

SCHOOL LEADERSHIP JOB DESCRIPTION

Post: Assistant Headteacher – Specialist Resource Provision (SRP)

Responsible To: Headteacher/Deputy Headteacher

Summary of Post: To provide strategic leadership, oversight and accountability for the Specialist Resource Provision (SRP), ensuring full compliance with the Kent County Council SRP Agreement (2026), the SEND Code of Practice (2015), and all statutory SEND, safeguarding and equality legislation.

The Assistant Headteacher will act as the school's designated SRP Lead Teacher for the purposes of the SRP Agreement, with teaching and learning responsibilities, as well as providing strategic direction, leadership, governance reporting, and quality assurance.

Tier of role: School Leadership

Key descriptor: Senior Leadership

Scope of role: An established professional leader, responsible for leading on teaching and learning, ensuring whole-school impact on both academic and pastoral outcomes. Strategic focus and influence, with accountability for the leadership and management of strategic priorities, policy development and culture and ethos.

Autonomy: Manages teams with dynamic and strategic leadership, including interpreting and advising on policy and practice.

Knowledge of role: Professional knowledge (Level 6+) combined with extensive work experience in the specific field and understanding of wider implications of remit.

Skills – Technical & Practical: As set out in the Teachers Standards

Qualifications/Experience: QTS/QTLS, experienced middle leader, relevant leadership qualification or training (e.g. NPQs) and SENCO qualification

Holds or will work towards affiliation with an appropriate professional organisation, for example National Autistic Provider; NAPLIC; NATSIP

Supervision of others: Line manager.

Management by others: Part of School SLT, minimal supervision required, takes responsibility for effective decisions within a specialist area.

Key Responsibilities:

1. Working in partnership with the Headteacher and SLT assist in shaping the vision and direction for the school, setting out high expectations and with a clear focus on inclusion and pupil achievement;
2. As Lead Teacher, ensure all Teacher Standards are met and teach in the SRP to a very high standard, ensuring all pupils need's are effectively met
3. Contribute to the setting of aims and objectives for the school and in producing the School Development Plan along with the Headteacher, governors and other senior leaders, leading on relevant strategic priorities
4. Assist the Headteacher in school self-evaluation and in the effective planning and management of resources and projects to secure improvements
5. Assist in building a sustainable, creative and distributed model of leadership throughout the School, and support the sharing of best practice across the school and support sharing Trust
6. Develop, lead and manage effective strategies and development programmes to improve standards and the quality of provision
7. Lead the development of staff in all aspects of the mainstream core standards and design and implement the appropriate strategies and curriculum for students with SEND
8. Work with the leaders to recruit and retain staff of the highest quality, exercising effective leadership and staff management, to maximise the contribution of staff to improve the quality of education provided and standards achieved.
9. Support strategic, curriculum-led financial planning to ensure the effective use of budgets and resources
10. Be accountable for all aspects of compliance, health and safety and safeguarding in all aspects of the service, ensuring the school meets its statutory obligations.
11. To ensure engagement of students in school enrichment activities and provide the opportunity to explore new interests, and promote personal, spiritual, moral, social and cultural development to prepare them to progress into adult life.

Specific Duties:

1. Act as the school's designated SRP Lead Teacher for the purposes of the Kent SRP Agreement (2026), ensuring all contractual, compliance and reporting requirements are met.
2. Lead the strategic design, development and continuous refinement of the SRP's pedagogical model, ensuring fidelity to specialist approaches including structured teaching, visual communication systems, sensory-supportive environments and regulation-support frameworks.
3. Oversee and assure the quality of personalised curriculum pathways and EHCP-aligned provision, ensuring that specialist assessments, therapeutic advice and targeted interventions are effectively embedded in classroom practice.
4. Provide strategic oversight and quality assurance of all SRP monitoring activity, including lesson visits, learning walks, environment audits, pupil progress analysis, safety/risk assessments, and moderation of PLPs and EHCP outcomes.
5. Lead the integration strategy for SRP pupils accessing mainstream learning, ensuring alignment of pre-teaching, communication supports, risk management, adult deployment and post-integration review processes.
6. Coordinate and quality-assure all multi-agency involvement for SRP pupils, ensuring timely collaboration and impact-tracking with SALT, OT, EP, health partners, and external specialist organisations.
7. Oversee the SRP's specialist staffing structure, including workforce planning, deployment, coaching, performance expectations, supervision, and professional development aligned to contractually-required training pathways (e.g., AET, Balanced System, postgraduate SEND training).
8. Lead the development, implementation and evaluation of SRP operational systems, including pupil timetabling, intervention scheduling, regulation spaces, transitions within/beyond the SRP, and safeguarding-aligned routines for complex pupils.
9. Ensure the SRP physical environment remains safe, enabling and compliant, overseeing the design and auditing of sensory spaces, communication-rich displays, personalised learning stations and environmental access adjustments.

10. Oversee SRP-specific assessment, tracking and reporting systems, ensuring high-quality data collection, impact evaluation, and clear communication with families, governors, the Trust and KCC monitoring processes.
11. Lead the development, monitoring and evaluation of the SRP budget, ensuring funding is used effectively to meet contractual staffing, training and provision requirements; work with the Headteacher and School Business Manager to forecast costs, monitor expenditure, and provide accurate financial reports for Trust and KCC monitoring.
12. Lead all SRP transition processes, including admissions planning, phased entry, managed moves, reintegration to mainstream, cross-phase transition and preparation for adulthood, ensuring emotionally safe, well-sequenced and well-communicated planning for pupils and families.

General Duties and Responsibilities:

1. You will be responsible for upholding our values and ethos and championing the inclusion and belonging of our Academy and Trust communities.
2. You will be responsible for protecting pupils and staff from all preventable harm as per Safeguarding procedures.
3. To participate in the staff support & development programme and to undertake training based on individual and organisation needs.
4. To undertake continuing professional development to support our culture of continuous improvement and keep up to date with the skills required to fulfil the role.
5. To comply with all Academy and Trust policies and guidelines as well as legislative requirements. Including education, health & safety and data protection and all staffing policies.
6. To demonstrate positive personal and professional behaviour as specified in the Staff Code of Conduct.
7. To partake in quality assurance, appraisal and monitoring and meet minimum relevant occupational standards.
8. To undertake any other duties commensurate with tier as may be reasonably requested.

Please note:

This job description is a guide to the work you will initially be required to undertake. It summarises the main aspects of the job but does not cover all the duties that the job holder may have to perform. It may be changed from time to time to meet changing circumstances.



It does not form part of your contract of employment and as your experience grows, you will be expected to broaden your tasks, suggest improvements, solve problems and enhance the effectiveness of the role.

Line manager's
signature:

Date:

Postholder's
signature:

Date:

PERSON SPECIFICATION		Application	Interview	Shortlisting
Tier of Role: School Leadership				
Skills and Knowledge				
1.	Excellent leadership and management skills with the ability to motivate and inspire staff and students, particularly within a specialist provision environment	✓	✓	6
2.	Deep knowledge of specialist pedagogy and approaches used within ASD/SLCN/SEND specialist provision , including structured teaching, visual communication systems, sensory-supportive practice and regulation-support frameworks.	✓	✓	4
3.	Highly reflective and analytical, able to use data, specialist advice and monitoring information to drive improvement in SRP outcomes and inclusion pathways.	✓	✓	4
4.	Knowledge of how to design, evaluate and audit specialist SRP environments , including sensory spaces, communication-rich classrooms and personalised workstation design.	✓	✓	4
5.	Emotionally resilient, calm and solution-focused when leading complex pupils, staff and families , with the ability to support regulation and model trauma-informed practice, problem solve and meet deadlines.	✓	✓	4
6.	Deep knowledge of specialist pedagogy and approaches used within ASD/SLCN/SEND specialist provision , including structured teaching, visual communication systems, sensory-supportive practice and regulation-support frameworks.	✓	✓	6
7.	Ability to lead, coordinate and quality-assure multi-agency involvement , including SALT, OT, EP, health partners and external SEND specialists, ensuring effective integration of advice into classroom practice.	✓	✓	6
8.	Deep commitment to inclusive practice , championing the role of the SRP within the school, the Trust and the wider community.	✓	✓	4
10	Actively contribute to the school's Safeguarding practice, procedures, culture and ethos.	✓	✓	6

11.	Strong partnership-builder , able to communicate specialist practice clearly to families, mainstream staff, governors, external agencies and Trust leaders.	✓	✓	6
12	Understanding of SRP funding models and the ability to advise on or oversee the effective planning and deployment of SRP resources and training budgets , in line with the Agreement	✓	✓	6
12.	Excellent ability to design and implement inclusion pathways , including pre-teaching, integration planning, communication supports, risk assessment and post-integration review processes.		✓	6
13.	Adopts a stakeholder-focused approach, is proactive, adaptable, and flexible; remaining calm when working under pressure.	✓	✓	6
14.	Excellent organisational skills and the ability to prioritise workload with competing demands and complexities, adhering to strict timetables, ensuring that all stakeholders are kept fully abreast of developments.	✓	✓	6
15.	Ability to work with tact and confidentiality.	✓	✓	6
16.	Ability to demonstrate attention to detail but also able to stand back and see the bigger picture.	✓	✓	6
Education and Experience				
1.	Experience of leading or contributing significantly to specialist SEND provision , including within an SRP, DSP or specialist class, or equivalent high-needs setting.	✓	✓	6
2.	Experience of working with complex SEND profiles , including communication, sensory and social-emotional need, and developing personalised, EHCP-aligned pathways.	✓	✓	6
3.	Proven experience of leading or coordinating multi-agency working , ensuring the impact of specialist involvement is monitored and embedded.	✓	✓	6
4.	Experience of quality-assuring specialist teaching, learning environments and personalised interventions , including moderation of PLPs and EHCP outcomes.	✓	✓	6
5.	Experience of supporting the design and evaluation of specialist environments , such as sensory rooms, reg-spaces or communication-rich teaching	✓	✓	6
6.	A relevant postgraduate-level SEND qualification (e.g. NASENCO, PGCert in Autism, SLCN, SEMH or equivalent), or commitment to completing one within two years in line with the SRP Agreement.	✓	✓	6

8.	Evidence of specialist SEND CPD , including AET frameworks, Balanced System modules, communication-support training or equivalent.	✓	✓	6
9.	Maths Level 2 (e.g. equivalent to GCSE grade C / 4 or above)	✓	✓	4
10.	English Level 2 (e.g. equivalent to GCSE grade C / 4 or above)	✓	✓	4
Personal Qualities				
1.	Act with professional integrity and diplomacy at all times.	✓	✓	6
2.	A commitment to getting the best outcomes for all students and promoting the ethos and values of the Trust and school.	✓	✓	6
3.	Commitment to own learning and development and desire to share skills and practice with others.	✓	✓	6
4.	Robust, resilient and calm under pressure; showing emotional steadiness when supporting staff and pupils in a specialist provision context.	✓	✓	6
5.	Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position.	✓	✓	6

Advice to candidates

This post is subject to an enhanced disclosure from the Disclosure and Barring Service.

In completing your application, please draw attention to the extent to which you meet each of the criteria in the person specification marked as being assessed at application stage. Please use examples of where you have demonstrated the criteria with as much detail as possible to assist in the shortlisting process.

The shortlisting weighting indicates which criteria are the most important to the recruiting manager:

- 6** Minimum/critical - criteria which is essential for the role i.e. it would be extremely difficult for the person to carry out the role without already having these essential skills, experiences or qualifications.
- 4** Important - criteria that would be significant to the candidate being successful in the role. These may be skills, experiences or qualifications that have substantial meaning for the role but could be supported or taught on the job.



- 2** Other relevant -. It would be great if the candidate had but is not expected to be shortlisted.

Failure to meet all the minimum/critical criteria would not necessarily preclude your application. Consideration will be given to experience and life skills. Continual Professional Development will be supported and encouraged.

Please be aware should we have a large number of applications for any of our roles we may complete the shortlisting of candidates based on the minimum/critical criteria only.