

Job Description : Lead of Specialist Resource Provision (SRP)

Overview

We are excited to offer a unique opportunity to lead and shape a new Specialist Resource Provision (SRP) at our secondary school, dedicated to supporting students with communication and interaction needs, particularly Autism Spectrum Disorder (ASD) and social communication challenges. Opening in Autumn 2025, this provision will support 12 pupils, providing a nurturing, high-quality learning environment focused on social communication, independence, and transition readiness. As the SRP Lead, you will help establish best practices for inclusion, working closely with a team of LSAs, a designated teacher, external professionals, and the National Autistic Society to achieve accreditation. This role is instrumental in shaping a culture of inclusion at the secondary school and across the trust, supporting pupils' academic and social success while fostering a strong sense of belonging within their community.

Main duties and responsibilities

Leadership and Management of Provision

- Establish and lead the Specialist Resource Provision, creating an inclusive, high-quality learning environment that caters to pupils' communication and interaction needs.
- Oversee a team of Inclusion support assistants, ensuring they are effectively trained and supported to deliver tailored interventions.
- Work collaboratively with a designated teacher, external professionals, the Trust Inclusion Team, and a member of the Senior Leadership Team (SLT) to ensure holistic support for each student.
- Coordinate with the National Autistic Society (NAS) and lead efforts toward NAS accreditation over a three-year period.

Pupil Support and Intervention

- Develop and monitor individualised support plans to enhance social communication skills, independence, and career readiness.
- Provide leadership and guidance to staff in implementing specific social communication interventions.
- Ensure that pupils have the skills and opportunities to confidently access public spaces and participate in community and school-wide events.

Transition and Independence Preparation

- Support each pupil in planning for future steps, including career education, further training, or independent living, aligned with their EHCP outcomes.
- Foster relationships with local community organisations and services to support transition planning and community integration.

Professional Collaboration and Development

- Partner with external professionals (e.g., speech and language therapists, educational psychologists) to deliver holistic support for pupils.
- Deliver training and guidance to the TA3 team and other staff across the trust, building awareness and skills for supporting pupils with social communication needs.
- Stay informed of developments in ASD and social communication strategies, integrating best practices into the provision.

Accreditation and Continuous Improvement

- Lead the NAS accreditation process, ensuring that the provision meets high standards in ASD support.
- Monitor and evaluate the effectiveness of the provision, adjusting interventions and strategies to support pupil progress.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

Key Information

Post Title: Lead of Specialist Resource Provision (SRP)

Contract type: 3 year Fixed Term, with potential for permanency depending the development of the project.

Salary: Scale 5 Point 12-17,
£27,711 FTE (£20,909 Actual)

Reports to: SRP Assistant Principal

Location: SRP – Healing Secondary

Additional information: The proposed start date for this post is Summer Term 2025. However, this is subject to change depending the development of the project build

Purpose of Post

- To lead an inclusive Specialist Resource Provision, supporting pupils with an EHCP with social communication needs to build independence, social skills, and community engagement.
- To collaborate with staff, external professionals, and the National Autistic Society to achieve accreditation and ensure high standards in preparing students for adulthood.

Person Specification : Lead of Specialist Resource Provision (SRP)

Specification	Essential	Desirable	Evidence
Qualifications & Training	<ul style="list-style-type: none"> A postgraduate qualification in Autism Spectrum Disorder (ASD) or willingness to complete within the first year. 	<ul style="list-style-type: none"> Relevant professional certification or qualification in Special Educational Needs (SEND) or autism-focussed interventions. First Aid qualification or willingness to obtain one. 	
Experience	<ul style="list-style-type: none"> Experience in a role supporting students with communication and interaction needs, particularly ASD, including social, emotional, and mental health (SEMH) support. Experience leading a small team or coordinating SEND support within a mainstream or specialist setting. Demonstrated ability to provide personal care and wellbeing support to pupils, ensuring dignity and safety. Experience in developing and implementing individualised support plans to address social communication and independence, including personal care, medical and wellbeing needs where appropriate. 	<ul style="list-style-type: none"> Experience with accreditation processes, especially with the National Autistic Society or similar organisations. Background in planning career education, transition support, or community integration programs for SEND students. 	
Professional knowledge & understanding	<ul style="list-style-type: none"> Strong understanding of ASD and social communication needs, along with best practices in autism support. Knowledge of current research and interventions related to communication and interactions challenges, with focus of practical application within educational settings. Understanding of basic first aid and emergency protocols related to pupil safety. 	<ul style="list-style-type: none"> Familiarity with NAS accreditation standards and process, or a willingness to learn and implement these standards. The ability to use a computer and the main Google software. 	
Skills	<ul style="list-style-type: none"> Strong leadership skills with the ability to guide and support a team of LSAs in delivering compassionate, high-quality support, including personal care. Excellent collaborative skills to work effectively with a designated teacher, external professionals, the Trust Inclusion Team, and Senior Leadership Effective organisational skills, with the ability to manage diverse responsibilities, adapting to pupil needs, including medical, SEMH, and personal care requirements. Clear and effective communication skills to engage with a range of stakeholders, including staff, parents, and external agencies, regarding the holistic care of pupils. 		
Personal Attributes	<ul style="list-style-type: none"> Caring, compassionate, and dedicated to supporting pupils' personal care, wellbeing, and emotional needs with dignity. Highly resilient, with the ability to manage diverse responsibilities in a dynamic school environment, adapting flexibly to changing pupil needs. Motivated and committed to fostering high aspirations for all pupils, supporting their independence and community involvement. Honest and dependable, demonstrating integrity and transparency in all interactions. Patient and proactive in creating a positive, inclusive school culture that prioritises student wellbeing and achievement. 		

The Trust is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment

We passionately believe that every child should receive the very best education that prepares them fully for the future