



Ashlawn School
Specialist Resource Provision (SRP) Lead
(Communication and Interaction)



ASHLAWN
SCHOOL

Job Description and Person Specification

Welcome from the Head

As the recently appointed Head of Ashlawn School, anticipating a new challenge and opportunity is always exciting. It is important to recognise that recruitment is a two-way process.

Our focus, as a Trust, is to provide the right environment for our academies to thrive in. At Ashlawn, our ambitions of nurturing potential, inspiring community, and delivering excellence are deeply rooted in the very core of the school. We are seeking an individual who resonates with our vision, someone dedicated to ensuring that every staff member and student has the opportunities needed to maximise their potential in all aspects.

You are looking for the right school in which to develop and progress, to contribute to the success of others and to receive the support that you need to feel fulfilled in your role. We hope that you agree that Ashlawn is exactly that kind of school. It's an exciting time for us as we strive to build on our successes, and we are on the lookout for an individual who shares the commitment and resilience to support this goal.

We welcome visits to Ashlawn prior to application because we are proud that:

- Our students are motivated and want to succeed
- Behaviour is excellent
- The variety of opportunities both within and out of the classroom provides all students with the opportunity to develop their interests and skills in a wide range of areas

At Ashlawn School, everybody counts. Staff and students will talk about the vibrant culture and support they get from each other – we truly are a community. Our key aim is to give every child the opportunity to flourish and develop into life-long learners, engaged in the world around them and ready to take their place in the world as resilient, caring, disciplined, well-educated and employable adults.

If you want to be part of a dynamic team, contribute to our excellent standards, and have high aspirations for young people, then Ashlawn School is the right school for you!

We look forward to meeting with you, so that you too can appreciate our wonderful school and its vibrant community.



Stephen Darby
Head of School

About the Role

Thank you for your interest in the position of Specialist Resource Provision Lead in Communication and Interaction at Ashlawn School.

This pack has been designed to help you should you choose to submit an application to us, which we sincerely hope you do. The pack aims to answer all your initial questions, but if not, please do not hesitate to contact us. It is extremely important to us that you feel comfortable and confident enough to proceed with your application, as we aim to make the very best appointment possible.

So, who are we looking for?

Ashlawn School is excited to be recruiting someone to lead our Specialist Resource Provision. The provision is for students with complex communication and interaction needs. It is a brand new provision, with the building work being completed over the next few weeks. In this unique role, you will lead the development of this exciting new phase in Ashlawn's inclusion strategy, build a strong team, and foster a supportive environment where every future cohort is inspired to thrive and achieve their best, always.

As part of this role, you will have the opportunity to develop a whole school communication and interaction strategy, which contributes to the wider development plan. You will champion a whole-school culture of support, ensuring that our SRP students are an integral, fully included part of the Ashlawn school community. Acting as an expert professional and consultant, you will upskill mainstream staff across the school in neurodiversity-affirming practices, adaptive teaching, and sensory-friendly approaches. Working alongside mainstream Heads of Faculty, external therapeutic partners such as Speech & Language Therapists, and families, you will balance targeted specialist support with meaningful mainstream integration.

We are seeking a relational, solution-focused leader with Qualified Teacher Status and deep expertise in speech, language, and communication needs and autism. You will line-manage and develop a dedicated team of specialist support staff, oversee statutory EHCP processes, and deliver a flexible, evidence-informed curriculum tailored to academic and holistic growth. If you possess the strategic vision to establish a high-performing provision from the ground up and an unwavering commitment to high expectations for every learner, we invite you to apply.

Why work for Ashlawn?

- A large bi-lateral school committed to supporting all members of the school community to succeed
- You'll be working within a community of passionate, committed colleagues who genuinely support each other
- A staff wellbeing team implements various strategies to boost staff engagement including various activities, events, conferences, and many other staff benefits
- Excellent opportunities to develop and grow in the successful and expanding Transforming Lives Educational Trust, a growing Multi-academy Trust based within the local community
- To be part of an 11-18 provision with opportunities to teach in the sixth form

What next?

We want to hear from you if you are as excited as we are about this fresh opportunity within our successful and growing Trust. In return, we can offer the right candidate the chance to work within our innovative and forward-thinking Trust as well as offering excellent professional development and progression.

We encourage you to consider the information in this pack carefully and use it to picture yourself within the role at Ashlawn. Should you wish to discuss any element of the pack in more detail, please don't hesitate to contact us. We look forward to receiving your application, details on how to apply can be found below.

Job Description

Academy/College:	Ashlawn School
Job Title:	Specialist Resource Provision Lead
Salary:	Leadership L7 - L11
Responsible to:	Trust SEND Lead
Key relationships/ Liaison with:	Trust SEND Lead Senior Leadership Team (SLT) Associate SENCO Heads of Faculty Pastoral Team Local Authority SEND Team Educational Psychologists Speech & Language Therapists (SaLT) Occupational Therapists (OT) Parents/Carers
Job purpose:	• Strategic Leadership: Provide visionary, strategic leadership for the initial setup, development, and day-to-day operation of the new Specialist Resource Provision for students with primary Communication and Interaction (C&I) needs, in keeping with the whole school values and mission. • Academic & Holistic Outcomes: Ensure students within the SRP access a broad, balanced, and ambitious curriculum that combines specialist, targeted interventions with meaningful, supported mainstream integration. • Whole-School Expertise: Act as an expert professional and consultant across Ashlawn School on areas such as neurodiversity, ASC, SLCN, adaptive teaching, and sensory-friendly practice. Provide training and support to staff at Ashlawn to enable

	them to provide the very best learning opportunities for all students with additional needs. • Statutory Compliance & High Standards: Ensure full compliance with the SEND Code of Practice, EHCP requirements, Equality Act 2010, and Local Authority (Warwickshire) SRP commissioning standards.
MAIN ROLE AND RESPONSIBILITIES:	
Strategic Direction and Provision Setup • Establishment & Vision: Formulate, articulate, and execute a clear vision for the new C&I SRP, aligning it with Ashlawn School's values and wider Trust (TLET) strategic goals. • SRP Development Plan: Formulate and evaluate the annual SRP Development Plan, contributing directly to the School Improvement Plan (SIP) and self-evaluation processes (SEF). • Environment & Resource Management: Oversee the physical design and resourcing of the SRP learning spaces to create an optimal learning environment. • Policy & Systems: Establish robust operational protocols, admissions processes, integration criteria, and de-escalation frameworks bespoke to pupils with C&I needs in keeping with school policies and procedures B. Curriculum, Teaching & Intervention • Specialist Curriculum Design: Design and oversee a flexible, differentiated curriculum framework incorporating academic subjects, life/social skills, functional communication, and emotional regulation. • Adaptive Teaching & Inclusion: Work collaboratively with mainstream Heads of Department and classroom teachers to ensure SRP pupils are successfully integrated into mainstream lessons with appropriate scaffolding, visual supports, and reasonable adjustments. • Evidence-Informed Interventions: Deliver and monitor high-quality, evidence-based specialist interventions • Assessment & Progress Tracking: Establish rigorous assessment frameworks to track academic progress (GCSE/Vocational/Entry Level), alongside non-academic developmental milestones (social communication, independence, sensory regulation, and emotional wellbeing) in keeping with wider school assessment and tracking systems	

Leadership & Management of Staff

- **Team Leadership:** Line-manage, motivate, and deploy the SRP team (specialist teachers, HLTAs, TAs), fostering a culture of high expectations, empathy, and professional excellence.
- **Performance & CPD:** Conduct performance management/appraisals for SRP staff and deliver a continuous professional development (CPD) programme in C&I, ASC, and positive behaviour support.
- **Whole-School Upskilling:** Lead whole-school training sessions for mainstream teaching and support staff, ensuring consistent, neurodiversity-affirming practices across all classrooms.

Multi-Agency & External Collaboration

- **Therapeutic Integration:** Work in close partnership with NHS and private practitioners, including Speech and Language Therapists (SaLT), Occupational Therapists (OT), and Educational Psychologists (EPs), ensuring therapy goals are seamlessly embedded into daily practice.
- **Local Authority Engagement:** Act as the key contact point for Warwickshire Local Authority SEND officers, participating in panel meetings, commissioning reviews, and consultation requests for SRP placements.
- **Transition Management:** Lead bespoke transition programmes for pupils entering the SRP in Year 7 (or mid-year) and support their eventual post-16 pathways into further education or training.

EHCPs, Compliance & Parent Partnership

- **EHCP Oversight:** Liaise with school's Associate SENCO to complete Annual Reviews of EHCPs for all SRP students, ensuring targets are ambitious but achievable, outcomes are reviewed, documentation meets the statutory quality and all deadlines are adhered to.
- **Parent Co-Production:** Establish strong, trusted, transparent partnerships with parents/carers, ensuring regular communication, co-produced support plans, and active parental involvement.
- **Data & Reporting:** Produce detailed reports and data analysis for the Head of School/Executive Headteacher, SLT, and Governing Body regarding pupil outcomes, attendance, integration statistics, and resource impact.

Pastoral Care, Behaviour & Wellbeing

- **Low-Arousal & De-escalation:** Lead the implementation of proactive, positive behaviour management and sensory regulation strategies, reducing anxiety and distress behaviors. These will be in keeping with the school behaviour policy.

- **Safeguarding:** Act with vigilance as a senior advocate for vulnerable young people, adhering fully to Ashlawn School's Safeguarding and Child Protection policies.

This job description sets out the duties and responsibilities of the post at the time it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Person Specification

Job Title: SRP Lead
Responsible to: Trust SEND Lead

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children and young people and to be committed to promoting diversity and inclusion.

Specification	Essential	Desirable
Qualifications/ Training	• Qualified Teacher Status (QTS) or QTLS • Degree in a relevant subject area	• National Award for SEN Coordination (NASENCO) or NPQ (e.g., NPQSL / NPQLTD) • Specialist qualification / postgraduate training in ASC, SLCN, or Inclusion
Experience	• Substantial, successful teaching experience within a secondary setting • Proven track record of leadership • Successful experience in line-managing, coaching, and developing staff • Proven experience chairing statutory EHCP Annual Reviews and managing LA processes • Experience collaborating effectively with SaLT, OTs, EPs, and medical professionals	• Proven track record of leadership in SEND, SRP or Specialist Provision • Experience of setting up new provision, designing curriculum frameworks, or leading whole-school initiatives
Knowledge/Skills (Ability to)	• Deep understanding of Communication & Interaction needs, including ASC, SLCN, DLD, and sensory processing differences • Comprehensive knowledge of the SEND Code of Practice (2015), Equality Act (2010), and statutory frameworks • Expert knowledge of adaptive pedagogy, mainstream integration models, and low-arousal learning environments • Familiarity with evidence-based C&I interventions	•

	• Clear understanding of secondary assessment, accreditation pathways (GCSE, Functional Skills, Entry Level), and post-16 transition • Strategic Vision: Ability to design, launch, and evaluate a high-performing provision from the ground up • Leadership & Coaching: Ability to inspire, deploy, and hold staff accountable to high standards • Communication & Diplomacy: Outstanding written and verbal skills to navigate complex conversations with parents, LAs, and mainstream colleagues • Data Analysis: Ability to track, evaluate, and report on complex academic, sensory, and behavioural pupil data	
Personal Qualities	• Ethos & Passion: Unwavering commitment to neurodiversity-affirming practice, inclusion, and high expectations for all pupils • Resilience & Calm: Outstanding emotional intelligence, calmness under pressure, and strong de-escalation skills • Solution-Focused: Proactive problem solver capable of balancing specialist pupil needs with mainstream school operations • Relational Leader: Compassionate, approachable, and highly collaborative across all school departments	

How to Visit and Apply

Please read the information in this pack. If you are interested in this job opportunity, please apply by downloading the application form from our website (www.tlet.org.uk). Completed application forms should be emailed to careers@tlet.org.uk or posted to:

HR Department (Careers)
c/o Houlton School
Signal Drive
Houlton
Rugby
Warwickshire
CV23 1ED

If you have any questions about the role or would like to visit Transforming Lives Educational Trust or one of our Academies, please don't hesitate to contact us by emailing careers@tlet.org.uk or selecting option 1 on our telephone menu – 01788 593900.

If you decide to apply, you should include a supporting statement with your application form (either within the application or as a covering letter) on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust.

Please do not send a general letter; we are really looking for someone who is prepared to respond to us as an individual Trust. You can be sure that we will take time and care in reading your letter; we appreciate how much time and energy goes into writing it.

Recruitment Timeline

Position advertised:	7th October 2026
Closing date:	19th October 2026
Final shortlisting:	20th October 2026
Final panel process:	21st October 2026

