

ARNEWOOD SCHOOL

Resource Provision Lead – Autism Spectrum Condition (ASC)

Application pack

Welcome to
ARNEWOOD SCHOOL

I would like to thank you for your interest in the role at The Arnewood School, part of Bourne Education Trust (BET).

We look forward to learning more about you and to sharing more about our schools, our wider trust community, our ambitious aims and our remarkable colleagues and pupils.

Located in New Milton, on the edge of the New Forest, The Arnewood School is a highly aspirational secondary school with a Sixth Form provision which fosters a calm, supportive and inclusive environment and harnesses strong, positive relationships among students, staff, and parents.

As a Trust, we believe in shared values and culture, but all of our schools have a distinct identity which is reflected in their curriculum and teaching approaches. We firmly reject a 'one size fits all' approach but instead work on sharing our best practice and ideas with one another. This year our Trust-wide priorities are around digital technology, environmental sustainability and social justice; our staff have numerous ways to interact with these. You can read our Trust strategic plan here.

Our schools have their own budgets along with stable and dedicated teams that are highly talented and committed, not only to academic progress and achievement, but also to equipping our pupils with the skills they need to succeed in finding purpose and joy in their lives. There is a wealth of experience in the Trust's central team to draw on for support in education, recruitment, marketing, HR, finance, capital projects and IT.

We hope this application pack will give you an insight into our organisation and look forward to welcoming you when you visit The Arnewood School.

For more information on what Arnewood School has to offer, please visit our website or contact the school on 01425 625 400 to arrange a visit.



Jamie Anderson
Headteacher

Why choose **ARNEWOOD SCHOOL** and **BET?**



GENEROUS WORKPLACE PENSION

Teachers' Pension Scheme for teaching colleagues

CONDENSED SCHOOL YEAR

We offer a condensed school year with a **two week half term** in October.

CPD & RECOGNITION POLICIES

Defined career pathways, opportunities for **internal progression** and **ongoing training learning and development** and Trust recognition policies

WORK-LIFE BALANCE

Flexible working where possible, as well as **enhanced maternity, paternity and adoption** policies (subject to completion of qualifying service)

HEALTH AND WELLBEING SUPPORT

24/7 online GP , EAP, **free online fitness classes**, **flu vaccinations** and **eye tests**, **cycle to work** scheme & occupational sick pay

STAFF BENEFITS PLATFORM

Access to **savings on your everyday spending** including groceries, homeware, entertainment and holidays, through *My Group*

FREE PARKING

Free on-site parking is available at Arnewood School



Job DESCRIPTION

ROLE INFORMATION

Job title: Resource Provision Lead – Autism Spectrum Condition (ASC)
Location: New Milton
Contract: Full time, Permanent
Salary: Teachers' Main - Upper Pay Scale (FTE: £32,916 - £51,048) Plus SEN allowance
Responsible to: SENDCo / Assistant Headteacher (Inclusion)

ROLE PURPOSE

To lead and develop the ASC Resource Provision at The Arnewood School, ensuring high-quality teaching, learning and pastoral support for students with Autism Spectrum Condition (ASC). The role includes strategic development, daily operational management, and direct teaching.



MAIN DUTIES AND RESPONSIBILITIES

LEADERSHIP OF THE RESOURCE PROVISION

- Establish and develop the ASC Resource Base provision in line with the school's vision for inclusion
- Create a structured, nurturing and low-arousal environment
- Line manage and deploy support staff effectively
- Lead on daily organisation of the provision, including timetables and staffing
- Ensure that students within the provision:
  - Access a broad and balanced curriculum
  - Are successfully included within mainstream lessons where appropriate
  - Make strong progress academically, socially and emotionally

TEACHING AND LEARNING (RESOURCE PROVISION)

- Plan and deliver high-quality teaching within the provision
- Develop personalised learning programmes based on EHCP outcomes
- Support students' access to mainstream lessons through:
  - Pre-teaching and overlearning
  - Adapted resources
  - In-class support strategies
- Monitor and track pupil progress

EHCP AND STUDENT SUPPORT

- Lead on the implementation and review of EHCPs for students in the provision
- Contribute to Annual Reviews and liaise with the SENDCo and external professionals
- Develop and oversee individual provision plans
- Ensure effective strategies are in place for:
  - Emotional regulation
  - Social communication
  - Executive functioning



MULTI-AGENCY WORKING

- Liaise with:
  - Parents and carers
  - External professionals (e.g. Educational Psychologists, Speech & Language Therapists)
  - Local Authority representatives
- Ensure coordinated support for each student

STRATEGIC DEVELOPMENT

- Contribute to the development of the school's SEND and inclusion strategy
- Support the planned growth of the provision over time
- Monitor the effectiveness of the provision and contribute to self-evaluation
- Ensure compliance with statutory SEND requirements

TRANSITION AND PASTORAL CARE

- Lead transition arrangements for incoming students, particularly from feeder primary provisions
- Work closely with families to ensure consistency and reassurance
- Monitor student wellbeing and engagement
- Support positive behaviour approaches aligned with ASC needs

STAFF SUPPORT AND DEVELOPMENT

- Provide guidance and training for Teaching Assistants within the provision
- Support mainstream staff to develop effective ASC strategies
- Contribute to whole-school CPD on autism and inclusion



TEACHING AND LEARNING (GENERAL):

- Responsible for the learning and achievement of all pupils in the class, ensuring equity of opportunity for all, achieving the highest possible standards in work and conduct. All teachers are required to carry out the professional duties and responsibilities of a schoolteacher as defined by 'Teachers' Standards' and set out in the current 'School Teachers Pay and Conditions Document'.
- Deliver the curriculum as relevant to the age and ability of the individuals and classes you teach, preparing and developing teaching materials, programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of all pupils within your class/es, planning effectively to ensure that pupils have the opportunity to meet their potential
- Be aware of pupils' capabilities, planning effectively to meet the needs of pupils with Special Educational Needs and work in collaboration with the SENCo to make an appropriate contribution to and participate in the preparation, implementation, monitoring and review of SEN Support Arrangements
- Use an appropriate range of observations, assessment, monitoring and recording strategies as a basis for setting challenging learning for pupils with diverse abilities and experiences, monitoring pupil progress and attainment
- Make accurate and productive use of assessments to secure pupil progress and report to parents on the development, progress and attainment of pupils
- Establish and maintain engaging and effective relationships with parents, Governors and the wider community
- Use relevant data effectively to monitor progress, set targets and plan lessons
- Set homework and plan out-of-class activities to consolidate and extend the knowledge and understanding that pupils have acquired
- Promote and facilitate extra curricular activities, after school clubs, targeted boosters and residential trips where appropriate
- Provide pupils with regular feedback, both in real time and through accurate marking, encouraging pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude towards their own work and study
- Effectively and consistently apply school policies and guidelines
- Support initiatives directed by the Headteacher and the Senior Leadership Team
- Plan for, organise and direct the work of relevant Support Staff within the classroom. This will sometimes include direct line management of Learning Support Assistants/Teaching Assistants
- Participate in arrangements for examinations and assessments within the remit of the 'School Teachers' pay and conditions document'

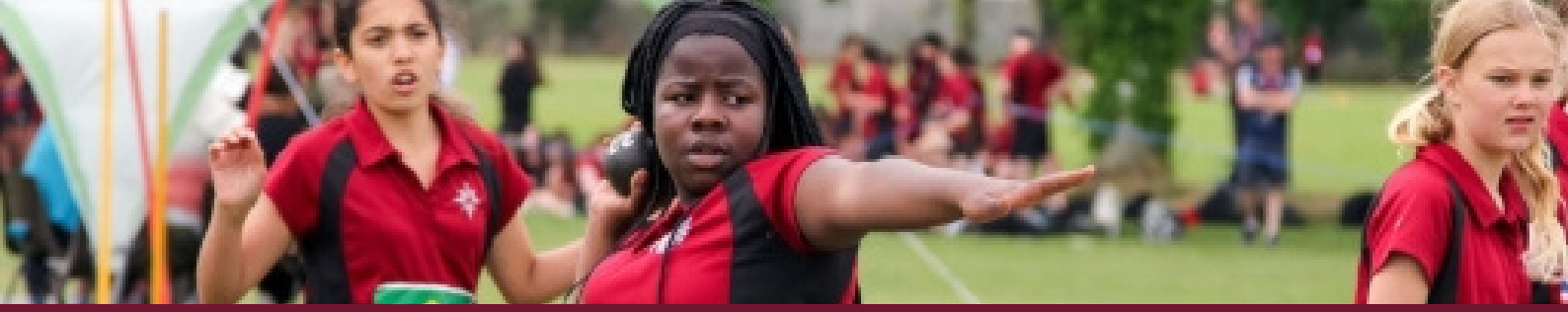


BEHAVIOUR AND SAFETY:

- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns by following the relevant policies and procedures
- Establish a safe, purposeful and stimulating environment for pupils, ensuring high expectations of discipline which pupils respect, acting to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school
- Manage classes effectively, using approaches which are appropriate to the pupils' needs in order to inspire, motivate and challenge pupils
- Be a positive role model, and demonstrate consistently the positive attitudes, values and behaviour expected of pupils'
- Establish and maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

TEAMWORK, COLLABORATION AND PROFESSIONAL DEVELOPMENT:

- Actively participate in meetings and professional development opportunities
- Engage and make positive contributions as a member of the wider school team, planning collaboratively, sharing information, ideas and expertise, raising standards by sharing effective practice
- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupil progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012
- Have professional regard for the ethos, policies and procedures of the school in which you teach
- Undertake a due share of duties according to the published rota
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Effectively collaborate across the Trust network and clusters, sharing best practice and facilitating benchmarking across schools where appropriate.



Person **SPECIFICATION**

ESSENTIAL REQUIREMENTS:

- Ability to demonstrate an awareness, understanding and commitment to the protection and safeguarding of children
- Qualified Teacher Status or equivalent
- Experience of teaching students with SEND, particularly ASC
- Experience of working within a secondary school setting
- Experience with EHCP processes and annual reviews
- Demonstrable ability to:
  - Create structured, predictable learning environments
  - De-escalate anxiety and support emotional regulation
  - Analyse data and monitor student progress
- Ability to demonstrate a strong understanding of
  - Autism and associated needs
  - Inclusive teaching strategies
  - Differentiation and adaptive teaching
- Ability to evidence effective communication with a wide audience / range of stakeholders
- Proven track record in establishing effective relationships with parents, governors and the community
- Ability to evidence excellent IT skills on a wide range of programmes and software.

DESIRABLE:

- SEN qualification or relevant training in ASC
- Experience of leading or coordinating provision

PERSONAL QUALITIES:

At Bourne Education Trust, our culture and our values are important to us, as outlined in our BET Behaviours which set out the key qualities we would expect any colleague to demonstrate. We foster a reflective, optimistic, and aspirational approach and we expect our colleagues to be collaborative, innovative, committed, engaged and professional. Diverse and inclusive, we encourage you to act as a positive force for equality, helping us create communities where everyone belongs. We encourage our colleagues to take part in school and cross Trust teams and we will invest in you through Continuous Professional Development.

Your **APPLICATION**

TThank you for your interest in this role, we look forward to receiving your application. Candidates should be aware that the closing date for applications is on the **30 November 2026**, however prompt applications are encouraged as we reserve the right to close this vacancy if sufficient applications have been received.

SAFEGUARDING

Bourne Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The appointment will be made subject to an Enhanced Disclosure and Barring Service approval ('DBS') as part of our rigorous approach to safeguarding our children.

EQUAL OPPORTUNITIES

Bourne Education Trust is committed to equality of opportunity for all colleagues, pupils and other stakeholders. Applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

HEALTH AND SAFETY STATEMENT

The board of trustees, local governing committees (LGC) and all leaders across Bourne Education Trust recognise and accept their responsibilities to provide a safe and healthy working environment for all employees, students and visitors. We expect all colleagues to take reasonable care of their own health and safety and that of others who may be affected by their actions at work. All BET employees must cooperate with us to access proper training and to make sure they understand and follow the Trust's health and safety policies and procedures, and to help everyone meet their legal requirements. All colleagues must take responsibility for reporting concerns relating to health and safety matters through appropriate channels.



Application **PROCESS**

APPLICATION

To apply for this position, you must complete a Bourne Education Trust application form (CVs without a fully completed application form will not be considered).

SHORTLISTING

Applicants will be screened and shortlisted by the interview panel. In order to meet safer recruitment standards, successful candidates will be asked to submit a full application form prior to interview.

INTERVIEW AND CANDIDATE SELECTION

Shortlisted candidates will be invited to interview, following which a selection will be made by the interview panel.

JOB OFFER

If successful after interview, a formal job offer will be made to you, subject to referencing and safer recruitment checks.

All candidates who are disabled, as defined by the Equality Act 2010 and who meet the minimum essential requirements will be offered an interview. Should you wish to speak with a member of the team about your application, please contact **careers@bourne.education**

disability confident EMPLOYER





Click to visit our website for more information

Gore Road,
New Milton,
BH25 6RS