

Secondary

Academy
Transformation
Trust

Specialist Resource Provision (SRP)
Manager & Lead Teacher

Application Pack

Pool Hayes Academy
Willenhall

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01. Welcome from the CEO

Welcome from the Chief Executive

Thank you for your interest in joining Academy Transformation Trust. Choosing the right next step in your career is an important decision, and I am delighted that you are considering doing so with us.

At ATT we are driven by a simple but profound belief: every child can and should become capable, competent, and confident. Our purpose is to transform lives through education, and our strategy, ATT2030, sets out how we will achieve this for every pupil, every colleague, and every community we serve.

We know that people are at the heart of everything we do. Our trust thrives because of the talent, dedication, and values of our colleagues. If you choose to join us, you will become part of a high-trust, high-accountability organisation where principals are empowered to lead, colleagues are supported to grow, and everyone is united in the moral purpose of education.

We are ambitious for our pupils and ambitious for our people. Across the trust you will find a culture of collaboration, professional excellence, and deep care for one another. We celebrate hard work, integrity, and teamwork, and we create opportunities for everyone to flourish.

I wish you every success with your application. Whether or not you go on to join us, I hope you will recognise that ATT is a community committed to excellence, to belonging and becoming, and to ensuring that all of us – pupils and adults alike – leave more capable, more competent, and more confident than when we arrived.

With best wishes,



Mark McCourt
Chief Executive Officer



02. About Academy Transformation Trust

About Academy Transformation Trust

At Academy Transformation Trust (ATT), our ambition is that every person who passes through our schools and colleges becomes an educated person – able to take a rightful place in the community of educated people and to join what Robert Maynard Hutchins called “the Great Conversation.” An ATT education stresses history, the scientific mode of thinking, the disciplined use of language, a wide-ranging knowledge of the arts and religion, and the continuity of human enterprise. We aspire for everyone, regardless of their starting point, to leave us capable, competent, and confident.

Our Values

ATT2030 sets a values-driven culture that is explicit about how we work and lead:

- **Belonging & Becoming:** we meet each child where they are and refuse to leave them there – giving them both roots and wings.
- **Integrity & Excellence:** we act ethically, celebrate excellence, and pursue high standards in all that we do.
- **High Trust, High Accountability:** decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people – pupils and adults – we are forming:

- **Capable:** equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.
- **Competent:** possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.
- **Confident:** feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.



Our Nine Aims (by 2030)

These goals translate into nine aims that define success for ATT by 2030:

Capable

1. Professional Excellence – skilled professionals delivering consistently high standards.
2. Fluent Learners and Thinkers – confident, curious learners fluent in communication and technology.
3. Multiple Pathways to Success – diverse routes that recognise varied talents and passions.

Competent

4. Purposeful, Knowledge-Rich Learning – rigorous, meaningful learning that enriches lives.
5. Unwavering Focus – purposeful use of time and energy on what matters most.
6. Strength Through Challenge – resilience built by tackling challenge and learning from it.

Confident

7. Valued and Empowered Individuals – everyone known, valued, and supported to be their best.
8. Leading with Integrity, Celebrating Excellence – values-led leadership and cultures that recognise excellence.
9. Moments That Shape Us – deliberate rites of passage and significant experiences that foster growth and self-discovery.

Our Approach to Working Together

We are building a high-trust, high-accountability organisation. Principals are empowered as strategic leaders of their academies; the central team provides expert challenge, support, tools, and evidence; accountability is reframed as professional dialogue aimed at continuous improvement, not blame. This is how we ensure that every child leaves us capable, competent, and confident.



03. Academy Information



Pool Hayes Academy

Pool Hayes Academy is part of the Academy Transformation Trust family of academies.

Based in Willenhall, in the West Midlands, Pool Hayes Academy is an academy for 11-18 year old students that retains strong links within our local community and beyond.

The academy draws its pupils largely from the Willenhall area. We have experienced substantial growth in recent years and the academy is now a provider of choice in the area and is over-subscribed.

Academy Vision & Values

At Pool Hayes Academy we have a very clear and ambitious vision for our academy. We believe in **“Unlocking your Potential – Empowering through Success”**. Our vision guides our decision and actions across Pool Hayes Academy and means that any child regardless of circumstance can fulfil their potential at our academy. Furthermore, we believe that educational success leads to empowerment for our young people and the freedom to make more choices over their future.

Underpinning our vision are our values. These values clearly set out the behaviours and qualities we expect and instil in our young people. They are:

Aspiration: We work hard consistently to fulfil our ambitions and achieve our potential.

Respect: We show pride in celebrating diversity, keeping each other safe and accepting everyone in our community.

Excellence: We have high expectations of our conduct and lead by example at all times.

Resilience: We embrace challenge, take risks and grow confidently from our mistakes.

Outcomes and Ofsted

In 2022 Pool Hayes Academy secured an Ofsted grading of Good, but there is still so much more that we want to achieve and can achieve to establish Pool Hayes Academy as a truly outstanding provider.

To find out more, please visit www.poolhayes.attrust.org.uk or call the academy to arrange a conversation with our Head of Academy, Lisa Macey.



04. Job Description

Job Description

Specialist Resource Provision (SRP) Manager & Lead Teacher

Main Purpose of the Role:

To lead and deliver high-quality specialist provision within the school's **Specialist Resource Provision (SRP)**, enabling pupils with **Education, Health and Care Plans (EHCPs)** to access a personalised, inclusive and ambitious curriculum.

The postholder will ensure that pupils benefit from a **blended mainstream and specialist offer**, supporting both progress and successful inclusion.

Reporting to: Headteacher / Senior Leadership Team / SENDCO (where SRP is not directly line-managed by SLT)

Professional Responsibilities:

Leadership of the SRP:

- Lead the day-to-day operation of the SRP, ensuring a **safe, structured and nurturing environment**
- Line manage SRP support staff, including deployment and performance management
- Contribute to whole-school SEND and inclusion strategy
- Act as a **centre of expertise** within the school for the SRP's area of need (e.g. SEMH, ASD, SLCN)

Teaching and Learning:

- Plan and deliver **high-quality, differentiated learning** tailored to EHCP outcomes
- Design and implement **bespoke curricula**, including:
 - communication and language development
 - social and emotional regulation
 - cognition and learning scaffolds
- Ensure pupils can **access mainstream lessons where appropriate**, supporting integration pathways

EHCP & Provision Management:

- Lead on implementation and review of EHCP outcomes
- Write and contribute to:
 - annual reviews
 - progress reports
 - provision mapping
- Ensure provision is **outcomes-driven and evidence-informed**

Inclusion & Mainstream Integration:

- Develop individualised **integration plans** for each pupil
- Support mainstream staff to adapt teaching (Quality First Teaching)
- Promote inclusive practice across the school

Assessment, Progress & Impact:

- Track and monitor progress against:
 - EHCP outcomes
 - academic attainment
 - social/emotional development
- Use data to evaluate effectiveness of provision
- Report impact to SLT and governors

Multi-Agency Working:

- Liaise with external agencies including:
 - Educational Psychology
 - Speech & Language Therapy
 - Occupational Therapy
 - CAMHS
- Ensure therapeutic recommendations are embedded in practice

Behaviour & Wellbeing:

- Lead on **positive behaviour support strategies**
- Develop personalised regulation and behaviour plans
- Ensure trauma-informed and relational approaches underpin practice

Parental Engagement:

- Build strong partnerships with parents/carers
- Lead review meetings and maintain regular communication
- Support families in understanding provision and progress

Staff Development:

- Provide training and coaching to staff on:
 - SEND strategies
 - adaptive teaching
 - behaviour and regulation support

- Model best practice

Accountability:

The postholder will be accountable for:

- Progress and outcomes of pupils within the SRP
- Quality and impact of provision
- Effective use of staffing and resources
- Contribution to whole-school inclusion

Key Performance Indicators (KPIs):

- EHCP outcomes achieved
- Progress (academic + social/emotional)
- Successful integration into mainstream
- Attendance and engagement
- Reduction in exclusions/incidents (where relevant)

The job description allocates responsibilities and duties but does not allocate the particular amount of time to be spent carrying them out and no part of it can be so constructed. In allocating time to the performance of responsibilities and duties the post holder must be directed in accordance with the Academy Teachers' Pay and Conditions Document and the Academy's policies and procedures and the Academy's plan on the use of time.

Employee Commitments:

- The vision, values and key principles of the Trust.
- Equality, Diversity and Inclusion.
- In anyway possible, in accordance with the role, support Pupils to achieve their potential.
- In anyway possible, in accordance with the role, improve standards of education.
- Support the inclusion agenda.

Performance Management:

Participation in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Other

All staff are part of the whole Trust team. All staff are required to support the values and ethos of our Trust and Trust priorities. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a demanding environment.

The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly.

Our Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain his/her personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.



05. Person Specification

Person Specification

Specialist Resource Provision (SRP) Manager and Lead Teacher

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	<ul style="list-style-type: none"> • DfE recognised Qualified Teacher Status. • Subject specialist • Good honours degree. • Relevant SEND experience (e.g. ASD, SEMH, SLCN) 	<ul style="list-style-type: none"> • SENCo Qualification (or working towards) • Evidence of CPD training courses relevant to the position. • Middle Leadership CPD. 	<ul style="list-style-type: none"> • Application Form/Checking and original copy evidence
Experience	<ul style="list-style-type: none"> • Teaching pupils with complex SEND needs • Working with EHCPs and annual review processes • Leading or coordinating provision for SEND pupils • Multi-agency collaboration 	<ul style="list-style-type: none"> • Experience in a resourced provision / SRP • Training in relevant interventions (e.g. Team Teach, ELKLAN, Trauma-informed Practice). 	<ul style="list-style-type: none"> • Application Form • Interview • References
Knowledge that supports the role	<p>Applicants should have knowledge and understanding of:</p> <ul style="list-style-type: none"> • Strong understanding of: <ul style="list-style-type: none"> ○ SEND Code of Practice ○ graduated approach and inclusive pedagogy • Ability to: <ul style="list-style-type: none"> ○ design personalised curricula ○ support mainstream inclusion ○ analyse progress data • Excellent communication and leadership skills 	<p>Applicants may be strengthened by knowledge and understanding of:</p> <ul style="list-style-type: none"> • Understanding of National changes in education and how these impact on practice. • To have a full working knowledge of BROMCOM/SISRA. • Ability to improve literacy across the academy. 	<ul style="list-style-type: none"> • Application form • References

	Essential	Desirable	How will this be demonstrated
Other	<p>Applicants should have the ability to:</p> <ul style="list-style-type: none"> Express themselves clearly in written and spoken English Manage pupil behaviour in line with an academy policy Build and maintain effective working relationships with colleagues, pupils, parents and the wider community Organise working time effectively to ensure that all requirements of the post are met punctually and to a high standard 	<p>Applications may be strengthened by the ability to:</p> <ul style="list-style-type: none"> Use appropriate software and digital platforms to create and share curriculum, teaching and assessment resources 	<ul style="list-style-type: none"> Interview References

This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.



06. Onboarding

Recruitment & Selection

You can expect the following from the Recruitment & Selection process:

Prior to Interview

- Adverts & Candidate packs that give the full detail of the role (responsibilities, pay, development etc)
- A point of contact for the vacancy within the Trusts recruitment team to advise on each step of the recruitment process
- A full and comprehensive vetting process, that meets and exceeds the requirements of Keeping Children Safe in Education 2025 [Keeping children safe in education 2025](#)
- An applicant tracking system that allows you to enter details with ease and receive updates to the progress of you application and or pre-employment checks
- Selection for Interview based upon the Job Description and Person Specification

Interviews

- The opportunity to prepare with enough notice for interview processes
- A meet and greet at the place of work (Academy or Office) with members of the panel. If the Interview is held on Teams an opportunity to meet at later date
- The opportunity to ask questions and have a full interview with discussion around the role

Following the Interview

- You will receive notification as to whether you were or were not successful
- You will be given an opportunity to obtain feedback
- If successful further safer recruitment checks will take place
- You will receive a conditional offer of employment and contracts of employment will not be issued until all checks are received and are satisfactory

Induction

- You will receive a Trust Induction and a localised induction which will give you further information on policies, process and procedures that impact your role
- You should expect regular opportunities to meet with your line manager to address any issues or concerns you may have or to plan any required training you may need
- You should expect to have all the equipment you need to begin your role
- You will have access to the Trusts benefit platform VivUp from day one of employment



What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey

Personal Development (PD) Opportunities for our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise



08. How to Apply

SRP Manager & Lead Teacher

Applying:

Please apply by visiting

www.academytransformationtrust.co.uk/vacancies



Status: Permanent

Full time

Salary:

M1 – UPS3

Actual Salary: £32,916 - £51,048

TLR 1 £10,174



Closing Date:

Friday 12 June 2026, 09.00am

Start Date:

01 September 2026 / 01 January 2027



Interviews:

To be confirmed

We utilise an application tracking system which will require data from you in order to complete the application process. If you are struggling to access this system or wish to have an informal conversation regarding the role, please reach out to the contact on the advert and they will be able to support you.

