marches school
part of the Marches Academy Trust

DIRECTOR OF RESOURED PROVISION

RECRUITMENT PACK

12th November 2026

About Us



Post title
Director of Resourced Provision

Salary
Grade 10 SCP 26–28 (£38,510 - £40,444 per annum)

Hours of work
37 Hours per week
Term Time plus 2 PD Days

Post status
Permanent
Required for 4th January 2027

The Marches School is a vibrant, inclusive and forward-thinking school where students are at the heart of everything we do. We are proud to support young people through their full educational journey, providing a safe, caring and ambitious environment in which every student is known, valued and encouraged to succeed.

We offer a broad and balanced curriculum, including a wide range of GCSE, A Level and vocational pathways, ensuring that all learners can follow routes that reflect their strengths, interests and aspirations. Learning is enriched by a strong programme of extra-curricular activities, leadership opportunities and enrichment experiences that help students build confidence, character and lasting friendships.

The Marches School is an exciting place to learn, work and grow. Together, we are developing confident, resilient and successful young people, equipped with the skills, values and ambition to succeed in education and in life beyond school.

Sally Wilmot

Headteacher

We offer

- Well-equipped Resourced Provision and classrooms with a variety of facilities.
- An enthusiastic and supportive department team.
- Excellent professional learning and support at every stage in your career, with opportunity for continued personal development through our Talent Pathway.
- A core belief in staff wellbeing and work life balance for all, evidenced in policy and practice.
- Year-round free membership to our state-of-the-art fitness suite.
- Benefits including funded counselling, physiotherapy and GP and other medical support.

Why this role above others?

Working closely with the Leadership link for Inclusion, you will lead the development, implementation and evaluation of high-quality specialist provision, ensuring students are fully supported to access learning, develop independence and thrive within both specialist and mainstream settings.

Our staff tell us they feel valued and proud to work here - and this role sits at the heart of that culture.

For queries or to arrange a visit, please contact Justine Holdsworth:
Justine.Holdsworth@mar.mmat.co.uk

Welcome from the CEO



This is a high achieving Trust that is imaginative and creative in its approach to teaching and learning and is keen to look for continued sustained improvement.

Our vision ‘Achievement through Caring’ is central to all that we do at The Marches Academy Trust. Our schools are, innovative and striving to ensure that young people make the very most of their learning adventure and are equipped with the skills required to prosper in the modern world.

We are immensely proud of the Alliance of Leading Learning who provide a wide range of professional development opportunities across our Trust, nationally and internationally.

Sarah Finch

CEO
The Marches Academy Trust

Our family of schools currently includes:

- The Marches School and Sixth Form in Oswestry
- Sir John Talbot’s School and Sixth Form in Whitchurch
- Tilstock CE Primary School and Nursery in Whitchurch
- The Grove School and Sixth Form in Market Drayton
- Lower Heath CE Primary School and Nursery in Lower Heath
- Shrewsbury Academy in Shrewsbury
- Longlands Primary School and Nursery in Market Drayton
- Grange Primary School and Nursery in Shrewsbury
- Oakmeadow CE Primary School and Nursery in Shrewsbury
- Woodlands School in Wem
- Idsall School and Sixth Form in Shifnal
- Cockshutt CE Primary School and Nursery in Ellesmere
- Criftins CE Primary School and Nursery in Ellesmere
- Selattyn CE Primary School in Oswestry
- West Felton CE Primary School and Nursery in Oswestry
- Weston Lullingfields CE Primary School and Nursery nr Shrewsbury
- St Andrew’s CE Primary School and Nursery nr Shrewsbury
- Kinnerley CE Primary School and Nursery in Oswestry

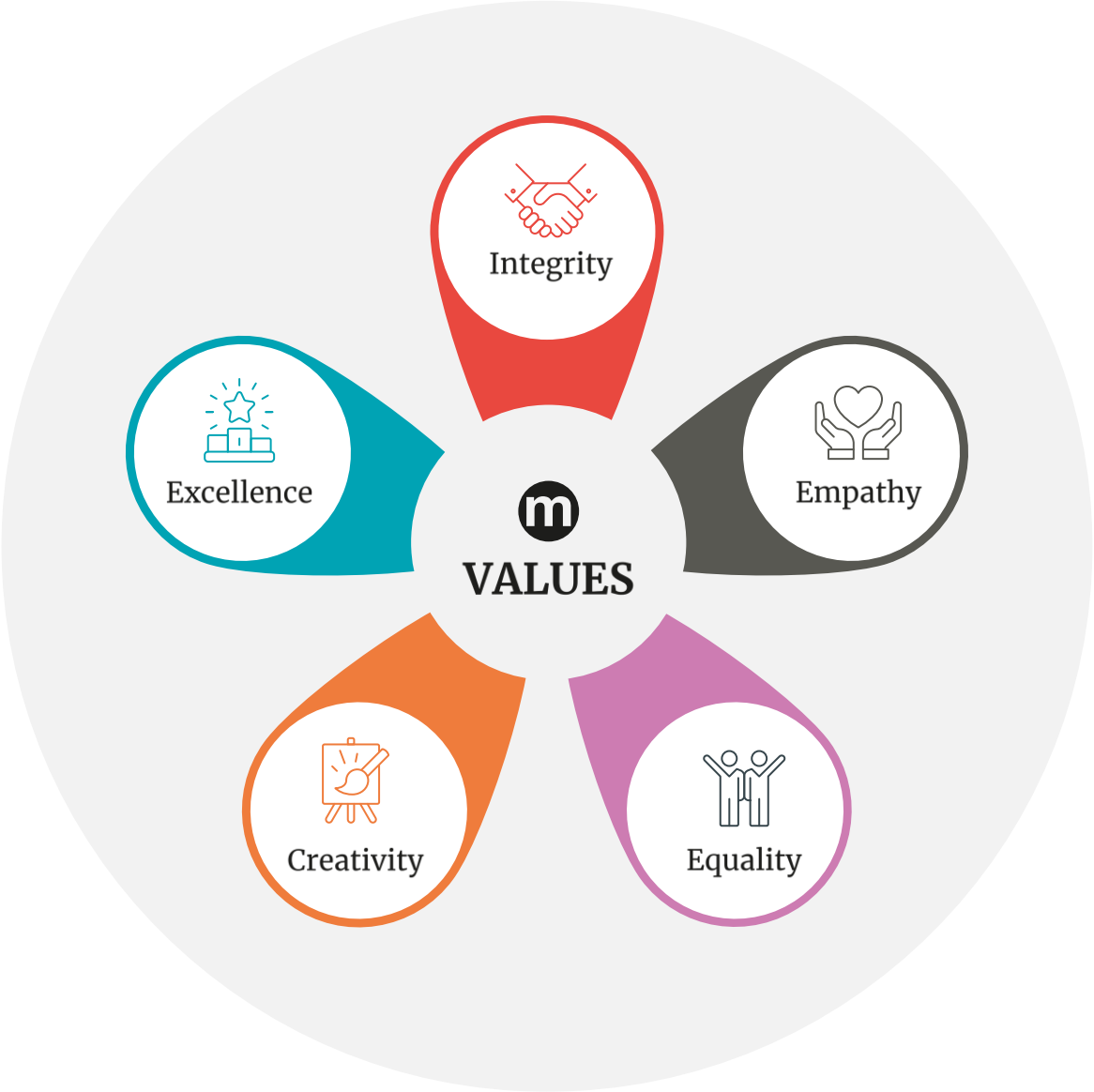
Our Trust Vision Statement and Values

Our Vision

Achievement through caring

Mission Statement

As a Trust, it's our mission to empower everyone in our Trust and our communities to live and breathe our values and Achievement Through Caring, to reach their full potential.



Responsible to:

Trust Lead for Mainstream-based Specialist Education, Headteacher.

Purpose:

The Director of Resourced Provision will provide strategic and operational leadership of the school's Resourced Provision, ensuring high-quality specialist support for pupils with Education, Health and Care Plans (EHCPs). The postholder will lead the provision, staff and resources, ensuring statutory compliance, effective partnership working with families and external agencies, and successful inclusion within both specialist and mainstream settings. The Director of Resourced Provision will be accountable for securing positive educational, social and emotional outcomes for all pupils accessing the provision.

Outline of the Role:

- Lead and manage the Resourced Provision, ensuring high-quality specialist support and effective provision for pupils with Education, Health and Care Plans (EHCPs)
- provide strategic and operational leadership of the Resourced Provision, ensuring compliance with SEND legislation, the SEND Code of Practice and school policies
- monitor and analyse attainment, attendance, progress, behaviour and inclusion data to identify emerging needs, trends and barriers to learning, implementing actions to improve outcomes
- oversee the planning, delivery and quality assurance of EHCP provision, annual reviews, transition arrangements and individual support plans
- work collaboratively with parents/carers, school staff, external agencies and other stakeholders to secure effective inclusion, appropriate provision and positive outcomes for pupils
- line manage, support and develop Resourced Provision staff, overseeing specialist interventions, reasonable adjustments, access arrangements and evaluating the impact and effectiveness of provision and support programmes.

Main Duties:

- Monitor attainment, attendance, behaviour, engagement and progress data for pupils within the Resourced Provision, identifying students requiring additional support, intervention or review
- coordinate and quality assure EHCP provision, annual reviews, transition planning and referrals to external agencies
- lead on case management for pupils within the Resourced Provision, liaising with parents/carers, local authorities and external professionals as appropriate
- support vulnerable pupils, including those with SEND, SEMH needs, medical conditions and other identified additional needs
- liaise with families, safeguarding teams and external professionals to secure effective support and remove barriers to learning, attendance and participation
- maintain accurate pupil records, EHCP documentation, annual review schedules and compliance systems in line with statutory requirements
- promote pupil voice and parental engagement within planning, review and decision-making processes
- oversee the implementation, monitoring and review of specialist interventions, reasonable adjustments and examination access arrangements for pupils accessing the provision
- monitor and evaluate the effectiveness of the Resourced Provision, ensuring appropriate support is in place to improve achievement, independence, inclusion and wellbeing
- manage admissions, transitions and integration arrangements for pupils entering, leaving or accessing mainstream experiences, providing reports and recommendations to senior leaders and Headteacher on the impact of provision and support programmes.

DEVELOPING SELF AND LEADING OTHERS:

- Line manage designated Resourced Provision staff.
- take responsibility for own professional development including maintaining an up-to-date knowledge of developments and related legislation including engaging fully in performance management of self and other staff (if applicable).
- contribute to effective staff induction and professional development.
- manage own workload, providing support where necessary and delegating where appropriate.
- to ensure that professional duties are fulfilled, as identified in regular line management meetings and appraisal meetings.

STRATEGIC RESPONSIBILITIES

- Monitor and evaluate attainment, attendance, behaviour, engagement and progress data, identifying needs and ensuring appropriate support, interventions and provision are in place for pupils within the Resourced Provision.
- coordinate and quality assure EHCP provision, annual reviews, transition arrangements, admissions, specialist interventions, reasonable adjustments, access arrangements and case management, maintaining accurate records and statutory compliance.
- liaise with families, safeguarding teams, local authorities and external agencies to promote pupil voice, remove barriers to learning and inclusion, support vulnerable pupils, and report on the impact and effectiveness of provision to senior leaders.

In addition to the above all Marches Academy Trust staff are required to:

- Adhere to policies and procedures, including Equality and Diversity and Health and Safety.
- Respect confidentiality: all confidential information should be kept in confidence and not released to unauthorised persons.
- Undertake appropriate training and development as required.
- Participate in the Personal Development Plan review cycle.
- Demonstrate excellent Customer Care in dealing with all customers.
- Ensure positive effective working relationships with the school teams, stakeholders and partners.



Check out our video:
Here

Interested? Here's how to apply:
Complete the online form here

The closing date for applications is:
Monday 23rd November 2026 at 9.00am.

Interviews will be held:
Friday 27th November 2026.

Person specification

	Essential	Desirable
Qualifications and training	• Appropriate academic qualifications to at least GCSE standard. • First Aid qualification (or willingness to train and complete). • NASENCO qualification or NPQ SEND (or willingness to train if not currently held). • Designated Safeguarding Lead certified (or willingness to train if not currently held). • Experience of working with students with SEND, including EHCPs. • Knowledge of adaptive teaching and inclusive practice. • Experience of working with external agencies and families. • Ability to plan and drive own workload to ensure the role is fulfilled. • High aspirations for all students and a belief that all can achieve. • Ability to lead and inspire others, holding others to account where needed. • Ability to work as a team with a range of colleagues. • Creative problem solver. • Has worked, kept up to date and understands the importance of following policy and procedure. • Good listening, oral and literacy skills. • Ability to organise time and work to deadlines. • Ability to set and achieve targets. • Good ICT skills and the ability to use a variety of software to store, analyse and deliver information. • Excellent interpersonal skills along with the ability to communicate effectively with people of all ages and community sectors. • Ability to think and communicate clearly under pressure.	• Training in SEND, leadership, pastoral care or behaviour for learning. • Training related to student leadership, youth engagement or coaching. • Experience of leading a resourced provision or specialist setting. • Experience of multi-agency working at a strategic level. • Previous experience of leading a successful team. • Developing and maintaining contacts with outside agencies, e.g. departments of the LA. • Understanding of safeguarding and early help processes. • Ability to identify need and coordinate appropriate support.

Person specification

	Essential	Desirable
Skills	• Ability to maintain confidentiality. • Have an openness to learning and change. • Have a positive attitude to personal development and training. • Have good interpersonal skills with the ability to lead and influence staff practice. • Ability to be adaptable/flexible and cope with the unexpected.	• Ability to bring to the role a good sense of humour, initiative, enthusiasm and commitment. • A willingness to attend appropriate training and development. • Ability to triage need and make sound professional judgements. • Ability to coordinate support across SEND, safeguarding and pastoral systems.
Personal qualities	• Ability to work flexibly to meet the needs of the provision. • Commitment to enabling students with SEND to access mainstream education. • Willingness to engage in wider school responsibilities.	

Our investment in you

Talent Spotting our Future Leaders

Our Talent Pathway supports the professional development of staff within the trust. We identify leadership talent and leadership needs for future succession planning – ensuring relevant and practical leadership development opportunities for staff.

Our talent management programme and our Career Development Pathways provide a framework for the discussion of your leadership journey and the professional learning you can access along the way.

Talent Contract

The Talent contract is a promise; a covenant between yourself and the trust that the Trust will do it's very best to support and develop you professionally. The Contract describes a variety of Professional development opportunities and encourages you to identify and pursue your training needs.

We believe successful creative lifelong learners participate in a journey of self discovery. They know how to learn, acquire skills and feel safe to take risks with confidence and courage.



Our investment in you

We really care about employee wellbeing and our commitment is set out in our Wellbeing Policy and Charter. This commitment is underpinned by our four pillars of wellbeing;

Emotional

Some examples include a robust induction programme, Trust newsletter, professional performance reviews (appraisal) and line manager check-in meeting. We have clear policies and procedures relating to all aspects of your employment and we carry out an annual wellbeing survey to gauge the health of our staff.

Physical

We are blessed that our schools are located in beautiful Shropshire market towns and /or rural locations. We can offer discounted local gyms and onsite facilities in our secondary schools.

Financial

We offer membership to two great pension schemes; Local government pension scheme and Teachers' pension scheme. Our terms and conditions are aligned to Burgundy Book & School Teachers Pay & Conditions Document (teachers) and NJC Green Book (associate staff). We also recognise continuous service for sickness, maternity and annual leave entitlements for those transferring under the Redundancy payments (local government) Modification Order (RPMO).

Social

Encouragement of great working relationships and sense of belonging through team building events, PD days, end of term events and Trust Awards evening.

Generous non-contact time for staff

Wellbeing Offer

We are delighted that our wellbeing offer includes access to a free confidential medical and wellbeing service with School's Advisory Service (SAS) for all staff. Services available include counselling, bereavement counselling, physiotherapy, menopause support and stress awareness sessions. We encourage staff to utilize SAS in seeking out preventative and early intervention by making support easily accessible for all!



Bits you need to know

The Marches Academy Trust values each person equally. We are committed to building a diverse team and embedding a welcoming, inclusive culture that encourages diversity and authenticity. We believe this will encourage creative ways of thinking – ensuring we collaborate more effectively and achieve better outcomes. We welcome applicants from all qualified candidates who share this commitment.

Everyone within our Academy Trust shares the objective to help keep children and young people safe by contributing to:

Providing a safe environment for children and young people to learn in an education setting and identifying those who are suffering or likely to suffer significant harm, taking appropriate action with the aim of ensuring they are kept safe both at home and within the education setting and we expect all staff to share this commitment. Shortlisted applicants will be asked to declare any criminal convictions and will be subject to online checks. The successful applicant will be subject to an enhanced DBS check.

“This post is exempt from the Rehabilitation of Offenders Act 1974 and as such all applicants who are appointed to this post will be subject to an Enhanced Disclosure from the Criminal Records Bureau before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once provisionally appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at predetermined intervals during the course of their employment whilst in this post.”



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