

# Newham Community Learning: Job Description - Specialist Provision Leader

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| <b>Job title:</b>                   | Specialist Provision Leader   |
| <b>Grade:</b>                       | Main Pay Scale (MPS) + TLR 2c |
| <b>Location:</b>                    | Portway Primary School        |
| <b>Job description reviewed by:</b> | SC                            |
| <b>Person specification:</b>        | Attached.                     |

Last updated: January 2026

Updated by Portway Primary School

## **JOB DESCRIPTION AND PURPOSE – Specialist Provision Leader**

**Grade:** Main Pay Scale (MPS) + TLR 2c

**Based at:** Portway Primary School

**Reports to:** Assistant Head teacher/ Head of School/ Executive head

**Responsible for:** LSAs working within the Specialist Provision

**Accountable to:** Assistant Head teacher/ Head of School/ Executive head

**Budget:** TBC

**Other requirements:** This post is subject to an enhanced DBS check, and is exempt from the Rehabilitation of Offenders Act (1974)

### **PROTECTING OUR CHILDREN - SAFEGUARDING**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

### **PROTECTING OUR STAFF AND OUR RESOURCES – HEALTH AND SAFETY**

Adherence to health and safety requirements, which includes proper risk management processes, is required from all staff at school in so far as this is relevant to their roles. All staff are expected to understand their responsibilities for protecting and promoting the health and safety of all children and colleagues.

### **EQUAL OPPORTUNITIES**

Newham Community Learning has a strong commitment to achieving equality of opportunity in both its services to the community and in its employment of people, and expects all staff to understand and to promote its policies in their work.

### **DATA PROTECTION**

UK GDPR and the Data Protection Act 2018 control how personal information is used by our Trust. Everyone responsible for handling and using personal data has to follow strict rules called 'data protection principles', which apply to any and all data concerning a living individual. An introduction to data protection is provided in our induction systems; refresher training is also provided. Staff are required to seek advice from the leadership team should they have any queries regarding the processing of personal data of fellow members of staff, children or parents.

## **Core Purpose of the Role**

To lead the curriculum, assessment, provision and daily operations of the school's Specialist Provision, ensuring that pupils with significant and complex Special Educational Needs receive high-quality teaching, tailored support, and an inclusive, ambitious curriculum. The post-holder will work closely with families, external professionals, and internal staff to secure the best outcomes for pupils with EHCPs.

## **Key Responsibilities**

### **1. Curriculum Leadership**

- Lead the design, implementation, and ongoing review of the curriculum for the Specialist Provision.
- Ensure the curriculum is sequenced, personalised and ambitious for all pupils.
- Work with the AHT, subject leads and teaching staff to ensure adaptations are evidence-based and meet pupils' needs.
- Oversee the learning environment to ensure it supports engagement, communication, and independence.

### **2. Assessment and Progress**

- Lead and quality assure assessment systems within the Specialist Provision.
- Monitor pupil progress rigorously using appropriate SEND assessment tools.
- Ensure assessment information informs planning and provision.
- Produce high-quality reports on pupil progress for parents, SLT, governors and external agencies.

### **3. Line Management of LSAs**

- Line manage LSAs assigned to the Specialist Provision, ensuring clarity of role, expectations and deployment.
- Lead regular team meetings and provide coaching, guidance and modelling.
- Support LSAs' professional development, including training in SEND strategies, communication systems (e.g. PECS, Makaton), and behaviour approaches.
- Undertake performance reviews and contribute to appraisal.

### **4. Work with External Agencies**

- Coordinate and liaise with external professionals, including:
  - Educational Psychologists
  - Speech and Language Therapists
  - Occupational Therapists
  - Behaviour specialists
  - Other health or social care partners
- Ensure recommendations from professionals are embedded into pupils' daily provision.
- Lead multi-agency meetings where appropriate.

### **5. EHCP and Annual Review Responsibilities**

- Lead the Annual Review process for pupils already holding EHCPs within the Specialist Provision.
- Prepare documentation, gather evidence, and coordinate contributions from staff and external agencies.
- Ensure high-quality targets (Outcomes) are set and reviewed.

- Work with the AHT to ensure compliance with statutory timelines.

## 6. Safeguarding and Pupil Welfare

- Act as a key safeguarding lead within the Specialist Provision.
- Ensure safeguarding procedures are followed and concerns are recorded appropriately.
- Promote pupils' wellbeing, independence, communication and emotional regulation.

## 7. Wider Leadership Responsibilities

- Contribute to the wider leadership of SEND across the school.
- Support staff across the school with strategies for inclusion and personalised learning.
- Attend relevant SLT, SEND and safeguarding meetings as required.
- Promote the ethos, values and expectations of the school.

## PERSON SPECIFICATION - Specialist Provision Leader

### Qualifications

#### Essential:

- Qualified Teacher Status (QTS)

#### Desirable:

- National Award for SEN Coordination (NASENCO)
- Training in specialist SEND approaches (e.g. TEACCH, Makaton, PECS, sensory integration)

### Experience

#### Essential:

- Successful teaching experience with pupils with SEND
- Experience adapting curriculum and assessment for pupils with significant needs
- Experience working with LSAs or other support staff
- Experience working with external professionals

#### Desirable:

- Experience leading a specialist or additional provision
- Experience conducting or contributing to EHCP Annual Reviews
- Experience in a leadership role (middle or subject leadership)

### Knowledge, Skills & Understanding

#### Essential:

- Strong understanding of SEND Code of Practice and inclusive practice
- Knowledge of assessment tools suitable for pupils with complex SEND
- Ability to lead, coach and inspire support staff
- Strong communication and interpersonal skills
- Ability to analyse pupil data and use it to improve outcomes
- Understanding of behaviour support and emotional regulation strategies

#### Desirable:

- Knowledge of alternative communication systems
- Understanding of sensory needs and how to meet them
- Familiarity with multi-agency working and report-writing for EHCP processes

#### **Personal Qualities**

- Commitment to inclusive education and high expectations for all pupils
- Reflective, solution-focused and resilient
- Highly organised with strong time-management skills
- Warm, calm and supportive leadership style
- Ability to work collaboratively and build strong relationships with staff, families and professionals
- Commitment to professional development