

Job Description

Title of post	<i>Resourced Provision Lead</i>
Salary	<i>MPS – UPR + SEN Allowance (£5285)</i>
Hours of work	<i>Full Time</i>
Line manager and responsible for reviews	<i>Headteacher</i>

Purpose of the Post

Northern Star Academies Trust seek to recruit the very best people to work across our Trust Partnership. The Resourced Provision Lead post is to provide vital leadership in our Resource Provision (RPs) and support for the school SENCO as well as a desire to impact across the Trust by supporting the continued development of RPs and internal school provision for children with complex needs.

We are seeking to recruit a talented and dedicated professional to develop, and lead a high-quality Resource Provision (RP) within the school, ensuring outstanding teaching, learning, and support for pupils with Special Educational Needs and Disabilities (SEND). The role involves strategic development, staff leadership, pupil progress monitoring, and fostering an inclusive school and trust culture.

This Specialist Provision is part of a range of provision for children with an Autistic Spectrum Condition in mainstream schools which includes provision within EYFS, KS1 and KS2 at schools. These specialist provisions form one of four strands of support for children with Autistic Spectrum Disorders.

This role will involve the leadership and management of the school led Resource Provision, working in conjunction with teachers, support staff and a range of other professionals to support the learning and welfare of all targeted pupils. The post holder will provide vision and direction for the team to develop and our Resource Provision to ensure it has a positive impact upon the learning and inclusion of children with an Autistic Spectrum Condition and those with Communication and Interaction needs, enabling them to thrive within the provision, as well as working in partnership with parents/carers and families in order to build confidence and trust.

Main Duties/Responsibilities

General

- To lead the all aspects of the RP at Denholme Primary School, providing learners within the provision the opportunity to thrive within a nurturing, specialist environment which supports all aspects of their needs.
- To support the SENCO as a lead learner within school and promote excellence of teaching and learning through leading/supporting significant continued professional development within school and modelling practice.
- To support the school in securing highly effective education for all pupils and the continuous improvement of teaching and learning in the school for pupils with SEN.
- To make strategic evaluations of teaching, learning, and personnel issues as a supportive and well-motivated team member.
- Carry out the duties of a school teacher, primarily focussing on the Resource Provision.
- To teach groups as allocated by the Headteacher / SENCO (where appropriate).

- To assist in leading and managing the provision of special educational needs learning support; and to take on the role of Assistant SENCO to support high quality learning, teaching, and behaviour, effective use of resources (including timetabling), and high standards of achievement and progress for all pupils.
- To support the leadership team to sustain effective SEN whole school teaching, evaluating the quality of teaching and standards of pupils' achievement, and setting targets for improvement.
- Support the SENCO in the coordination, implementation and evaluation of interventions.
- To deputise for the SENCO in meetings (where appropriate).
- To be responsible for the development of a proactive and responsive Graduated Pathway, tailored to individual pupil need.
- To be responsible for, and support, the performance management and professional development of Teaching Assistants.
- To promote and support a restorative and trauma informed approach.

In addition, you are required to undertake the following responsibilities, which may or may not be included above:

- Develop and foster links with the school's partners, stakeholders and other outside agencies.
- Support the vision and values of the school
- Act as a role model to pupils
- Put the well-being, development and progress of pupils first
- Demonstrate respect for diversity and promote equality
- Work effectively as part of whole-school teams
- Cooperate professionally with other colleagues
- Take responsibility for maintaining the quality of any teaching
- Help pupils to become confident and successful learners
- Strive to establish productive and supportive partnerships with parents and carers
- Demonstrate honesty, integrity and uphold public trust and confidence in the teaching profession
- Promote and be committed to the aims, objectives and values of Denholme Primary School
- Within Denholme Primary policies:
 - Work closely with parents and carers as partners in their child's learning and ensure regular, supportive and clear communication.
 - Mark work (where appropriate), assess, record and report pupil progress
 - Create a stimulating learning environment which is carefully tailored to the needs of children in the RP.
 - Follow and uphold all guidelines on health and safety and security
 - To undertake any other duty as specified in the Teaching Standards.

Strategic Direction, Support and Development of the Team

- Lead on the design, implementation, and continuous improvement of the Resource Provision (RP) to meet the needs of pupils effectively.
- Develop a clear vision and strategic plan aligned with the school's and trust's inclusion policies.
- Work closely with trust leaders, local authority SEND teams, and external agencies to ensure best practice and compliance with EHCP (Education, Health, and Care Plan) provisions.
- Monitor and evaluate the impact of the RP, making data-driven decisions to improve provision and outcomes.
- Drive the raising of attainment for children in the RP/SEN through high expectations for staff and children across all key stages.
- Review, develop and promote the positive behaviour ethos across the RP through high expectations for staff and pupils.
- Ensure that whole-school policies are incorporated into relevant documentation, implemented and reviewed.
- Be responsible for quality assurance processes and procedures across the team and be responsible for driving improvements that ensue from findings.

- Lead and manage staff and resources effectively.
- Ensure that accurate and detailed records are kept of meetings and discussions with parents/carers and external agencies / providers.

Teaching, Learning & Curriculum

- Ensure high-quality, tailored teaching and intervention strategies that meet the diverse needs of pupils in the RP.
- Develop and adapt curriculum planning to enable access to mainstream learning where appropriate.
- Promote evidence-based SEND strategies, including structured teaching, sensory integration, and communication support.
- Support mainstream teachers in differentiation and inclusive teaching strategies to enhance integration opportunities.
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- Implement individualised teaching approaches, including scaffolded learning, visual supports, and assistive technology where appropriate.
- Develop a structured and consistent learning environment, incorporating clear routines, expectations, and behaviour support strategies.
- Embed a focus on functional communication skills, supporting pupils with AAC (Augmentative and Alternative Communication), PECS, Makaton, or speech and language interventions.

Support for Attainment and Behaviour

- Monitor academic, social, emotional, and behavioural progress of all pupils in the RP, ensuring ambitious outcomes.
- Develop individual learning plans and interventions tailored to pupils' specific needs.
- Foster a positive, nurturing environment that supports emotional regulation, communication, and independence.
- Liaise with parents/carers, ensuring they are actively involved in their child's progress and decision-making.
- Take a lead role in driving the vision for Inclusion with staff and students.
- Further develop the inclusion agenda by ensuring that all students have clear programmes of interventions and strategies to support their behaviour and learning.
- Develop a range of systems and procedures to ensure that barriers to learning are identified, addressed and monitored.
- Collect and interpret specialist assessment data.
- Be proactive in using/analysing systems set up for identifying, assessing and reviewing SEN.
- Update the SENCO / head teacher and governing body on the effectiveness of provision for pupils in the RP/ SEN

Supporting the Leading and Managing of Staff

- Recruit, train, and manage Teaching Assistants (TAs) and specialist staff within the RP.
- Provide coaching and professional development opportunities to mainstream staff, ensuring a whole-school approach to inclusion.
- Ensure staff effectively implement EHCP targets, behaviour support plans, and communication strategies.
- To manage a team of TAs/HLTAs on a day-to-day basis, including participation in performance review arrangements and the supervision of newly appointed team members.
- Manage own workload and that of others to allow an appropriate work/life balance.
- Ensure all team members are treated with equity and respect and be proactive in supporting all team members regardless of their need.



- Take time to listen to the views of team members.
- Celebrate successes of team members – both work related achievements and life events.
- Have highest aspirations for staff and students.
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN
- Provide training opportunities for learning support assistants and other teachers to learn about SEN
- Disseminate good practice in RP/SEN across the school
- Identify resources needed to meet the needs of pupils with SEN and advise the head teacher of priorities for expenditure

Partnership & External Engagement

- Develop strong links with schools across Northern Star Academies Trust and have an interest/willingness to work across the Trust in supporting the establishment and development of high quality RPs and internal provision for children with complex needs.
- Work collaboratively, building strong relationships with Local Authority SEND Teams, Educational Psychologists, Speech & Language Therapists, Occupational Therapists, and other specialists.
- Ensure compliance with SEND Code of Practice, EHCP statutory duties, and safeguarding requirements.
- Develop links with other schools, trusts, and specialist providers to share best practices.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the role in relation to the post holder's professional responsibilities and duties.