

PROVISION LEAD

Job Description & Person Specification | Operational site leadership across Hartmore School provisions

Role Title	Provision Lead
Responsible To	Assistant Headteacher – Inclusion, SEND & Wellbeing (line management) Functional accountability to: Assistant Headteacher – Teaching & Learning
Responsible For	Teachers, Teachers In Training, HLTAs and Teaching Assistants within the provision
Salary Band	[To be confirmed – Leadership Pay Scale, subject to pay band review and job evaluation]
Hours	Full time
Provisions	Coed Primary Coed Secondary (Lower) Coed Secondary (Upper) Girls' Secondary – Stroud Road Girls' Secondary – Rudford Gateway (See Provision Lead Addendum for provision specific requirements.)
DBS Requirement	Enhanced DBS with children's barred list check
Safeguarding	Deputy Designated Safeguarding Lead (DDSL)
SEND	Assistant SENCO – statutory responsibilities under the SEND Code of Practice 2015
Date	June 2026 Version 2.0

The Provision Lead is the operational heart of their allocated site — the leader who makes sure every pupil receives safe, consistent, inclusive and genuinely effective education, and that every member of staff feels supported, challenged and trusted to deliver it. It is a role for someone who wants their leadership to be felt in every classroom, every day.

This is hands-on leadership with real purpose. The Provision Lead is the vital link between everyday practice and strategic leadership — present, attentive and quick to notice what is working and what needs to change. The role is focused on implementation, monitoring, staff support, quality assurance and escalation. By gathering insight, surfacing concerns early and championing improvement, the Provision Lead gives senior leaders the clarity to make decisions that shape children's futures.

Hartmore School is a specialist SEMH (Social, Emotional and Mental Health) independent special school operating across multiple provisions in Gloucestershire. Every pupil we serve has an Education, Health and Care Plan (EHCP). Our pupils have experienced significant educational disruption and require a carefully calibrated blend of nurture, structure and challenge. The Provision Lead plays a central role in ensuring that this ethos is lived every day, in every classroom.

1. Site Leadership

- Making operational decisions to ensure the safe and effective running of the provision.
- Being present on site and actively visible to staff and pupils throughout the school day.
- Responding to incidents, emergencies and safeguarding concerns, escalating to senior leaders where appropriate.
- Coordinating communication between staff, families, external professionals and senior leaders as required.
- Supporting staff and acting as the first point of escalation on site.
- Monitoring the effectiveness of school systems and procedures.

- Identifying operational concerns and escalating these appropriately.
- Contributing to site self-evaluation and development planning.
- Making real-time decisions within scope and escalating appropriately to the relevant AHT where decisions exceed delegated authority.

2. Human Resources and Staff Management

- Acting as the operational lead for all staff management matters within the site.
- Leading the appraisal and performance management process for identified staff in line with school policy.
- Supporting staff to create and achieve meaningful professional development objectives.
- Conducting regular supervision, support and wellbeing meetings with staff.
- Monitoring staff performance and addressing concerns in line with school policies and procedures.
- Managing informal conduct and capability concerns at site level, escalating to senior leaders and the HR advisor where appropriate.
- Supporting formal HR processes in partnership with senior leaders and external HR advisors, in accordance with employment law and school policy.
- Conducting return-to-work meetings following periods of absence, in line with the school's absence management procedure.
- Monitoring staff attendance, absence patterns and wellbeing concerns, escalating where triggers are met.
- Maintaining accurate and confidential records relating to staff performance, conduct and absence in line with GDPR and school data protection policy.
- Supporting staff induction processes and ensuring new staff understand site expectations, safeguarding responsibilities and operational procedures.
- Identifying staff training needs and coordinating site-based professional development.
- Ensuring all staff complete mandatory training (including safeguarding) and maintaining oversight of compliance requirements.
- Supporting workforce planning through the identification of staffing needs, deployment issues and operational risks.
- Acting as the first point of contact for day-to-day staffing concerns, providing appropriate support and guidance.
- Promoting a positive, professional and accountable staff culture which reflects the values and expectations of Hartmore School.

3. Provision Quality

- Monitoring the consistency and quality of educational provision across the site.
- Monitoring the implementation of EHCP provision in day-to-day classroom practice.
- Conducting learning walks, provision checks and classroom visits on a regular basis.
- Monitoring pupil engagement and access to learning.
- Monitoring the implementation of adaptive teaching strategies appropriate to pupils' SEMH and SEND needs.
- Identifying barriers to learning and escalating concerns promptly.
- Identifying staff development needs arising from provision monitoring activity.

4. SEND and Educational Compliance

*The Provision Lead acts as Assistant SENCO for their provision, supporting the AHT – Inclusion, SEND & Wellbeing in ensuring the school meets its statutory obligations under the **SEND Code of Practice 2015**.*

- Ensuring that provision outlined within EHCPs is delivered consistently and effectively in the classroom.
- Monitoring delivery of EHCP provision and gathering evidence for Annual Reviews.
- Supporting Assess, Plan, Do, Review (APDR) processes for all pupils within the provision.
- Maintaining oversight of provision maps and individual plans for each pupil.
- Monitoring implementation of specialist recommendations (e.g. from Speech & Language, Occupational Therapy, Educational Psychology).
- Supporting teachers in writing and reviewing EHCP targets and recording evidence of progress in plans, Bromcom and the Hartmore Hub.
- Identifying gaps in provision and escalating concerns to the AHT – Inclusion appropriately.
- Supporting compliance with all statutory SEND processes including Annual Reviews and LA submissions.
- Communicating SEND-related updates to parents, carers and external professionals as appropriate.

5. Safeguarding and Child Protection

*The Provision Lead holds the role of **Deputy Designated Safeguarding Lead (Deputy DSL)** for their provision. This is a statutory responsibility under **Keeping Children Safe in Education (KCSiE)** and requires completion of safeguarding training at the appropriate level, refreshed at least every two years.*

- Actively promoting the welfare and safety of all pupils within the provision.
- Managing day-to-day safeguarding concerns and ensuring timely escalation to the Designated Safeguarding Lead (DSL).
- Maintaining accurate and timely records of all safeguarding concerns in line with school policy and KCSiE statutory guidance.
- Ensuring all staff within the provision understand their safeguarding responsibilities and complete required training.
- Monitoring vulnerable pupils and coordinating appropriate support.
- Reporting safeguarding themes, trends and emerging concerns to senior leaders.
- Contributing to safeguarding audits and quality assurance activities.
- Attending and contributing to Child Protection Conferences, Team Around the Child (TAC) meetings and strategy meetings as required.
- Contributing to multi-agency working, liaising with social care, CAMHS, the Local Authority and other external agencies as required.

6. Behaviour and Attendance

- Supporting the implementation of the school's behaviour systems and approaches consistently across the provision.
- Leading de-escalation and post-incident reflection processes, ensuring a restorative approach is applied.
- Overseeing the implementation of individual behaviour support plans and risk assessments.
- Ensuring all behaviour incidents are recorded accurately and in a timely manner in Bromcom.
- Monitoring behaviour trends and identifying patterns for escalation or targeted intervention.
- Monitoring attendance concerns and barriers to pupil engagement.
- Supporting attendance improvement strategies and reintegration plans.
- Liaising with families and external agencies in relation to behaviour and attendance concerns where required.

7. Intervention Provision

- Line managing HLTAs and intervention staff as directed by the AHT – Inclusion.
- Monitoring intervention planning and delivery across the provision.
- Reviewing intervention impact and effectiveness on a regular basis.
- Ensuring all interventions align with EHCP outcomes and identified pupil needs.
- Supporting adjustments to provision where interventions are not achieving intended outcomes.

8. Staff Development

- Supporting induction processes for all new staff joining the provision.
- Mentoring and coaching staff, including trainee teachers, early career teachers (ECTs) and developing practitioners.
- Delivering site-based professional development activities in line with whole-school CPD priorities.
- Supporting the implementation of whole-school teaching and learning priorities within the provision.
- Identifying and escalating professional development needs arising from observation, supervision and performance management.

9. Quality Assurance and Data

- Collating and analysing site-level information on pupil outcomes, provision quality, behaviour and attendance.
- Producing regular reports for senior leaders that identify emerging themes, risks and priorities.
- Supporting self-evaluation activities at site and whole-school level.
- Monitoring the impact of provision and intervention and communicating findings to the relevant AHT.
- Contributing evidence towards school improvement priorities and inspection readiness.

- Maintaining accurate and up-to-date records for all pupils within the provision on Bromcom and the Hartmore Hub.

10. Resources and Health & Safety

- Maintaining oversight of resources within the provision, ensuring they are appropriate and available to meet pupils' needs.
- Monitoring the learning environment to ensure it is safe, purposeful and conducive to learning.
- Monitoring health and safety compliance within the provision, reporting concerns to the School Business Manager.
- Maintaining oversight of the site vehicle fleet, including ensuring compliance with relevant checks and documentation.
- Reporting maintenance and premises concerns promptly through the appropriate channel.
- Supporting site risk assessment processes, including for individual pupils and planned activities.

11. Admissions and Transition

- Coordinating admissions activity at site level, working in conjunction with the School Business Manager and senior leaders.
- Supporting assessments, visits and transition activities for prospective pupils.
- Contributing recommendations regarding pupil placements based on on-site capacity and observed need.
- Designing and coordinating transition plans for pupils joining or leaving the provision.
- Supporting pupils and families during key transition points, including moves between provisions or settings.
- Liaising with referring schools, local authorities and external professionals as required.

12. Financial Oversight

- Creating a site development plan, in liaison with subject leads and key staff, which informs annual budget proposals.
- Contributing to budget planning and resource prioritisation in collaboration with the School Business Manager.
- Monitoring site expenditure against agreed budgets and reporting variances to senior leaders.
- Identifying resource pressures and future requirements in a timely manner.
- Ensuring resources are deployed effectively to maximise pupil outcomes.

13. Family and External Partnerships

- Serving as the first point of contact for parents and carers within the provision for day-to-day matters.
- Communicating positively and proactively with families, maintaining professional and boundaries-aware relationships at all times.
- Liaising with the placing Local Authority, sharing reports, attending reviews and maintaining effective communication on pupil progress.
- Working collaboratively with external professionals visiting the provision, including therapists, CAMHS workers, Educational Psychologists and LA officers.

14. Professional Standards and Expectations

- Upholding and modelling the Hartmore School values in every aspect of your work.
- Committing to your own professional development, including undertaking any training required for the role.
- Supporting the Executive Head and Senior Leadership Team in implementing school improvement priorities.
- Undertaking any other reasonable duties requested by the Executive Head within the scope of the role.

The Provision Lead reports directly to the Assistant Headteacher – Inclusion, SEND & Wellbeing. This is the line management relationship through which performance is managed, workload is prioritised and HR matters are handled.

The Provision Lead also holds a functional accountability to the Assistant Headteacher – Teaching & Learning for all matters relating to the quality of education and teaching within the provision. Both AHTs should be treated as professional resources and the Provision Lead will work closely with both in the course of their role.

The Executive Head retains overall accountability for all aspects of school leadership and has an open-door relationship with all Provision Leads.

Criterion	Essential	Desirable
QUALIFICATIONS		
Qualified Teacher Status (QTS) or equivalent teaching qualification	✓	
Designated Safeguarding Lead (DSL) or Deputy DSL training (or willingness to complete prior to taking up post)	✓	
Evidence of ongoing professional development relevant to SEND/SEMH	✓	
NASENCo Award or equivalent SEND qualification		✓
NPQSL, NPQH or other nationally recognised leadership qualification		✓
PRICE, Team Teach or equivalent positive handling qualification		✓
First Aid qualification		✓
EXPERIENCE		
Significant classroom experience working with pupils with SEND and/or SEMH needs	✓	
Experience of leading a site, department, phase or provision area	✓	
Significant leadership and management experience, including managing other adults	✓	
Experience of coaching, mentoring and developing staff	✓	
Experience of leading appraisal and supervision processes	✓	
Experience of managing staff performance, attendance and conduct concerns	✓	
Experience of holding difficult professional conversations effectively and fairly	✓	
Experience of reviewing SEND provision and evaluating impact	✓	
Experience of monitoring EHCP provision and supporting implementation in practice	✓	
Experience of leading interventions and evaluating their effectiveness	✓	
Experience of managing safeguarding concerns and supporting vulnerable pupils	✓	
Experience of managing budgets and monitoring site expenditure	✓	
Experience of leading quality assurance activities including learning walks and provision reviews	✓	
Experience of working effectively with families and external professionals	✓	
Experience of leadership within a specialist SEMH or alternative provision setting		✓
Experience as a SENCO, Deputy SENCO or SEND leader		✓
Experience of acting as a Designated Safeguarding Lead		✓
Experience of presenting reports to governors, trustees or proprietors		✓

Experience of supporting school improvement across multiple sites		✓
KNOWLEDGE AND UNDERSTANDING		
Secure knowledge of the SEND Code of Practice 2015 and EHCP processes	✓	
Secure knowledge of Keeping Children Safe in Education and safeguarding legislation	✓	
Strong understanding of adaptive teaching, inclusive practice and SEMH provision	✓	
Understanding of quality assurance processes and school improvement frameworks	✓	
Understanding of trauma-informed practice and its application in an SEMH setting	✓	
SKILLS AND ATTRIBUTES		
Excellent communication and interpersonal skills across all stakeholder groups	✓	
Ability to build positive, boundaried relationships with pupils, families, staff and external agencies	✓	
Ability to analyse information and identify strengths, risks and priorities	✓	
Ability to work independently and make sound operational decisions within scope	✓	
Resilient, calm and emotionally regulated under pressure	✓	
Strong organisational and time management skills	✓	
High levels of professional integrity, accountability and confidentiality	✓	
Commitment to safeguarding and promoting the welfare of children and young people	✓	
Proactive, self-directed and able to take ownership without constant direction	✓	
OTHER REQUIREMENTS		
Enhanced DBS clearance with children's barred list check (obtained before taking up post)	✓	
Ability and willingness to travel between school sites as required	✓	
Willingness to undertake training relevant to the role, including mandatory training requirements	✓	
Full, Clean, Manual Driving Licence	✓	

Hartmore School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an Enhanced Disclosure and Barring Service (DBS) check including a check against the children's barred list, satisfactory references and any other pre-employment checks required under the school's safer recruitment policy in accordance with Keeping Children Safe in Education (KCSiE).

Hartmore School is an equal opportunities employer and is committed to promoting equality, diversity and inclusion in all aspects of its work. We welcome applications from all sections of the community. This job description has been written with reference to the Equality Act 2010. The school will make reasonable adjustments for candidates and staff with disabilities. This job description is not exhaustive and may be amended following appropriate consultation.

