



Job Description
Senior Leader in Charge of Provision

RESPONSIBLE TO	Deputy Headteacher and SENCO
LOCATION	Castleford Park Junior Academy Integrated Resource Provision
GRADE	L3-L5

MAIN AREAS OF RESPONSIBILITY

- To provide strategic and operational leadership of the Inclusion Resource Provision (IRP) and pupil transfer in and out of main school, ensuring pupils with Special Educational Needs and Disabilities (SEND) receive a high-quality, ambitious and inclusive education. This post will also include collaborative oversight of SEN and curriculum development across the school so that the IRP remains a cohesive part of main school.
- To work in close partnership with the Wakefield Inclusion Specialist Education Needs and Disabilities Support Service (WISENDSS), Educational Psychologists and the Local Authority central SEN team to support continuous improvement, strong outcomes and effective use of specialist provision.
- Be a full and proactive member of the SLT, promoting the aims and vision of the school and contributing to all areas of school improvement – including the responsibilities allocated to you in the SDP – evaluating impact and demonstrating your strategic management of these areas.
- Monitor the impact of initiatives and strategies implemented to demonstrate effectiveness – particularly leading the development of several priority areas across school.
- Be a strong and enthusiastic advocate for change and champion school improvement; understanding what a barrier can be and how to overcome this.
- Be a proactive and knowledgeable member of our safeguarding team – demonstrating a good understanding of systems, procedures and statutory legislation to ensure that all staff are supported to keep our pupils safe.
- To deliver and model high-quality teaching; quality assure support staff intervention and delivery; provide expert advice and guidance to pupils, staff, families and partner agencies to secure positive academic, social and emotional outcomes for children and young people with SEND.

KEY OUTCOMES & ACTIVITIES:

Leadership, Vision and Provision Development

- Lead, manage and develop the IRP based on a clear and coherent vision of inclusion, ensuring a nurturing, inclusive and aspirational environment that recognises pupils’ strengths, needs and potential and successfully equips them with the tools to transition back into mainstream education with improved learning and emotional independence.
- Use self-evaluation, monitoring and evidence-based practice to evaluate the effectiveness of provision and drive improvement in outcomes for vulnerable pupils and pupils with SEND.
- Ensure the provision and annual reviews undertaken meet statutory obligations and reflect best practice in line with the SEND Code of Practice and local authority expectations.



Quality of Education

- Plan, implement and review a well-sequenced, appropriately adapted curriculum that enables pupils to make strong progress from their starting points and exceed National benchmarks wherever possible.
- Prepare high-quality, differentiated resources, or scaffold pupils effectively for success, meeting individual learning needs without lowering expectations.
- Provide high-quality teaching to individuals and groups, modelling inclusive strategies, personalised approaches and developing independence.
- Plan and deliver personalised support programmes – considering individual need, academic progress, communication, emotional wellbeing, independence and social development.
- Conduct accurate assessments of individual needs and monitor progress regularly to inform teaching, intervention and review. Review impact of teaching for the pupil group, rigorously assessing their development against their personal targets
- Ensure innovative and effective use of ICT, specialist equipment and responsive teaching techniques to engage, motivate and support learners.

Behaviour, Attitudes and Personal Development

- Create and maintain a safe, calm and structured learning environment that supports positive behaviour, emotional regulation and engagement in learning and the development of an independent learning attitude.
- Support pupils to develop confidence, independence, resilience and readiness for the next stage of education.
- Coordinate personalised transition arrangements, including planned reintegration into mainstream classrooms where appropriate, ensuring collaboration with class teachers and support staff.

Inclusion, Partnership and Multi-Agency Working

- Actively involve pupils and parents/carers as partners in decision-making, ensuring communication is clear, consistent and regular, supportive and outcome-focused.
- Coordinate, lead and contribute to EHCP processes, including annual reviews, individual plans, pupil profiles and reports, ensuring targets are meaningful, measurable and regularly reviewed.
- Develop and maintain strong, effective working relationships with WISENDSS, the educational psychology service and a range of external professionals to ensure joined-up, timely and impactful support.
- Represent the provision in SEND service meetings and professional forums, contributing to shared practice and local authority priorities.

Leadership and Management of Staff

- Coordinate, deploy and manage support staff effectively to maximise impact on pupil outcomes.
- Promote a culture of professional development, reflection and accountability within the team.
- Undertake performance management and appraisal processes in line with Trust and Academy policies, supporting staff development and wellbeing.
- Manage sickness and absence for both staff and pupils, in accordance with attendance and absence management procedures, ensuring continuity and quality of provision.



- Coordinate, contribute to and deliver professional development opportunities for teachers and support staff to strengthen inclusive practice across the wider Academy.

Professional Responsibilities

- Engage fully in relevant in-service training and SEND service meetings to ensure professional knowledge remains current and effective.
- Be proactive in seeking wider opportunities for CPD which would enhance the IRP or Academy practice and the provision that is offered
- Undertake such other duties, appropriate to the postholder's expertise and experience, as required to support organisational priorities and the continuous improvement of SEND provision.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.



**Person Specification
Senior Leader in Charge of Provision**

	Essential	Desirable
Qualifications / Training	<ul style="list-style-type: none"> • Qualified Teacher • SENCO qualification/committed to working towards 	<ul style="list-style-type: none"> • Post graduate training in SEND/SEMH and/or ASD/ADHD • Trauma informed practice • Additional qualifications in education and/or related areas
Skills and Experience	<ul style="list-style-type: none"> • A strong knowledge of a wide range of strategies relating to pupils with SEND • A thorough and up-to-date knowledge of the National curriculum and current research which best supports pupils with SEN • A thorough knowledge of the educational effects of SEMH/ASD/ SLCN/trauma and complex profiles, upon teaching and learning. • Use of responsive teaching to enhance achievement and holistic outcomes • Use of assessment for baselining and measuring progress and setting outcomes • Experience of managing Education, Health, Care Plans of SEND, and Annual Reviews • Current national legislation re OFSTED, education, SEND reforms, safeguarding and associated local initiatives and implications. • Evidence of strong teaching across the curriculum • Effective teaching of pupils with SEND, including those with EHCPs • Use of strategies for using with pupils who experience SEMH/trauma e.g. nurture principles • Ability to set and review individual pupil targets • Experience of working with and coordinating the effective use of support staff • Liaison with a range of agencies directly or indirectly involved with pupils with SEND • Use of effective and innovative strategies to engage and work in partnership with all parents • Understanding of change management and a champion for school improvement 	<ul style="list-style-type: none"> • Working knowledge of Nurture Group principles and Restorative Practice approaches • A working knowledge of more finely graded assessment and provision for pupils working at the early stage of understanding and development (eg. B Squared, CERTs, engagement model) • Understanding and provision of quality assurance across all aspects of the provision. • Strong understanding of brain development, the impact of trauma and how to develop independent emotional regulation skills • Direct experience of teaching pupils with SEND and tracking their progress both in class and through intervention • Experience of leadership and management of staff including performance management and appraisals/supervisions, building and sustaining a positive and professional culture with staff wellbeing at the heart
Beliefs, Values and Personal Qualities	<ul style="list-style-type: none"> • Effective interpersonal skills that build strong secure relationships with adults and young people • Effective time and organisational management and ability to balance competing demands • Innovative and reflective practitioner • Solution-focused, positive and enthusiastic 	<ul style="list-style-type: none"> • Resilience, determination and qualities that allow the pupil to remain at the centre, focusing on positive ways forward when they are struggling in the environment, or with their learning



	<ul style="list-style-type: none">• Ability to give advice and support to class teachers, support assistants and others working with pupils with SEND• Ability to consistently and effectively plan lessons and sequences of lessons to meet pupils' learning needs, considering cognitive load and stage of development.• Build upon the strengths, interests and abilities of pupils• Positive handling training, or a willingness to undertake this (or equivalent training)• Commitment to service/school improvement• Commitment to effective liaison, teamwork and partnership working.• Commitment to personal, professional and service development• Commitment to inclusion & equal opportunities	
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