



Head of Enhanced Resource Provision at John Shelton Primary School

Job description and person specification

Job Title and Level

Head of Enhanced Resource Provision (TPS/UPS + TLR 2)

Main Purpose of the Role

The Head of Enhanced Resource Provision (ERP) will play a crucial role in leading and managing the school's enhanced resource provision, ensuring that pupils with special educational needs and disabilities (SEND) receive high-quality, tailored support and education. This position is pivotal in upholding the school's vision and values, which emphasise inclusivity, personalised learning, and the holistic development of all pupils.

Key Responsibilities and Duties

Provision Leadership and Management

- Lead and manage the Enhanced Resource Provision, ensuring that it is effectively integrated into the wider school community and that pupils' needs are met.
- Develop and implement a bespoke curriculum for the ERP that aligns with the school's overall curriculum and vision.
- Manage and oversee the work of the teaching assistants (TAs) assigned to the ERP, providing guidance, support, and opportunities for professional development.
- Liaise with outside agencies, such as educational psychologists, speech and language therapists, and social workers, to coordinate support and ensure the best possible outcomes for ERP pupils.
- Manage the Education, Health, and Care Plan (EHCP) process, including conducting annual reviews and ensuring that the provision outlined in the plans is effectively implemented.
- Monitor and evaluate the effectiveness of the SEND base provision, making improvements as necessary.
- Liaise closely with the Head Teacher on a regular basis to ensure effective communication and coordination between the Enhanced Resource Provision and the wider school.
- Manage the budget and resources allocated to the Enhanced Resource Provision, ensuring they are used effectively to meet the needs of the pupils.

Teaching and Learning

- Teach a designated class or group of pupils within the ERP, providing high-quality lessons tailored to meet their individual needs.
- Monitor the progress of ERP pupils, using assessment data to inform teaching and learning strategies and ensure that they make excellent progress.
- Collaborate with class teachers and other staff to ensure a consistent and coordinated approach to supporting ERP pupils within the wider school context.
- Use a range of teaching strategies and resources to engage and motivate pupils.

Collaboration and Communication:

- Work closely with teaching assistants, outside agencies and SLT to ensure a coordinated approach to SEND provision within the ERP.
- Liaise with parents and carers, providing regular updates on their child's progress and involving them in decision-making processes.
- Collaborate with external agencies, such as educational psychologists and speech and language therapists, to access additional support for pupils.
- Attend SLT meetings when required to discuss the strategic direction of the ERP.

Whole-School Contribution

- Contribute to the development, implementation, and evaluation of the school's policies, practises, and procedures, aligning with the school's vision and values.
- Participate in the school's appraisal process and engage in continuous professional development to enhance your own practice and support the development of other staff.
- Represent the ERP and advocate for the needs of SEND pupils within the school community and with external stakeholders.

Professional Development

As the Head of Enhanced Resource Provision, you will have ample opportunities for professional development and growth. The school is committed to supporting the continuous learning and improvement of all staff, and you will be encouraged to engage in relevant training, workshops, and networking opportunities. This may include:

- Participation in SEND-specific training and conferences to enhance your knowledge and skills.
- Collaboration with other SEND leaders and professionals, both within the school and across the local authority, to share best practises and develop innovative approaches.
- Opportunities to lead or contribute to school-wide initiatives, such as the development of inclusive policies and the implementation of new SEND strategies.
- Support for further qualifications or specialised certifications that align with the responsibilities of your role and the school's priorities.

The school values the professional development of its staff and will work closely with you to identify and facilitate opportunities that align with your personal and career goals, as well as the needs of the school and its pupils.

Safeguarding

Safeguarding and promoting the welfare of children is of paramount importance in this role. As the Head of Enhanced Resource Provision, you will be responsible for:

- Ensuring that all safeguarding policies and procedures are followed within the ERP, in line with the school's overarching safeguarding framework.
- Serving as the designated safeguarding lead for the ERP, taking the lead on any safeguarding concerns or issues that arise and working closely with the school's designated safeguarding lead.
- Maintaining accurate and up-to-date records related to the safeguarding and welfare of ERP pupils, in accordance with statutory requirements and school policies.
- Promoting a culture of vigilance and a safe environment for all pupils, with a particular focus on the unique needs and vulnerabilities of those in the ERP.
- Collaborating with external agencies, such as social services and the local authority, to coordinate support and ensure the best possible outcomes for ERP pupils.
- Actively participating in the school's safeguarding initiatives and contributing to the continuous improvement of safeguarding policies and procedures.

By prioritising safeguarding and the well-being of all pupils, you will play a crucial role in upholding the school's commitment to providing a safe, inclusive, and nurturing environment for every child.

Person Specification

	Essential Criteria	Desirable Criteria	Measured By
Education & Qualifications	Qualified Teacher Status	Specialist qualification in SEND eg NASENCO or NPQ	Application Form Certificates
Experience & Knowledge	Excellent classroom practitioner with substantial, successful experience of teaching within the primary phase; including working with children with SEND needs		Application Form Interview
	Experience of supervising/ managing the work of other staff	Leadership experience within a primary school setting	Application Form Interview
	In depth knowledge of the primary curriculum and the range of strategies for the differentiation of the curriculum for pupils with a range of SEND; including knowledge related to acquisition of basic skills and assessment tools		Application Form Interview
	Knowledge and expertise in effective interventions, resources, and strategies suitable for children with SEND needs. Including how to evaluate their impact.	Knowledge and expertise in Nurture Group Theory and Practice	Application Form Interview
	Substantial experience of successful, collaborative multi-agency working		Application Form Interview
	Experience and confidence in advising others on strategies to meet the needs of children with SEND	Substantial experience in planning and delivering training to other staff	Application Form Interview
	Knowledge of all recent legislation, plans and policies relevant to children and young people with SEND; including school responsibilities.		Application Form Interview

	Knowledge of child protection and safeguarding policies, protocols and procedures.	Experience of being a DSL in a primary/specialist setting	Application Form Interview
--	--	---	-------------------------------

Skills & Abilities	Ability to communicate complex and sensitive information effectively in writing and orally	Able to demonstrate effective presentation skills, able to use a range of media	Interview
	Excellent interpersonal skills, able to engage and build relationships with children, families and colleagues from a range of professional backgrounds	Ability to make sound judgements and decisions, especially under pressure	Interview
	Ability to work collaboratively in providing advice and support, demonstrating initiative in finding solutions for service issues	Ability to adapt positively to changing service requirements and effect continual service improvement	Application Form Interview
	Effective time management and organisational skills – able to prioritise competing work demands and deadlines		Interview
	Practical IT skills		Application Form
	Ability to understand, interpret and use data to inform planning and action		Application Form

Core Behaviours	Trust and Respect - You are aware of your impact on others including confidentiality, team relationships and wellbeing. You value openness and listen carefully to understand the views of others. You promote the values of inclusion and diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual trust and respect	Interview
	Working Together - You work with others to reach a common goal; sharing information, supporting colleagues, both in their work and wellbeing, and searching for expertise and solutions from relevant partners and/or the communities we serve.	Interview
	Responsibility - You take ownership for your own wellbeing, work and working environment and use your initiative to deliver. You are accountable for your own performance and development, and you take responsibility for your actions and decisions.	Interview
	Leadership - Your leadership is demonstrated by delivering outcomes and inspiring your team and individuals to improve and develop within an environment that enables individuals to achieve their potential.	Interview

Compiled/Reviewed by	Janine Storer, Head Teacher John Shelton Primary
Date	March 2025

