

# Resourced Provision Manager with Whole School Responsibility for Transition

King's Academy Bay House

<b>Post Title</b>	Resourced Provision Manager (HLTA)
<b>Salary</b>	Support Staff Scale <i>Proposed Band 6 Pt 12-13 (£30,552-32,061)</i>
<b>Contract</b>	Full Time / Permanent (37 hours per week, 39 weeks per year)
<b>Responsible to</b>	SENCo (Lead Practitioner for RP)
<b>Start Date</b>	1 September 2026 (or as soon as possible)

## Purpose of the Role

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The Resourced Provision Manager will play a central operational role in ensuring the day-to-day running of the Autism Resourced Provision at King's Academy Bay House is smooth, effective and of the highest quality. Working closely with the Lead Practitioner, SENCos and senior leaders, you will coordinate staffing, routines, communications and the practical delivery of the provision, acting as a first point of contact for pupils, families and professionals.

The role will also hold whole-school responsibility for coordinating transition from KS2 to KS3, ensuring that all pupils, particularly those with SEND, experience a carefully planned and supported move to secondary school.

This is a hands-on leadership role that requires both strong organisational ability and the confidence to step into a supervisory and supportive capacity with colleagues. You will also work directly with pupils within the provision, contributing to their learning, regulation and wellbeing.

## Key Responsibilities

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### Day-to-Day Operational Management

- Coordinate and oversee the day-to-day running of the Resourced Provision, ensuring routines, staffing and systems operate effectively.
- Manage the deployment of Learning Support Assistants and other support staff within the provision, making responsive adjustments to cover absences or changing pupil needs.
- Greet pupils at the start of the school day and ensure a calm, structured and welcoming arrival routine.
- Maintain and update provision records, timetables, registers and key documentation, ensuring information is accurate and accessible to relevant staff.
- Monitor and report on pupil attendance within the provision, liaising with the pastoral team and families where concerns arise.
- Ensure the physical environment of the provision remains organised, safe, sensory-appropriate and well-resourced at all times.
- Manage stock, resources and specialist equipment within the provision, including oversight of ordering and maintenance.

## **Pupil Support and Learning**

- Work directly with pupils in small groups or individually within the provision, delivering targeted learning activities and interventions as directed by the Lead Teacher.
- Support pupils to regulate, access their learning and transition between activities and settings throughout the school day.
- Contribute to Pupil Passports, provision maps and support plans, ensuring strategies are implemented consistently across the provision team.
- Monitor and record pupil progress, wellbeing and engagement, sharing observations with the Lead Teacher and SENCo on a regular basis.
- Support pupils in building independence, self-regulation skills and confidence, drawing on appropriate frameworks such as Zones of Regulation or ELSA-informed approaches.

## **Staff Coordination and Development**

- Support the induction, day-to-day guidance and professional development of LSAs working within the provision.
- Model effective practice with pupils and share strategies with colleagues to maintain consistency of approach.
- Contribute to and help facilitate CPD sessions relating to autism and provision practice.
- Carry out coaching conversations and provide informal feedback to support staff in developing their skills.

## **KS2–KS3 Transition Leadership**

- Lead and coordinate the school's transition programme for incoming Year 7 pupils.
- Build and maintain relationships with feeder primary schools.
- Visit primary schools to observe pupils and gather information to support transition planning. Coordinate transition events, visits and induction activities.
- Develop personalised transition plans for pupils with SEND or additional needs.
- Support families during the transition process and ensure clear communication.

## **Communication and Partnership**

- Act as a key point of contact for parents and carers, providing timely and constructive updates on their child's day, progress and wellbeing.
- Liaise with the wider school — including subject teachers, form tutors, the inclusion team and external professionals — to coordinate support and share relevant information about pupils in the provision.
- Support the SENCo in preparing documentation for EHCP Annual Reviews, consultations and multi-agency meetings.
- Contribute to the preparation of transition plans and activities for new pupils joining the provision.
- Liaise with Hampshire County Council SEN teams, transport providers and other external partners as required.

## **General Responsibilities**

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- Uphold the Trust's values of Honesty, Courage and Faith and contribute to the school's commitment to pupils being Happy, Successful and Safe.
- Fulfil all safeguarding responsibilities; report concerns appropriately and maintain confidentiality at all times.
- Participate in the school's professional learning programme and take responsibility for own ongoing development.
- Adhere to all school and Trust policies and procedures.

## Person Specification

Criteria	Essential	Desirable
Qualifications and Training		
HLTA status, or equivalent level of qualification and experience	✓	
Good standard of literacy and numeracy (GCSE grade 4/C or above in English and Maths, or equivalent)	✓	
Relevant Level 3 qualification in SEND, autism, or a related area		✓
Evidence of ongoing professional development in SEND or autism practice		✓
Experience		
Significant experience working in a SEND or specialist educational setting	✓	
Experience of direct work with young people with autism or complex needs	✓	
Experience of coordinating, supervising or supporting other staff members		✓
Experience of contributing to EHCP processes, Annual Reviews or multi-agency meetings		✓
Experience of managing a resource, provision or specialist space within a school		✓
Knowledge and Skills		
Good understanding of autism and the typical support needs of autistic young people	✓	
Knowledge of the SEND Code of Practice and basic statutory frameworks	✓	
Strong organisational and administrative skills, including use of school management systems	✓	
Ability to plan and prioritise own workload and support the workload of others	✓	
Effective use of ICT for record keeping, communication and data management	✓	
Excellent interpersonal and communication skills — written and verbal	✓	
Ability to relate warmly and professionally to young people, parents and colleagues	✓	
Knowledge of regulation frameworks such as Zones of Regulation or ELSA approaches		✓
Personal Qualities		

Calm, reliable and consistent: able to provide a steady, reassuring presence for pupils	✓	
Physical and emotional resilience when supporting pupils with complex and challenging needs	✓	
Proactive and solution-focused, with the initiative to identify and address issues	✓	
Committed to inclusion and the principle that every pupil can achieve	✓	
A strong team player who is also confident to take the lead when required	✓	
Maintains confidentiality and professional boundaries at all times	✓	
Excellent attendance and punctuality record	✓	

*King's Group Academies is committed to safeguarding and promoting the welfare of children. All appointments are subject to an Enhanced DBS check and other relevant pre-employment checks.*