marches school
part of the Marches Academy Trust

SEN SPECIALIST RESOURCED PROVISION LEAD

RECRUITMENT PACK

23rd November 2026

About Us



Post title
SEN Specialist Resourced Provision Lead

Salary
L1 - 5

Hours of work
1.0 FTE

Post status
Permanent

The Marches School is a vibrant, inclusive and forward-thinking school where students are at the heart of everything we do. We are proud to support young people through their full educational journey, providing a safe, caring and ambitious environment in which every student is known, valued and encouraged to succeed.

We offer a broad and balanced curriculum, including a wide range of GCSE, A Level and vocational pathways, ensuring that all learners can follow routes that reflect their strengths, interests and aspirations. Learning is enriched by a strong programme of extra-curricular activities, leadership opportunities and enrichment experiences that help students build confidence, character and lasting friendships.

The Marches School is an exciting place to learn, work and grow. Together, we are developing confident, resilient and successful young people, equipped with the skills, values and ambition to succeed in education and in life beyond school.

Sally Wilmot

Headteacher

We offer

- 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 additional 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.

Why this role above others?

This is a pivotal role in our commitment to inclusion. You will support 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

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 striving 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:

- The Marches School and Sixth Form in Oswestry
- Sir John Talbot’s School and Sixth Form in Whitchurch
- Tilstock CE Primary School and Nursery in Whitchurch
- The Grove School and Sixth Form in Market Drayton
- Lower Heath CE Primary School and Nursery in Lower Heath
- Shrewsbury Academy in Shrewsbury
- Longlands Primary School and Nursery in Market Drayton
- Grange Primary School and Nursery in Shrewsbury
- Oakmeadow CE Primary School and Nursery in Shrewsbury
- Woodlands School in Wem
- Idsall School and Sixth Form in Shifnal
- Cockshutt CE Primary School and Nursery in Ellesmere
- Criftins CE Primary School and Nursery in Ellesmere
- Selattyn CE Primary School in Oswestry
- West Felton CE Primary School and Nursery in Oswestry
- Weston Lullingfields CE Primary School and Nursery nr Shrewsbury
- St Andrew’s CE Primary School and Nursery nr Shrewsbury
- Kinnerley CE Primary School and Nursery in Oswestry

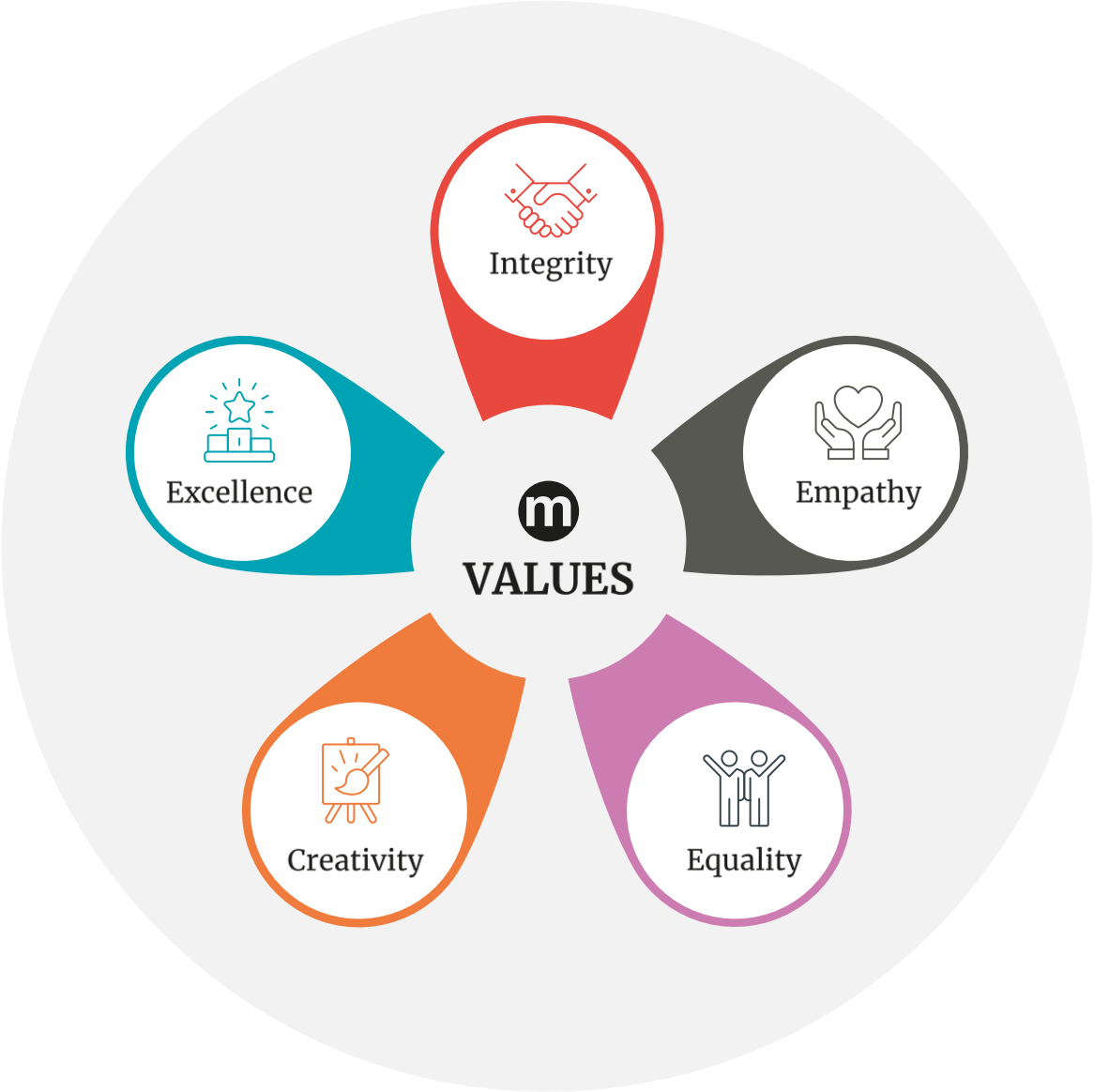
Our Trust Vision Statement and Values

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.



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.



Check out our video:
Here

Interested? Here's how to apply:
Complete the online form here

The closing date for applications is:
Friday 4th December 2026 at 9.00am.

Interviews will be held:
W/C 7th December 2026.

Person specification

	Essential	Desirable
Qualifications and Training	• 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)	• NPQ SEND / NASENCO qualification • Accredited safeguarding training • Additional specialist SEND or leadership training
Experience and Knowledge	• 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	• 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	• 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	• 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	• Commitment to wider school life and enrichment
Other	• 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

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 it's 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 wellbeing 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.

Generous non-contact time for staff

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



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.”



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