

# Job Description: Resource Provision

## SENDCO

**Salary/Scale:** Leadership Scale / UPS + TLR (Depending on experience)

**Responsible to:** Headteacher and Governing Body

**Responsible for:** Resource Provision Teachers, Specialist Teaching Assistants, and operational delivery of the 30-place SEN unit

### Job Purpose

To provide strategic leadership, operational management, and legal oversight for Charlestown Community Primary School's new 30-place specialised Resource Provision. The Resource Provision SENDCO will be responsible for the management of staff, allocation of resources, and the absolute legal compliance of all Education, Health, and Care Plans (EHCPs) within the unit. As a key member of the extended leadership team, the role ensures that the provision bridges specialist support with mainstream community life while maintaining an exemplary standard of inclusive education.

### Key Responsibilities

#### 1. Strategic Direction & Resource Provision Leadership

- **Establish Culture:** Lead the strategic vision, culture, and operational identity of the brand-new, purpose-built 30-place Resource Provision.
- **Admissions & Transitions:** Oversee the transition and phased entry of children into the provision, working in close partnership with Manchester City Council's specialist networks.
- **Environment Design:** Collaborate with school leadership to design and maintain the dedicated therapy spaces, sensory zones, and bespoke outdoor learning areas.

#### 2. Staff Management & Development

- **Line Management:** Manage, mentor, and deploy a dedicated team of Resource Provision Teachers and Specialist Teaching Assistants.
- **Performance & CPD:** Conduct performance management for provision staff and identify training needs, fostering a highly skilled, collaborative workspace.
- **Modelling Excellence:** Model expert teaching practices and interventions (e.g., TEACCH, PECS, Makaton, SCERTS) for staff development.

### 3. Resource Management & Allocation

- **Bespoke Curriculum Support:** Oversee the delivery of a highly adaptive curriculum, ensuring resources are optimally allocated to support small cohorts (10-12 children per class) with complex profiles.
- **Specialised Budgeting:** Manage the provision's budget for specialised learning aids, sensory equipment, and communication frameworks.

### 4. Legal Compliance & EHCP Management

- **Statutory Compliance:** Act as the ultimate gatekeeper for the legal compliance of all EHCP processes within the unit, ensuring strict adherence to the SEND Code of Practice.
- **Annual Reviews:** Coordinate, write analytical reports for, and chair annual reviews and multi-agency panels for all 30 provision pupils.
- **Target Tracking:** Ensure the seamless actioning and rigorous data-tracking of personal milestones, EHCP targets, and national milestones.

### 5. Multi-Agency & Community Collaboration

- **Global Partnerships:** Act as the primary link between the provision and external specialists, partnering intimately with Speech and Language Therapists (SLTs), Educational Psychologists, and Occupational Therapists (OTs).
- **Parental Partnership:** Build trusting, transparent relationships with families, navigating delicate or emotional conversations with empathy and honesty.
- **Reporting:** Creating and maintaining efficient reporting to all stakeholders including Local Authority and school governance.

# Person Specification: Resource Provision

## SENDCO

This person specification outlines the criteria required for the role. Candidates will be assessed via their application form (**A**), interview process (**I**), and a leadership/data task (**T**).

### Qualifications & Professional Development

Criteria	Essential / Desirable	Assessment
Qualified Teacher Status (QTS) and Degree.	<b>Essential</b>	A
National Award for SEN Coordination (NASENCO) / NPQ for SEND, or equivalent	<b>Essential</b>	A
Further postgraduate qualifications in SEN, Autism, or Speech & Language (e.g., Post Grad Cert in Autism/Language Impairment).	<b>Desirable</b>	A
Evidence of continuous professional development in leadership, SLCN, ASD, and sensory processing.	<b>Essential</b>	A / I

### Experience

Criteria	Essential / Desirable	Assessment
Proven, successful teaching and leadership experience within a UK primary school or specialist SEN setting.	<b>Essential</b>	A / I
Substantial experience working directly with children diagnosed with ASD and complex communication/interaction difficulties.	<b>Essential</b>	A / I
<b>Proven track record of managing staff</b> , including directing, mentoring, and holding teaching/support staff accountable.	<b>Essential</b>	A / I / T

<b>Criteria</b>	<b>Essential / Desirable</b>	<b>Assessment</b>
Extensive experience managing the <b>legal compliance, writing, and reviewing of statutory EHCP documentation.</b>	<b>Essential</b>	A / I / T
Experience in setting up, launching, or significantly scaling a classroom environment or specialist unit from the ground up.	<b>Desirable</b>	A / I

### **Knowledge & Understanding**

<b>Criteria</b>	<b>Essential / Desirable</b>	<b>Assessment</b>
Expert, working knowledge of the <b>SEND Code of Practice and statutory local authority EHCP procedures.</b>	<b>Essential</b>	A / I / T
Deep understanding of how to audit, manage, and distribute specialized resources to meet complex physical and sensory needs.	<b>Essential</b>	I / T
Expert knowledge of specialist communication frameworks and strategies (TEACCH, Attention Autism, PECS, Makaton, SCERTS).	<b>Essential</b>	A / I
Clear understanding of positive behaviour support, viewing behaviour strictly as an expression of an unmet communication or sensory need.	<b>Essential</b>	I

## Skills & Competencies

Criteria	Essential / Desirable	Assessment
Ability to write precise, legally robust, and highly analytical reports for annual reviews and multi-agency panels.	<b>Essential</b>	A / T
Strong leadership skills with the ability to inspire, unite, and upskill a multi-disciplinary team of educators and assistants.	<b>Essential</b>	I / T
Exceptional communication skills to navigate delicate, emotionally charged conversations with parents, caregivers, and local authority panels.	<b>Essential</b>	I

## Personal Attributes

Criteria	Essential / Desirable	Assessment
High levels of emotional resilience, patience, and a calm, stabilizing physical presence for staff and pupils alike.	<b>Essential</b>	I
Visionary drive, energy, and enthusiasm needed to build a flagship, Local Authority-backed unit from scratch.	<b>Essential</b>	I
A flexible, solution-oriented mindset—someone who can pivot strategies instantly when legal, staff, or pupil needs change.	<b>Essential</b>	I