

Job Description:**Key Responsibilities:****Pupil Support and Provision Management:**

- Manage the Resourced Provision day-to-day
- Determine and implement individual support arrangements for pupils in the RP, including inclusion strategies, withdrawal schedules, IEPs, and in-class support.
- Provide direct academic and pastoral support, including one-to-one or small group teaching.
- Monitor and review pupil progress regularly in collaboration with teachers and the SENCO; update IEPs and interventions accordingly.
- Collect and analyse baseline and progress data for all RP pupils; provide annual reports and updates for leavers.
- Collate and report on key performance indicators (KPIs) for the RP as required.
- Liaise with feeder and receiving schools to support smooth transitions for pupils entering or leaving the RP.
- Help support in the administration of assessments and tests.
- Support children with SEMH needs in developing resilience and self-esteem, establishing therapeutic relationships.

Collaboration and Communication:

- Work closely with class teachers, subject leaders, SENDCO, and other school staff to support inclusive teaching and learning.
- Serve as the main point of contact for families of RP pupils, maintaining regular and open communication with positivity in an advisory way.
- Liaise with external agencies such as educational psychologists, speech and language therapists, and school health services to coordinate and enhance support for pupils.
- Provide regular updates and reports to the Deputy Headteacher, Headteacher and Governing Body on pupil outcomes and provision effectiveness.

Staff Leadership and Development:

- Lead and manage staff assigned to the Resourced Provision, including contributing to deployment planning and performance management.
- Support recruitment and selection processes for RP staff, as agreed with the DHT/Headteacher.
- Oversee induction, mentoring, and continuous professional development of RP staff.
- Deliver in-service training and guidance to mainstream staff to promote inclusive practices and awareness of individual pupil needs.

Administration and Resource Management:

- Maintain accurate records of pupil progress, provision mapping, and review meetings (including Annual Reviews).
- Monitor impact of interventions, reporting back to SENCO.
- Manage resources and equipment used in the RP, ensuring effective use and maintenance.
- Assist in budget planning and decision-making related to the non-staffing aspects of the RP, in consultation with the Headteacher.
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Strategic and External Engagement:

- Actively liaise with other Resourced Provisions in the local authority to share good practice and promote collaborative working.
- Act as a link between the school and outside agencies and specialist services for SEMH.
- Contribute to whole-school development initiatives aimed at improving SEND provision and inclusion.

Person Specification:

You will have:

- Experience of working with children with SEMH, ideally within a specialist or resourced setting
- Knowledge of SEND legislation, EHCP processes, and inclusive teaching practices
- Strong leadership, organisational, and interpersonal skills
- The ability to analyse data to inform provision and report outcomes effectively

You may have had:

- Experience managing/supporting a team or leading training sessions
- Familiarity with therapeutic or multi-agency approaches

Person Specification

Qualifications:	Requirement:	Evidenced By:
GCSE A-C / Grade 4 or equivalent in Maths and English	E	A, I, Cert
HLTA qualification or equivalent	D	A, I, Cert
Key Competencies – must be able to demonstrate:		
Communication - Can effectively communicate as appropriate with all stakeholders and persons or bodies outside the school and company.	E	A, I
Stakeholder Interaction - Establish constructive relationships according to individual needs and communicate with other professionals in liaison with the teacher, to support achievement and progress of children.	E	A, I
Engagement - Empathy, patience, and resilience, with a genuine passion for supporting the well-being and development of children and young people.	E	A, I
Building and Maintaining Relationships - Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed by the teacher.	E	A, I,
Skills and Abilities		
Excellent communication with the ability to build rapport and establish positive relationships with children, parents, and colleagues.	E	A, I

Strong understanding of social, emotional, and mental health issues affecting children and young people, along with knowledge of relevant support strategies and interventions.	E	A, I
Effective problem-solving abilities, with the capacity to assess situations quickly and implement appropriate responses, particularly in crisis situations.	E	A, I
Organisational skills and the ability to manage multiple tasks and priorities effectively, while maintaining attention to detail and accuracy.	E	A, I
Experience		
Previous experience working with children or young people in a pastoral or support role, particularly those with social, emotional, and mental health needs.	E	A, I, R
Experience implementing behaviour strategies, therapeutic interventions, or social skills programs within an educational setting.	E	A, I, R
Experience working with students with autistic spectrum disorder.	E	A, I, R
Other		
Continuous commitment to personal development and actively engage in the staff, review, and development plans.	D	A, I,
Commitment to safeguarding and promoting the welfare of children.	E	A, I, R

Requirement – E- Essential D – Desired

Evidenced By - A – Application, I – Interview, R – Reference, Cert – Certificates,