpose

The DSP Leader, under the direction of the Headteacher, will:

- Provide strategic leadership and operational management of the Designated Specialist Provision
- Lead on SEND policy and practice within the DSP
- Ensure high-quality provision that meets EHCP requirements
- Work closely with staff, families, the Local Authority and external agencies
- Undertake the role of SENDCo for the DSP.
- Be responsible for day-to-day operation of the SEN policy and co-ordination of specific provision to support individual pupils within the DSP.
- Provide professional guidance to colleagues, working closely with staff, parents and carers, and other agencies
- The Leader will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

\*While the DSP Leader will have responsibility for the oversight of provision for pupils with SEN or a disability, class teachers will hold responsibility for the day-to-day education and support of pupils within their classroom.

## **Duties and responsibilities**

### **Strategic Leadership of the DSP**

- Provide strategic vision and have a strategic overview of provision for pupils in the DSP, monitoring and reviewing the quality of provision
- Monitor and evaluate the quality and impact of DSP provision
- Complete DSP self-evaluation and Improvement Plan
- Ensure compliance with SEND statutory requirements
- Liaise closely with the Headteacher, mainstream SENDCo and RLT Head of SEND and Inclusion
- Be responsible for leading on the planning, monitoring and evaluating of the curriculum and assessment
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice
- Evaluate whether funding is being used effectively, and suggest changes to make use of funding more effective

### **Operation of the DSP provision**

- Oversee DSP admissions with senior leaders and the Local Authority
- Ensure accurate records, EHCPs and provision maps are well maintained
- Lead and support others to lead annual and interim reviews
- Analyse progress and attainment data
- Provide guidance to colleagues on teaching pupils within the DSP
- Advise colleagues on applying differentiated teaching strategies and adaptations tailored for individual pupils
- Advise on the use of the DSP's budget and other resources to meet pupils' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals and other external agencies
- Be a key point of contact for external agencies, especially the local authority (LA)
- To support class teachers in meetings with parents

### **Support for pupils**

- Focus on the core principles of Communication, Wellbeing and Independence
- Communicate effectively with parents and carers
- Support transitions into and out of the DSP
- Work with the Designated Teacher for Looked After Children where appropriate
- Co-ordinate provision that meets the pupil's needs, and monitor its effectiveness
- Secure relevant services for the pupil
- Ensure that if the pupil transfers to another school, all relevant information is conveyed to that school, and support a smooth transition for the pupil
- Promote the pupil's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

## Leadership and management

- Be an active part of the schools Senior Leadership Team
- Line manage all DSP staff, including teachers and teaching assistants
- Lead appraisals and professional development
- To work closely with the Headteacher on any recruitment for the DSP.
- Deploy staff effectively to meet needs
- Play an active role by working alongside the headteacher and governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the governing board is required to publish
- Contribute to the SIP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead staff meetings and training for staff
- In partnership with the mainstream SENDCo, be responsible for producing, implementing, monitoring and reviewing all required policies, such as the school's SEN policy & SEND Information Report
- Promote an ethos and culture that supports the school's SEN policy and promotes good outcomes for pupils with SEN or a disability

## Safeguarding

- To be a Designated Safeguarding Lead (DSL) for the school
- Lead safeguarding practice within the DSP
- Work closely with other DSLs, external agencies and the Local Authority
- Ensure safeguarding policies and procedures are implemented consistently
- Remain alert to the fact that pupils with SEN may be more vulnerable to safeguarding challenges

The DSP Leader will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DSP Leader will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher/Deputy Headteacher.

Last review date: February 2026

Next review date: February 2027

Headteacher/line manager's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Postholder's signature: \_\_\_\_\_

Date: \_\_\_\_\_



<b>DSP Leader Person Specification</b>		
<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS).</li> <li>• National Award for SENDCo (or currently completing).</li> <li>• Evidence of continued professional development in SEND, leadership or specialist provision.</li> <li>• Designated Safeguarding Leader training.</li> </ul>	<ul style="list-style-type: none"> <li>• Team Teach / positive handling training (or willingness to undertake).</li> <li>• AET – Training or accreditation</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful experience teaching pupils with SEND, including complex needs (C&amp;I/Autism and/or SEMH).</li> <li>• Proven experience leading or coordinating provision for pupils with SEND.</li> <li>• Experience working with external professionals (e.g., Educational Psychologists, SALT, CAMHS).</li> <li>• Experience in monitoring, assessing and tracking the progress of pupils with SEND.</li> <li>• Experience of leading staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a DSP or alternative provision.</li> <li>• Experience leading and developing a staff team.</li> <li>• Experience of delivering CPD.</li> <li>• Experience of contributing to the School Improvement Plan.</li> <li>• Experience of leading annual reviews.</li> </ul>
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Strong understanding of SEND legislation, including the SEND Code of Practice.</li> <li>• Excellent understanding of EHCP processes, statutory requirements and annual reviews.</li> <li>• Ability to analyse data and use evidence to inform provision and intervention.</li> <li>• Strong understanding of adaptive teaching, scaffolding and inclusive practice.</li> <li>• Ability to design, monitor and evaluate specialist provision.</li> <li>• High-level communication skills with pupils, families and professionals.</li> <li>• Ability to model high-quality classroom practice and coach others.</li> <li>• Strong organisational and time-management skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of how to work with the Local Authority negotiating provision and funding arrangements</li> <li>• Knowledge of specialist curriculum frameworks</li> <li>• Knowledge of specialist assessment frameworks</li> <li>• Knowledge of AET frameworks</li> <li>• Proficient in MAKATON</li> <li>• Specific knowledge and skills to support Autistic learners</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Committed to inclusive education and improving outcomes for vulnerable learners.</li> <li>• Calm, reflective and solution-focused approach.</li> <li>• Ability to form positive and trusting relationships with all stakeholders.</li> <li>• Ability to form positive and trusting relationships with children with complex needs.</li> <li>• Empathy, resilience and emotional intelligence.</li> <li>• High expectations of self, staff and pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• A personal Christian faith.</li> </ul>

	<ul style="list-style-type: none"> <li>• Alignment with school values: Passion, Pride, Perseverance and Purpose.</li> <li>• Good sense of humour.</li> </ul>	
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>• Demonstrates a strong understanding of safeguarding responsibilities.</li> <li>• Knowledge of KCSiE and safeguarding procedures.</li> <li>• Commitment to maintaining a safe and nurturing environment.</li> </ul>	<ul style="list-style-type: none"> <li>• SEND specific safeguarding training.</li> </ul>