

# SENCo and Lead Practitioner for the Resourced Provision

Leadership Scale · King's Academy Bay House

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| <b>Post Title</b>      | SENCo and Lead Practitioner for the Resourced Provision  |
| <b>Salary</b>          | Leadership Scale (Proposed L1-5 dependent on experience) |
| <b>Contract</b>        | Full Time / Permanent                                    |
| <b>Responsible to</b>  | Assistant Head Teacher for Inclusion                     |
| <b>Line Management</b> | Resourced Provision Manager                              |
| <b>Start Date</b>      | 1 September 2026 (or as soon as possible)                |

## Purpose of the Role

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This is an exceptional opportunity for an ambitious and experienced practitioner to shape and lead the educational heart of a brand new Autism Resourced Provision at King's Academy Bay House while providing strategic leadership for Special Educational Needs and Disabilities across the school. As SENCo and Lead Practitioner for the Resourced Provision, you will play a pivotal role in ensuring that pupils with SEND — particularly those with autism and Education, Health and Care Plans — receive exceptional teaching, support and opportunities to thrive.

You will have strategic and operational responsibility for the quality of teaching, learning and curriculum within the Resourced Provision, ensuring that it delivers a broad, ambitious and personalised educational experience aligned with pupils' EHCP outcomes. Alongside this, you will lead the development of inclusive practice across the whole school, supporting colleagues to adapt teaching, strengthen provision and ensure that all pupils with SEND are able to succeed.

You will be a visible, expert presence within the school: leading pedagogy within the Resourced Provision, working alongside mainstream colleagues to develop inclusive classroom practice, and ensuring that systems for identifying, supporting and monitoring pupils with SEND are robust and effective. Through your leadership, the school will continue to strengthen a culture where high expectations, ambition and inclusion sit at the heart of everything we do.

Working closely with senior leaders, you will oversee the strategic development of SEND provision across the school and ensure that statutory responsibilities, including EHCP processes and annual reviews, are delivered to the highest professional standard. You will line manage the Assistant SENCo, the Resourced Provision Manager and members of the wider SEND team, working collaboratively to ensure that provision is well coordinated and that staff are supported to deliver excellent outcomes for pupils.

Your reach will extend beyond the provision itself: you will contribute to professional development for staff across the school, build strong partnerships with families and external professionals, and help position King's Academy Bay House as a centre of expertise in inclusive and autism-informed practice.

This role requires the post holder to work across both the main school site and The Link site on Military Road, and a full driving licence is therefore essential along with the appropriate business insurance.

## Key Responsibilities

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### Strategic Leadership of SEND

- Lead the strategic development of SEND provision across the school in line with the SEND Code of Practice.
- Develop, implement and evaluate the school's SEND strategy and action plans.
- Ensure systems for identifying, assessing and monitoring pupils with SEND are effective and consistent.
- Ensure statutory duties relating to EHCPs, Annual Reviews and SEND documentation are fulfilled accurately and on time.
- Contribute to the school's wider improvement planning with a particular focus on inclusive practice and outcomes for pupils with SEND.
- Monitor the quality and impact of SEND provision across the school and report to senior leaders and governors.

### Leadership of the Resourced Provision

- Provide strategic oversight of the Autism Resourced Provision and ensure it delivers high-quality specialist support for pupils.  
Lead the development of autism-informed practice within the provision and across the wider school.
- Ensure provision aligns with EHCP outcomes and supports pupils' academic progress, wellbeing and independence.
- Work closely with the Resourced Provision Manager to review the effectiveness of provision and respond to emerging pupil needs.
- Oversee consultation processes and decision-making relating to placements within the provision

### Teaching, Learning and Pedagogy

- Lead and model outstanding, autism-informed teaching practice within the Resourced Provision, setting the standard for all staff working within and alongside it.
- Take strategic responsibility for the quality of teaching and learning across the provision, ensuring that all pupils access a broad, ambitious and personalised curriculum in line with their EHCP outcomes.
- Work collaboratively and regularly with the RP Manager to plan provision, ensuring that timetables, resources, staffing and interventions are aligned to pupils' needs and current progress.
- Work alongside mainstream subject teachers in their lessons, providing expert guidance, modelling inclusive strategies, and supporting adaptations to meet the needs of RP pupils in the wider school environment.
- Develop and embed a culture of high expectation, independence and achievement across the provision, ensuring that autism-informed approaches are consistently applied.
- Contribute to the development and delivery of CPD for staff across the school relating to autism and inclusive pedagogy.

### Data, Progress and Outcomes

- Regularly review pupil progress data across the provision, using this to identify pupils who are underperforming or at risk and to inform adjustments to teaching, intervention and support.
- Lead termly progress reviews for all pupils in the provision, working with the RP Manager, SENCOs and relevant colleagues to set ambitious targets and evaluate impact.
- Contribute to the preparation and quality assurance of reports for EHCP Annual Reviews, working closely with the SENCOs to ensure all documentation reflects pupil progress accurately and is completed on time.

- Work with the SENCoS on the consultation process for prospective RP pupils, reviewing EHCP documentation and contributing professional judgement on suitability and readiness for placement.
- Report on provision quality and pupil outcomes to the AHT for Inclusion, contributing to self-evaluation and school improvement processes.

### Outreach and External Partnership

- Provide outreach support and training to other local schools, sharing the specialist expertise developed within the Resourced Provision and contributing to the development of autism-informed practice across the wider area.
- Build and maintain positive professional relationships with local primary and secondary schools, the Local Authority, and other specialist providers, positioning Bay House as a centre of expertise and collaborative practice.
- Represent the school at relevant network meetings, professional forums and LA events relating to autism provision and transition.
- Contribute to the development of resources, guidance and training materials that can be shared with partner schools and the wider community.

### Leadership and Line Management

- Line manage the Resourced Provision Manager Assistant SENCo and other members of the SEND Support Team, providing clear direction, regular supervision, and professional development support.
- Contribute to the recruitment, induction and ongoing development of staff within the provision.
- Play a full part in the senior professional life of the inclusion team, contributing to strategic planning, policy development and provision review.
- Work flexibly across the main school site and The Link site on Military Road as required by the timetable and operational needs of the provision.

### Operational Coordination of SEND Provision

- Work with the Assistant SENCo to coordinate day-to-day SEND provision across the school.
- Ensure effective communication between teachers, support staff and external professionals.
- Oversee the development and quality of learner profiles, support plans and intervention programmes.
- Ensure SEND records are accurate, up to date and compliant with statutory requirements.
- Monitor interventions and support programmes to ensure they are effective and evidence-based.

### General Responsibilities

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- Uphold the Trust's values of Honesty, Courage and Faith and contribute to the school's commitment to pupils being Happy, Successful and Safe.
- Fulfil all safeguarding responsibilities and report concerns appropriately.
- Participate in the school's professional learning programme and take responsibility for own continuing development.
- Adhere to all school and Trust policies and procedures.

### Person Specification

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| Criteria                    | Essential | Desirable |
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| Qualifications and Training |           |           |

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| Qualified Teacher Status (QTS)  | ✓ |   |
| Degree-level qualification or equivalent  | ✓ |   |
| Evidence of sustained professional development in SEND, autism or inclusion                                 | ✓ |   |
| Specialist qualification in autism or SEND (e.g. NASENCo, AET Level 3)                                      | ✓ |   |
| Experience  |   |   |
| Significant experience of teaching pupils with autism or complex SEND                                       | ✓ |   |
| Experience of leading or significantly contributing to the development of specialist or inclusive provision | ✓ |   |
| Experience of working with pupils at the point of primary to secondary transition                           | ✓ |   |
| Experience of liaison and relationship-building with primary schools or other partner settings              |   | ✓ |
| Experience of delivering outreach, training or professional development to colleagues or other schools      |   | ✓ |
| Experience of line managing or mentoring colleagues   | ✓ |   |
| Experience of contributing to EHCP Annual Reviews and/or LA consultation processes                          | ✓ |   |
| Experience of analysing pupil progress data and using it to inform teaching and provision                   | ✓ |   |
| Experience of planning and delivering specialist intervention groups  | ✓ |   |
| Knowledge and Skills  |   |   |
| Deep, current knowledge of autism and its implications for teaching, learning and wellbeing                 | ✓ |   |
| Knowledge of the SEND Code of Practice and statutory EHCP processes   | ✓ |   |
| Ability to lead, model and develop high-quality, autism-informed pedagogy                                   | ✓ |   |
| Ability to work collaboratively with mainstream colleagues to develop inclusive classroom practice          | ✓ |   |
| Strong data literacy: ability to interrogate, interpret and act on pupil progress information               | ✓ |   |
| Excellent written and verbal communication skills, including professional report writing                    | ✓ |   |
| Ability to build confident, professional relationships with primary schools, families and external agencies | ✓ |   |
| Full, clean driving licence — essential for travel between the main site and The Link                       | ✓ |   |

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| D1 minibus licence or willingness to obtain one — to support pupil transport between sites           |   | ✓ |
| Personal Qualities   |   |   |
| An outstanding practitioner who leads by example and inspires confidence in colleagues and pupils    | ✓ |   |
| Ambitious for every pupil: relentless in pursuing strong outcomes regardless of starting point       | ✓ |   |
| Calm, consistent and emotionally resilient — able to manage complexity and pressure with composure   | ✓ |   |
| A collaborative leader who builds strong relationships and brings people with them                   | ✓ |   |
| Highly organised with excellent attention to detail, particularly in relation to statutory processes | ✓ |   |
| Proactive and solutions-focused, able to take initiative and exercise sound professional judgement   | ✓ |   |
| Committed to the principles of inclusion and to the belief that all young people can succeed         | ✓ |   |
| Excellent attendance and punctuality record  | ✓ |   |

*King's Group Academies is committed to safeguarding and promoting the welfare of children. All appointments are subject to an Enhanced DBS check and other relevant pre-employment checks.*