

## **PRESTON MANOR SCHOOL**

Upper School Site: Carlton Avenue East, Wembley, HA9 8NA

Head of Upper School: Mr. Tom Phillips

Email: [info@preston-manor.com](mailto:info@preston-manor.com) | Tel: 020 8385 4040

Lower School site: Princess Avenue (off Carlton Avenue East), Wembley, HA9 8LZ

Head of Lower School: Mr. Kevin Atkinson

Email: [lowerschooladmin@preston-manor.com](mailto:lowerschooladmin@preston-manor.com) | Tel: 020 8385 4089

**Executive Headteacher:** Mr. Russell Denial | Website: [www.preston-manor.com](http://www.preston-manor.com)



# **MANAGER OF ADDITIONALLY RESOURCED PROVISION (ARP) FOR STUDENTS WITH SPEECH LANGUAGE AND COMMUNICATION NEEDS INFORMATION PACK**

**Permanent, fulltime role: Inner London Teachers Pay Scale + TLR 1a £10,174  
Required from: April 2026 (or sooner)**

**Closing date: noon on Monday 17<sup>th</sup> November 2025  
Interviews: w/c Monday 24<sup>th</sup> November 2025**



We **'ARE'** Preston Manor School  
Ambition | Responsibility | Excellence



## Welcome to Preston Manor School

A very warm welcome to Preston Manor School and thank you for your interest in the position at our school. I hope that you will find this information pack helpful. I am delighted to be the Executive Headteacher of such a vibrant and dynamic school. The school is based across two sites with our Lower School teaching children from Reception through to Year 6 and our Upper School developing the potential of our students from the time they join us in Year 7 through to the time many of them leave to take up places at Russell Group universities. We also have extensive outdoor space. As a result our children benefit from plenty of exercise and learning outdoors at all stages of their school life.

This post is an opportunity for you to work alongside highly aspirational staff in an all-through school. The school has undergone some positive changes, including our new centralised behaviour system and curriculum review.

Preston Manor has a creative climate of success with results exceeding national averages amongst a diverse and truly comprehensive school community. Our aim is to provide all our students with the best education regardless of their starting point. We provide a service to our school community and we hold true to the fundamental values of equal opportunity and inclusion for all.

Our School is underpinned by three core values: *Ambition, Responsibility and Excellence*. We are *ambitious* for our young people and we develop each individual to be ambitious for themselves. We encourage our students to take *responsibility* for themselves as well as each other in our strive to achieve *excellence* for everyone.

We are looking for a professional who is energetic, forward thinking and deeply caring who will be responsible for providing outstanding teaching in our school. We want you to enjoy this next step in your career so supporting your professional growth and development will be one of our fundamental priorities.

I do hope that you will consider applying to join our successful and happy school and look forward to receiving your application.

Yours sincerely

Mr R Denial  
Executive Headteacher

The success of Preston Manor School is built on an 80-year old reputation which continues to flourish through its committed staff, dedicated Governors and supportive parents.

We are an all-through school with students ranging from 4 – 19 years. Staff are expected to make the most of this all through provision and to liaise with relevant colleagues in all parts of the school. The school is based over two sites and there may be times when colleagues are expected to work across both sites with students.

We value working in partnership together with our young people to achieve the best outcomes for every student that joins our prestigious school. The school is oversubscribed for places, reflecting the reputation the school has for its academic rigour and excellence in teaching and learning.

We are proud of our focus on student and staff wellbeing, which is evident from the moment you step into our community. We are driven in our aims and ambitions and aspire to continue to build on our success in a supportive and friendly environment.

At Preston Manor we celebrate diversity and equality of opportunity, which is reflected in our high staff-retention rates and the successes of our student population.

The successful candidate will have the vision, creativity and experience to lead and manage 'Lighthouse', the Additionally Resourced Provision (ARP), for twelve students with Speech, Language and Communication Needs. In addition, they will play a key role as part of the Learning Support Department by assisting the Head of Inclusion (SENco) to deliver whole school training and in securing the best possible outcomes for students with communication and interaction needs across the school. They will join an energetic school which strives to ensure that all students have the highest standards of behaviour, enjoy learning and surpass expectations of achievement.

**You will:**

- have experience teaching students with a range of SEND
- have a passion for teaching and learning
- be an innovative and strategic thinker with vision and ideas
- be an excellent practitioner
- lead by example and act as a strong role model to students and staff
- have a positive, can do attitude with staff and students
- be able to demonstrate excellent leadership and management skills
- have a proven track record of achieving outstanding student progress through own practice
- be an effective team player and value every aspect of the life of the school
- have effective interpersonal skills with the ability to inspire students and staff
- be an active learner, who constantly strives to improve, with the desire to progress

**We offer:**

- the opportunity to work across the education phases
- motivated, enthusiastic and ambitious students
- a friendly and supportive team of teachers
- well-resourced facilities
- a professionally stimulating and collaborative working environment
- a commitment to professional development, including an excellent CPD programme including ECT induction and Train to Teach candidates

The school is situated within walking distance of the world famous, Wembley Stadium, which offers easy access to newly created facilities including the London Designer Outlet. The school benefits from excellent transport links via public transport and is located a short walk from both Wembley Park and Preston Road Underground Stations. Central London locations are accessible within 20 minutes from the school.

The school is also easily accessible from main roads including the M25, M1, M40, A40 and A406.

The above post provides an excellent opportunity to work in a high quality environment and to become part of a highly motivated and visionary staff.

The successful candidate will be expected to carry out their role on the school site.

Student quotes:

***"Students at Preston Manor are always aiming high supported by the teachers who push them further."***

***'Preston Manor is a vibrant, diverse and enriched community. The discipline and teaching is first-class, giving us a wider perspective of how the world around us works.'***

### **Safeguarding**

Preston Manor School and its staff are committed to safeguarding the welfare of children. The School is registered with the DBS and successful applicants will be required to complete successfully the Disclosure procedure at the Enhanced level. It is an offence for any person barred from working with children to apply for this post.

The School's Application Form will only be accepted from candidates who have completed this form in full. CV's will not be accepted as a substitute.

In addition to completing an application form, all applicants will be required to complete a criminal records self-declaration form. Please note you are not required to disclose convictions or cautions that are 'protected', as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). If you have a conviction and are not sure whether it is 'protected', please visit the Gov.UK link below:

<https://www.gov.uk/tell-employer-or-college-about-criminal-record/check-your-conviction-caution>

The safeguarding responsibilities of this post have been outlined in the job description and person specification.

Preston Manor School is committed to Equal Opportunities and welcomes applications from all sections of the community.

For further information and an application pack, email [hadmin@preston-manor.com](mailto:hadmin@preston-manor.com) or download the pack from our website at <https://www.preston-manor.com>

The school reserves the right to close the vacancy earlier than the date advertised, so early application is advised.

# JOB DESCRIPTION

## JOB PURPOSE:

- To manage and develop the Additionally Resourced Provision (ARP) for students with SLCN as an integral part of Preston Manor Upper School, known as 'Lighthouse'.
- To coordinate and monitor provision, and act as SEND keyworker, for all students who have been identified with SLCN as their primary need.
- To contribute to departmental strategic and development planning and to assist SENCO on leading whole school developments in the area of SEND and Inclusion
- To line manage and train SEND staff including LSAs, HLTAs and LSTs with the support of the SENCO
- To assist in the day-to-day operation and management of the Learning Support Department, working with the other members of the department and liaising with deputy SENCO and Compass Manager.

The main role of every teacher is to promote the highest possible achievement of students through consistently high quality teaching.

## Main duties and Responsibilities:

- To safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.
- To set high expectations which inspire, motivate and challenge students.
- Teach across the age and ability range demonstrating good subject and curriculum knowledge. Adapt teaching so that it responds to the strengths and learning need of all students.
- Plan and teach well-structured lessons within a coherent curriculum that meets statutory and other relevant requirements.
- Assess, record and report on the development, progress and attainment of students in line with school policy.
- Complete school reports for parents/carers on students' attainment and progress in line with school procedures.
- Provide students with regular supportive feedback to raise progress and attainment by setting and marking work carried out by the student both in school and elsewhere.
- Manage students' behaviour to ensure a good and safe learning environment in line with the school's policies on behaviour.
- Develop and maintain professional relationships with colleagues.
- Manage and deploy support staff in classrooms as and when required.
- Take responsibility for personal development and improving own teaching practice through appropriate professional development
- Attend staff and departmental meetings, training days and parent's evenings.
- Carry out pastoral duties including the role of a Form Tutor as required.
- Produce and maintain attractive classroom displays.
- Promote equal opportunities for all within the school community.
- As an all-through school all staff are expected to make the most of this provision and to liaise with relevant colleagues in all parts of the school. The school is based on two sites and there may be times when colleagues are expected to work across both sites with students.
- To carry out the professional duties of a school teacher, under the direction of the Executive Headteacher, as set out in the School Teachers' Pay and Conditions Document (STPCD).



In addition to carrying out the professional duties of a teacher other than a Headteacher, as described in the DfE School Teachers Pay and Conditions Document, to be responsible to the Executive Headteacher and Head of Upper School for the following specific areas:

### **Specific responsibilities and duties**

- To undertake management and administrative tasks in support of Code of Practice procedures.
- To write and implement policy and procedures relevant to the Additionally Resourced Provision
- To take responsibility for the day-to-day educational provision for SLCN students including responsibility for implementing a curriculum designed to meet the need of individual learners
- To undertake management of all ARP SpLB Statutory processes (such as Annual Reviews, Progress Plans and Provision Mapping) as well as administrative tasks (such as Intervention Reports and ARP Evaluations) in support of the Code of Practice procedures and other local authority requirements.
- To support the implementation of SEND systems for identifying, assessing and reviewing special educational needs and ensuring all SpLB ARP processes are in-line with the rest of the department.
- To maintain, update and oversee records of support and progress for students identified with SLCN and ensure that these are shared with staff. This includes directly managing the Speech and Language Therapists' case load and intervention offer.
- To collect, interpret and make use of assessment data to inform both provision for students and accurate information to staff and other stakeholders.
- To develop, manage, monitor and evaluate appropriate support programmes allowing the school to meet the legal obligations under the COP as well as staying responsive to the needs of the SLCN cohort within the school.
- To monitor the impact of teaching and learning activities to meet the needs of students with SLCN across the school.
- Through liaison with the deputy SENCO, to ensure that students in SpLB ARP have their in-class assessment needs met (EAA).
- To support in writing and monitoring of the SEN departmental timetable.

### **Management, organisation and liaison**

- To develop effective partnerships with students, staff and parents. This includes providing regular opportunities for networking and student/ parental voice.
- To act as school liaison for all outside professionals working with, or requesting information for, students identified with SLCN. These could include SENAS, EPS, CAMHS, OT, Physio, SALT, BOAT and or other specialist services.
- To engage with a range of internal staff and external agencies and to maintain links to these specialists who can provide in-depth practical help and support where necessary. This includes specific referrals and reviews as well as participating in school's student referral process (SIG).
- To contribute to the active monitoring and promotion of equal opportunities in particular with relation to students with SEND.
- To ensure ongoing training for the Learning Support Department with respect to teaching and supporting students identified with SLCN. This includes leading daily LSA Briefing, SEND Team Meetings and individual coaching support.
- With respect to SLCN, to promote and lead on communication and curricular development between Learning Support and other departmental areas with particular emphasis on embedding inclusive practices, Wave 1 teaching and in-class partnership teaching.
- To develop knowledge and understanding of additional difficulties including specific language impairment, developmental language disorder, autism and other special educational needs.

- To establish strong and creative links with primary schools to ensure parental and educational confidence in PMS' provision for students identified with SLCN and thereby ensuring effective KS2 to KS3 transition.
- To establish strong and creative links with post-16 providers to ensure students identified with SLCN have the necessary knowledge/ experience to choose appropriate sixth-form/ college provision and training.
- To ensure SpLB ARP is properly resourced and that all specialist equipment is maintained.

### **Leadership, Development and Training**

- To take a leading role in recruitment and retention of staff for the ARP and the wider Learning Support Department as required.
- To line manage some of the Learning Support staff.
- To establish and maintain effective communication with staff, students and parents about the progress of pupils identified with SLCN.
- To be responsible for the provision of SLCN students in negotiation with the SENCO and other SEND Managers. This includes contributing to whole school staff development and training concerning the management, teaching and learning of students with SLCN in partnership with SEND key staff and parents.
- To oversee the management of SLCN information to mainstream teachers and other relevant staff.
- To assist in whole school staff development and CPD concerning the management, teaching and learning of students identified with SLCN and to disseminate good practice in SEND.
- In support of the SENCO, to help ensure Short-Term Outcome targets and current provision mapping are in place for all SLCN students and updated/ sent home to parents twice yearly.

### **Other**

- To ensure full implementation of Equalities Policies
- To carry out other duties as required by the Headteacher or the Head of Inclusion

The above responsibilities are subject to review and may be modified in the light of personal or professional development and changing school needs.

The post holder is required to support and contribute to the school's ethos; its objectives, policies and procedures as agreed by the governing body. The post holder shall be subject to all relevant statutory and institutional requirements and must comply with all General Data Protection Regulations (GDPR).

**Job descriptions are reviewed regularly and may be amended following discussion with the post holder.**

**This job description should be read in conjunction with the School Teachers' Pay and Conditions Document (STPCD).**

# PERSON SPECIFICATION

## QUALIFICATIONS

### Essential

- Qualified Teacher Status
- All other appropriate academic qualifications including the completion of Induction for qualified teachers
- Good Degree
- Clear evidence of continuing professional development

### Desirable

- Specialist SLCN qualification

## KNOWLEDGE AND EXPERIENCE

### Essential

- Experience of leading and managing a team
- Clear evidence of supporting and facilitating inclusive education at a secondary comprehensive school
- Successful experience of supporting students with special needs and in particular students with SLCN
- Experience of preparing students for, and supporting them following, transitions between schools and within school
- Implementing innovative practice that has led to raising standards
- Experience of differentiation and planning individual intervention programmes
- Experience in working with, and coordinating, a wide range of professionals, including outside agencies
- A thorough understanding of Special Needs Code of Practice including 0-25 education, health and care plan (EHCP), Equalities Act 2010, legislation/reports relevant for SLCN e.g. Bercow
- Knowledge of socially inclusive strategies for personalised learning across the ability range
- An extensive knowledge of inclusive approaches for students with SLCN
- Wide knowledge of curriculum at KS3 and KS4
- An awareness of the potential range of learning styles for students with SLCN
- Ability to carry out lesson observations, provide feedback and set suitable targets

### Desirable

- Current national developments in education including teaching and learning pedagogy

## SKILLS AND ABILITY

### Essential

- Ability to form effective relationships with students with SEND and their families
- Ability to motivate and effectively manage students
- Ability to assess and promote students' progress in a variety of ways
- Ability to implement strategies for social inclusion, personalised learning and differentiation across a mixed ability range
- Effective organization and management skills with the ability to meet deadlines
  
- Dynamic and innovative approach to teaching and learning developments
- Ability to model effective teaching methods in order to raise achievement
- Excellent interpersonal and communication skills both written and oral



- Confident use of ICT
- Able to support learning across the curriculum
- Ability to gather, analyse and interpret data for effective monitoring of student achievement and target setting
- Ability to write clear concise reports
- Ability to work strongly in a team both within the school and department
- Ability to build positive working relationships with colleagues and provide support through coaching/line management

## **EQUAL OPPORTUNITIES**

### **Essential**

- Awareness and commitment to equal opportunities issues and how these can be addressed in the classroom environment
- Commitment and contribution to School policies
- Committed to the promotion of equal opportunities

## **CHILD PROTECTION**

### **Essential**

- To safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct

## **DISPOSITION**

### **Essential**

- Commitment to the comprehensive ideal, social inclusion and to raising standards for all students
- Commitment to and understanding of collective responsibility and distributed leadership
- Ability to work hard, managing competing deadlines, prioritising appropriately and maintaining good humour
- To maintain a professional and approachable manner towards staff and students
- Willingness to attend outside meetings and to work outside the timetabled day
- To be interested in students as individuals and how they learn
- To display a warm and approachable demeanour
- A flexible approach and sense of humour
- To display a professional manner
- To be positive and constructive
- To be resilient and assertive
- Empathetic and sensitive to differing viewpoints
- Belief in the importance of teamwork