

**RESOURCED
PROVISION LEAD
RECRUITMENT PACK**



27 April 2026

Meet our Head of School



*Mrs Sally
Wilmot*

Headteacher

Thank you for exploring this opportunity to join our school. We are excited to receive your application.

We are an inclusive, progressive community of just under 100 teachers and 50 associate staff, working towards our vision - **Achievement through Caring**, at the heart of every decision we make for the 1400 students in our care - from Year 7 to Year 13.

At The Marches School, inclusion is central to our work. This role is key to that commitment, leading a resourced provision for up to 25 students with EHCPs, ensuring access to both specialist support and mainstream education.

This is a significant opportunity to shape provision for students who face the greatest barriers, designing pathways that enable success, independence and a strong sense of belonging.

"School leaders take staff workload and wellbeing very seriously. Staff feel valued and they are proud to work at this school."
Ofsted, Sept 2023

Learning extends beyond the classroom, with a wide range of enrichment, trips and activities that all students can access.

Facilities at the school are exceptional, providing access to high-quality learning environments, IT and specialist spaces.

We work closely with families, the Local Authority and external partners to ensure support is coordinated and impactful.

We know our school is a special place. Our staff tell us they feel valued and proud to work here, and we would love to meet you so you can see this in practice.

Job description



Post title

Resourced Provision Lead



Salary

L1 - 5



Hours of work

1.0 FTE



Post status

Permanent

We offer our staff

- A strong, inclusive culture where all students are known, supported and able to succeed.
- High-quality professional learning at every stage of your career, including funded NPQ SEND and wider leadership development.
- The opportunity to shape and lead a specialist provision within a mainstream setting.
- A collaborative and supportive team of staff, parents and governors.
- A core belief in staff wellbeing and work life balance for all, evidenced in policy and practice and noted by Ofsted.
- Year-round free access to our fitness suite.
- Benefits including funded counselling, physiotherapy and GP and other medical support.
- Collaboration days in addition to PD days – to focus on developments within the working week.
- A laptop for every teacher for work and personal use.
- Spacious Sixth Form Facilities and excellent outcomes.

Purpose

Are you a passionate and skilled teacher with a commitment to inclusion and SEND?

Do you have the expertise and ambition to design and lead provision that enables young people with EHCPs to succeed within both specialist and mainstream education?

This is an opportunity to lead our resourced provision for up to 25 students, shaping pathways, provision and support so that every learner can achieve, belong and thrive.

Why this role above others?

This is a pivotal role in our commitment to inclusion. You will lead a provision that is fully integrated within the school, enabling students to access learning, with the right support, in the right place, at the right time.

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

Responsible to:

Trust Lead for Mainstream-based Specialist Education, Headteacher

To be successful, you will:

- Create a safe, inclusive and structured environment where students with SEND can succeed.
- Demonstrate strong expertise in SEND, adaptive teaching and inclusive practice.
- Be an effective communicator, working confidently with staff, families and external agencies.
- Design and lead provision that enables students to access both specialist and mainstream learning.
- Model high expectations, building positive relationships and a strong culture of belonging.

Main duties:

- Teach within the resourced provision (approximately 60% timetable).
- Lead and coordinate provision for students with EHCPs, ensuring effective implementation of support.
- Design and oversee personalised timetables, pathways and integration into mainstream lessons.
- Deploy and direct staff, including access leaders and teaching assistants, to meet student need.
- Work closely with the SENDCo and wider staff to ensure consistency of provision across the school.
- Liaise with families, the Local Authority and external agencies to coordinate support.
- Contribute to wider school responsibilities, including enrichment and duties.

PROVISION, PATHWAYS AND INCLUSION

- To adhere to Teaching Standards.
- To lead the day-to-day operation of the resourced provision, ensuring students receive the right support, in the right place, at the right time.
- To design and review individual pathways, including specialist teaching, mainstream access and wider support.
- To ensure integration into mainstream lessons is planned, supported and reviewed effectively.
- To work with colleagues to remove barriers to learning and promote independence, belonging and progression.

PEOPLE, PLACES AND PROTOCOLS

- To deploy access leaders, teaching assistants and other staff effectively to meet student need.
- To ensure roles, routines and expectations within the provision are clear, consistent and understood.
- To maintain effective systems for communication, recording, review and escalation.
- To work with families, the Local Authority and external agencies to ensure coordinated support.

STANDARDS, QUALITY ASSURANCE AND ACCOUNTABILITY

- To monitor the quality and impact of provision through assessment, observation, student voice and review.
- To ensure EHCP provision is implemented, evidenced and reviewed effectively.
- To maintain accurate records and uphold school, Trust and statutory requirements.
- To report clearly on progress, barriers, provision quality and next steps.

STAFF DEVELOPMENT

- Take an active role in the school and Trust's professional development programme, engaging in training and leadership development.
- Continue to develop expertise in SEND, safeguarding, early help and inclusive practice.
- Ensure effective deployment and development of staff within the provision, including access leaders and teaching assistants.
- Contribute to the development of staff practice through modelling, guidance and coaching.
- Work collaboratively with colleagues to support a consistent and effective approach across the school.

Community responsibilities:

- Effective dialogue with parents in accordance with school policies.
- Work in partnership with the Local Authority and external agencies to support student outcomes.
- Represent the provision in meetings, reviews and wider school or community events as required.

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.







Objectives and outcomes:

- To be agreed with the successful post-holder once appointed.
- The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.
- The post holder may have opportunities to work in or support development of other schools within The Marches Academy Trust.

Person specification

	 Essential	 Desirable
 Qualifications and Training	<ul style="list-style-type: none"> • Good honours degree • Qualified Teacher Status • Training in SEND, leadership, pastoral care or behaviour • Commitment to ongoing professional development • Willingness to undertake NPQ SEND / NASENCO • Willingness to undertake safeguarding training (DSL level) • First Aid qualification (or willingness to train) 	<ul style="list-style-type: none"> • NPQ SEND / NASENCO qualification • Accredited safeguarding training • Additional specialist SEND or leadership training
 Experience and Knowledge	<ul style="list-style-type: none"> • Successful teaching experience across relevant key stages • Experience of working with students with SEND, including EHCPs • Strong understanding of adaptive teaching and inclusive practice • Experience of working with families and external agencies • Ability to lead, organise and prioritise effectively • High expectations and commitment to student outcomes • Strong communication and interpersonal skills • Ability to analyse information and use data to inform provision 	<ul style="list-style-type: none"> • Experience of leading a resourced provision or specialist setting • Experience of multi-agency working at a strategic level • Experience of leading or developing others • Understanding of safeguarding and early help systems
 Abilities and Skills	<ul style="list-style-type: none"> • Ability to lead and influence staff practice • Ability to design and coordinate provision and pathways • Ability to deploy staff effectively to meet student need • Ability to make sound professional judgements and triage need • Ability to manage competing priorities and complex situations • Effective use of ICT for teaching, provision and administration 	

Person specification

	 Essential	 Desirable
 Personal Qualities and Attributes	<ul style="list-style-type: none"> • Commitment to inclusion and high expectations for all students • Ability to build positive relationships with students, families and staff • Emotional resilience and consistency • Professional integrity and confidentiality • Openness to learning and continuous improvement 	<ul style="list-style-type: none"> • Commitment to wider school life and enrichment
 Other	<ul style="list-style-type: none"> • Ability to work flexibly to meet the needs of the provision • Commitment to enabling access to mainstream education • Willingness to contribute to wider school responsibilities 	

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviour, and
- Attitudes to use of authority and maintaining discipline

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 strive 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:

Cockshutt CofE Primary School and Nursery
Criftins CofE Primary School and Nursery
Grange Primary School
Idsall School
Kinnerley Church of England Primary School and Nursery
Longlands Primary School
Lower Heath CofE Primary School
Oakmeadow Church of England Primary and Nursery School
Selattyn CofE Primary School
Shrewsbury Academy
Sir John Talbot's School
St Andrew's Church of England Primary School and Nursery
The Grove School
The Marches School
Tilstock CofE Primary and Nursery
West Felton Church of England Primary School and Nursery
Weston Lullingfields Church of England Primary School and Nursery
Woodlands School



Meet our Chair of Trustees



Alex Fry

Chair of Trustees

Thank you for your interest in this role.

The Trust is looking to appoint an individual to build on our Trust's current strengths and achievements.

As a thriving Trust serving over 6,000 students and their families in Shropshire, this a pivotal role in driving continuous improvement across our schools and will contribute to our vision of 'achievement through caring'.

Collaborative working with other schools in our Trust offers many benefits for students and staff; sharing best practice in teaching and learning, curriculum collaboration, extracurricular opportunities, staff development, finance and human resources, legal services, school improvement structures and governance arrangements.

We hope that the opportunity to shape the work of our schools and their staff to harness their professional expertise, with the goal of securing excellent outcomes, is one you would relish.

The prospect of this role goes beyond the immediate job description. The successful candidate will influence and help shape the strategy of the Trust, have the opportunity to support our ITT provision, support leadership development and career paths as well as drive efficiencies across our schools.

For the right individual, this is an exceptional opportunity. The right candidate will have no better chance of working with wonderful students, super staff and shaping our Trust into the future.

Who we are



Welcome to the Marches Academy Trust!

We are a multi-academy sponsor based in Shropshire, currently comprising five secondary schools, five primary schools and one special school.

Across our Trust we have a wealth of experience to inspire and motivate children, young people and staff to be the very best they can.

Achievement Through Caring drives our Trust, and our values are shared throughout our family of schools; we work together on embedding them in everything we do.

Our Trust prides itself on delivering high quality education and connecting with our children and young people to inspire and enthuse them to learn, achieve and to be happy.

Check out our Marches school video and explore our website for more

<https://youtu.be/5x2Fpqf-2QY>

<https://marchesschool.co.uk/>

Interested? Here's how to apply:

[Click here](#)

The closing date for applications is:

Tuesday 19th May 2026 at 10am

Interviews will be held:

Friday 22nd May 2026

The Trust is committed to safeguarding and promoting the welfare of the children in our care and expect all staff to share this commitment.

A core belief in
staff wellbeing
and work life
balance
evidenced in
policy and
practice

Our Trust Vision Statement and Values



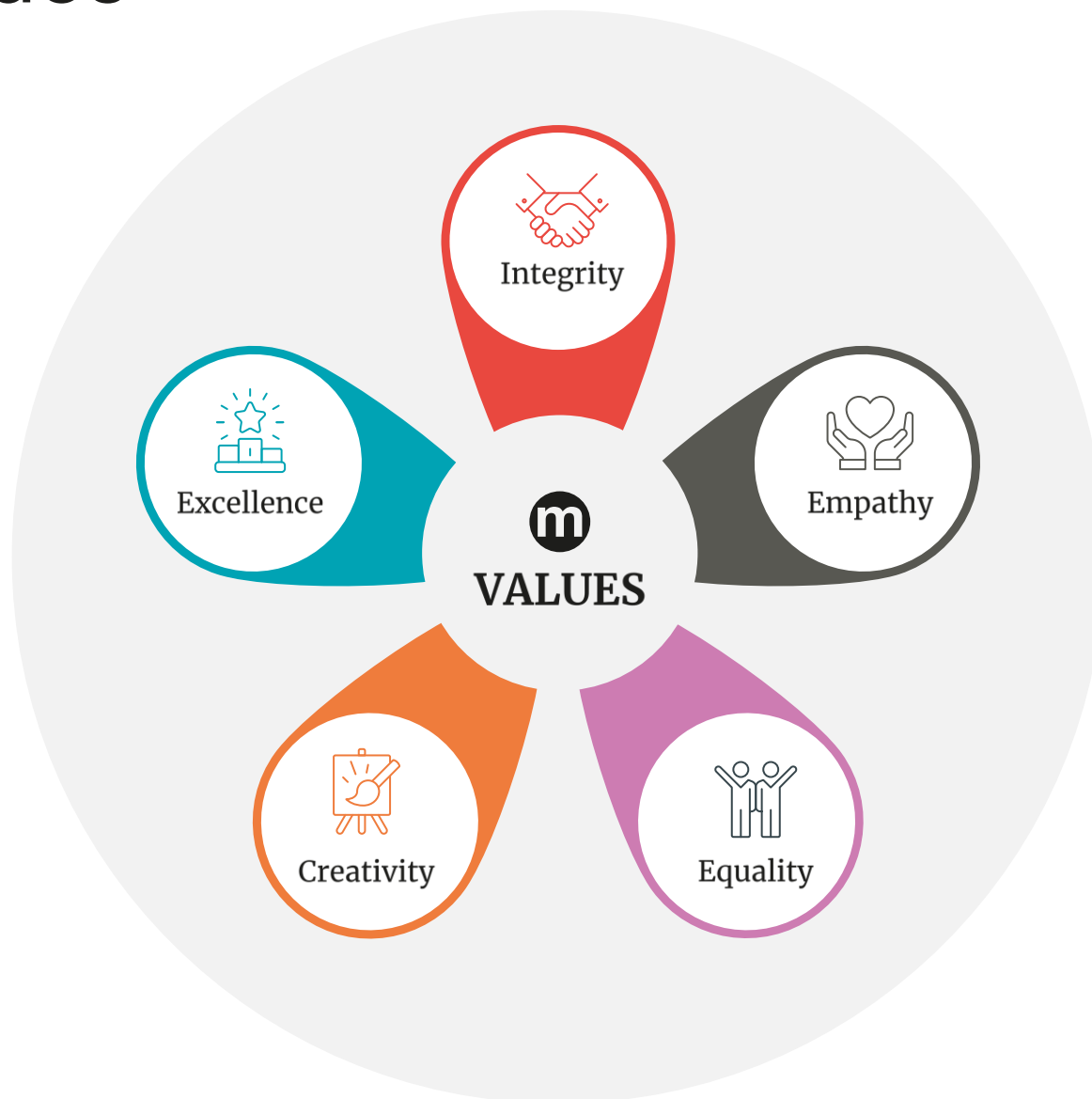
Our Vision

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.



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 its 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 well-being 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.

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 utilise SAS in seeking out preventative and early intervention by making support easily accessible for all!

Generous non-contact time for staff





We are a school led inclusive partnership representing all phases and school contexts nationally and internationally. Our core team at The Marches Academy Trust have trained over 400 ITT and over 150 School Direct students; we have also led the professional learning of over 5,000 educational leaders and governors.

We deliver the DfE National Professional Qualifications, and we actively encourage our staff to complete an NPQ programme at their earliest opportunity.

We also talent spot, from within our Trust team, colleagues who want to share their expertise and enhance their experiences by becoming an Improvement Consultant.

Supporting schools, departments and individuals across the Trust and also external schools.

Embracing all our work is the unique Professional Learning Conference we host each year which continues to inspire school colleagues nationally.

In joining The Marches Academy Trust you have direct access to an outward facing large group of outstanding schools across the West Midlands and beyond.

Quite simply we want to ensure the right expertise exists to enhance a self-improving system and impact learners, leaders and schools to drive continuous improvement.

You will be part of this success story as a member of our team; and on starting your new post you will also be starting your learning journey - with all the benefits of being part of a large and successful Trust with exemplary partnerships nationally and internationally.



We hold true to delivering current, inspirational training that has real impact back in the workplace. Most importantly our participants confirm in countless testimonials that we invest in their leadership journey.

Cavelle Priestley-Bird, Executive Director of People and Development)

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.”



marches school 
part of the Marches Academy Trust

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