

JOB DESCRIPTION

Provision Manager (Autism Resource Base Primary and Secondary)

Job Title:	Provision Manager – Autism Resource Base
Grade:	SECAT Leadership Scale L12
Hours:	Full time 32.5 hours
Responsible to:	CEO (dotted line responsibility to school Headteachers)
Liaison With:	Trust Inclusion Lead, Headteacher, SENCos, School Leadership Teams and CEO

KEY ROLE:

This role is central to delivering the highest quality provision for some of our students who join our new Autism Resource Base (ARB) at Shoeburyness High School and Thorpedene Primary School (located next door to each other). We need a highly motivated and inspiring colleague to join us as the Provision Manager of our ARB from September 2025 or sooner if possible.

You will have a passion for working with Students with Autism Spectrum Disorder (ASD) to ensure they receive the education they deserve. Our ARB is designed for up to 35 students who have a primary diagnosis of ASD. It will be your responsibility to ensure that they receive the best education within the inclusive context of the schools.

You will be responsible for the performance management and deployment of a team of enthusiastic staff, so good leadership and management skills are essential, while effectively managing and developing the progress and achievement of our students

MAIN DUTIES AND RESPONSIBILITIES

- To lead on the education, safeguarding and welfare of all students within the Autism Resource base.
- There will be a teaching commitment within the ARB delivering a high standard of education to meet the needs of the students.
- To lead and manage the other teaching and support staff working in the Resource Base and to deploy support staff effectively and efficiently.
- To lead and model the quality first teaching of autistic students within the provision and when students are in mainstream.
- To devise and deliver an appropriate individual programmes for students, ensuring that they have a broad, balanced, and relevant curriculum.
- To co-ordinate with the pastoral and Inclusion teams to devise suitable programmes for identified students.

- To be responsible for the progress and achievement of all students within the ARB and to adapt and refine the provision provided through ongoing monitoring of outcomes.
- To provide advice, support, guidance, and training to staff in all Trust schools to facilitate the inclusion of autistic students in social and academic activities.
- To ensure that all staff and whole school (and Trust) policies promote the ethos and approaches of an autism-inclusive school.
- To lead on the self-evaluation and development planning of the Resource Base as part of the whole school continuous improvement cycle.
- To provide formal written reports to the Trust Board and other stakeholders on the outcomes for students within the ARB as part of the whole school monitoring cycle.
- To collaborate with the senior leadership team on priorities for the ARB including expenditure and deployment of staff, utilising resources for maximum efficiency.
- To manage and make efficient use of the allocated budget for the effective running of the Resource Base including ensuring that the learning environment includes appropriate resources, equipment and materials.
- To establish and maintain partnership working with other professionals, services and therapists to ensure that the individual needs of all students are met.
- To build positive relationships with parents/carers of students in the ARB providing ongoing advice and support to ensure a consistent approach across both home and school.
- Promote and develop a creative, innovative and team working approach to learning.
- Leading on ensuring that all communication between stakeholders, including parents, is timely, recorded and in line school expectations.
- To keep up-to-date with current research on ASD practice and disseminate as appropriate through leading staff meetings where appropriate and ongoing CPD across the school.

General

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To ensure that all administrative duties, checks, documentation, reports and return are completed accurately and submitted within required deadlines.
- To deal with correspondence promptly and as required.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- To ensure that all Trust policies and procedures are followed.
- To ensure that all duties and services provided are in accordance with the Trust's Equality, Diversity and Inclusion Policy and practices in respect of both employment issues and the delivery of services to the community.
- To ensure that all duties and services provided are in accordance with the Trust's Data Protection Policy and practices and reporting to the DPO any concerns or requests.

- To undertake any training commensurate to the post and attend relevant meetings as required by the Trust.

The Trust Board is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher/Chief Executive Officer to carry out appropriate duties within the context of the job, skills and grade at any site within the Trust.

Person Specification

	Essential	Desirable
Qualifications and experience		
Qualified Teacher Status	✓	
Degree Level Qualification + PGCE or QTS Qualification	✓	
A professional certificate in Autism or be willing to gain the professional qualification	✓	
Evidence of ongoing professional development	✓	
Willingness and desire to undertake further professional development and training	✓	
Knowledge and skills		
Experience of planning and teaching	✓	
Good leadership and management skills	✓	
Experience of running a provision		✓
Relevant experience working with students with autism or learning disabilities	✓	
The ability to promote good progress and outcomes by pupils	✓	
The ability to manage behaviour effectively to ensure a good and safe learning environment	✓	
Thorough knowledge and understanding of current developments in teaching, learning, school culture and particularly SEN	✓	
Experience of effective strategies to include, and meet the needs of students with autistic spectrum conditions		✓
Having extensive knowledge and well-informed understanding of a range of learning, teaching, and behaviour management strategies		
A creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified	✓	
Positive values and attitudes and adopt high standards of behaviour in a professional role	✓	
A commitment to equal opportunities and inclusion	✓	
Personal qualities		
Excellent interpersonal skills with the ability to maintain strict confidentiality	✓	
Initiative and ability to prioritise own work and that of others to meet deadlines	✓	
Efficient and meticulous in organisation	✓	
Able to follow direction and work in collaboration with the leadership and Inclusion team	✓	
Able to work flexibly, adopt a hands-on approach and respond to unplanned situations	✓	
Ability to evaluate own development needs and those of others and to address them	✓	
Commitment to the highest standards of child protection and safeguarding	✓	
Recognition of the importance of personal responsibility for health and safety	✓	
Commitment to the Trust's ethos, aims and whole community.	✓	