



JOB DESCRIPTION

JOB TITLE:	Resourced Provision Manager
GRADE:	Grade F
WORKING WEEKS/ HOURS:	38 weeks; 37 hours per week
TIMES WORKED:	8.00am - 4.00pm Monday - Thursday and 8.00am - 3.30pm Friday

ORGANISATIONAL ARRANGEMENTS:

Job holder:

Reports to: Senior Leadership Team

GENERAL STATEMENT

To represent RAISE Education Trust in a positive manner and to treat all visitors with respect, courtesy, and consideration, to ensure that every effort is made to satisfy reasonable requirements and assist in the maintenance of an attractive welcoming campus.

To carry out duties correctly and promptly in a good working atmosphere and to assist in the creation of a safer environment by adhering to Health and Safety Regulations and agreed Codes of Practice for RAISE Education Trust employees. Attendance at training courses may be required as part of professional updating.

RESPONSIBILITIES/ACCOUNTABILITIES:

Main purpose of the job

The primary objective of this role is to design, launch, and lead the school's new Specialist Resourced Provision for students with Autistic Spectrum Conditions (ASC) and Moderate Learning Difficulties (MLD).

Key Responsibilities & Accountabilities

- Work closely with the SENCO to ensure the teaching practice, learning support and learning environment for the resourced provision effectively supports our students.
- Ensure the school's policy and practice is upheld within the specialist centre

- Work closely with the Local Authority (SEN caseworkers) regarding admissions, consultations, funding, and pupil placements.
- Support students who access the resourced provision by delivering individualised or small group support or adaptations to help them manage the school day and develop strategies to support coping and well-being.
- Strategically plan and manage the logistics of inclusion timetables, ensuring pupils seamlessly transition between the specialist centre and mainstream classes.
- Advocate for the needs of RP students across the wider school, ensuring the centre's pupils are fully included in whole-school events, assemblies, and trips and liaise with staff proactively in regards to reasonable adjustments.
- Oversee the intake of new pupils into the centre and support in the management of transition processes for pupils moving on to secondary education or other provisions.
- Establish and maintain a structured, calm and nurturing learning environment where children feel secure, are motivated to learn and able to thrive.
- Work collaboratively with other professionals in support of RP students including LA SEN case workers, SENCo, Learning Mentors, other teachers and external therapists to implement individual EHCP and personal goals.
- Build strong and productive relationships with parents and carers to ensure a consistent, supportive approach.
- Contribute to the vibrant wider life of the academy and the Trust
- The role may require requests for occasional flexible working to accommodate the inclusion of students in school activities.

The main contacts

- Internal – students, other colleagues, teachers, pastoral teams, head teacher, special needs governor, other members of governing body
- External – parents, specialist teacher advisory, EP services

Working conditions

- External working on trips, educational visits etc.
- Maintain a high standard of health and safety at all times, in order to ensure that students and colleagues are protected from hazards, within the framework of relevant risk assessments.
- Manual handling responsibilities.

Necessary role related knowledge, skills and experience

- Has experience and success working in education or inclusion settings with existing experience or a desire to upskill into management of key additional support areas.
- Has a warm, caring personality with a good sense of humour.
- Empathy with students and sympathetic of their needs whilst pushing for the best possible outcomes and maintaining high expectations
- English and Maths GCSE at Grade C or above / Levels at Grade 4 or above
- Ability to be self-motivated and organise workload and records effectively
- Training in relevant learning strategies for students with additional learning needs, e.g. dyslexia, ASD, ADHD, numeracy needs, communication and language need would be beneficial
- Understanding of statutory framework relating to safeguarding
- Can use ICT effectively to support learning
- Professionally discreet and able to respect confidentiality on particular issues
- Well developed inter-personal skills and a sense of humour enabling effective relationships with a variety of stakeholders
- Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these.

Role requirements for operational effectiveness

- Is highly organised and thrives in a collaborative, team environment
 - Competent in working with a small group of students without the direct supervision of a teacher
 - Ability to motivate and encourage children appropriately
 - Ability to work independently and with initiative
 - Is self-motivated and organise workload and records effectively
 - Constantly improve own practice/ knowledge through self-evaluation and learning from others
 - Flexibility in approach in relation to tasks undertaken and working with students
 - Creativity and vision in realising new ideas and initiatives with due regards for available resources.
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NOTES

- The School and site is open between the hours of 6.30am and 10.30pm and Support Staff may be asked to carry out their duties during these hours in order to meet the operational needs of the school. Those staff who may be asked to work outside these times will have a note to that effect in their job description. Should work be requested outside of normal working hours this would be discussed in advance.
 - Hours of work/designated lunch times may be subject to change for operational reasons.
 - All applications for leave of absence, claims for additional hours, changes to published hours of working, etc. should be agreed and processed via the HR Manager and Headteacher to enable records to be kept.
 - If, at the time of interview for a post, an applicant has already booked a holiday (or other event), then that will be honoured up to six months after the starting date.
 - No other holidays will be granted during term time without a very exceptional reason. Notice must be given in writing at least 6 working weeks in advance.
 - In exceptional cases where time off is granted it will either be as
 - (a) unpaid leave, or
 - (b) time made up in lieu (by negotiation).
 - There are other occasions when the Headteacher may grant leave (unpaid or time made up in lieu)
 - (a) Overtime has been worked by agreement with the Headteacher.
 - (b) To attend a special event e.g. graduation.
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FLEXIBILITY STATEMENT

The content of this Job Description represents an outline of the post only and is therefore not a precise catalogue of duties and responsibilities. The Job Description is therefore intended to be flexible and is subject to review and amendment in the light of changing circumstances, following consultation with the post holder.

PERFORMANCE REVIEW (IPP)

All support staff undertake an annual Individual Performance Planning cycle (IPP) in line with school policy and practice. This postholder's IPP would be line managed and undertaken by the Senior Leadership Team.

Date Prepared: May 2026

Prepared By: HR

Date Reviewed:

Reviewed By: