

VISION

MULTI ACADEMY TRUST

RECRUITMENT PACK

Resourced Provision Teacher



Welcome from the CEO



Welcome to our Multi-Academy Trust.

Thank you for your interest in joining Vision Multi Academy Trust as a Resourced Provision Teacher at Higher Lane Primary School.

We are very proud of our Trust. Our Members, Trustees and Staff work relentlessly in collaboration to ensure our pupils have an exceptional education.

Vision MAT was formed in July 2017. It came into fruition as a natural development of positive relationships built between neighbouring schools in the local area. We continue to work in partnership with all schools in the locality and beyond. We believe that collaboration is the key to a successful education system.

All Schools within Vision MAT have the commitment to share their ideas, their expertise and their unique experiences, so that children and staff can learn, develop and grow together.

We take collective responsibility for our pupils; pooling our energy to find solutions to problems that arise and removing barriers that may prevent success.

As the Chief Executive Officer, it is my role to oversee the teams and strategies the MAT uses to ensure that we are consistently delivering the highest quality teaching and learning and operate with effectiveness. We focus on being good, or better every day. We are delighted that all schools within Vision MAT have been graded good by Ofsted. Our aspirational culture ensures that we work tirelessly to support and challenge our pupils to be the very best that they can be.

If you believe you can make a positive contribution to our Trust and its schools, then we would be delighted to hear from you.

Kathryn Mort

Chief Executive Officer

Dear Candidate

The Governors of Higher Lane Primary School are seeking to appoint an enthusiastic, skilled and dedicated Resourced Provision Teacher to lead teaching and learning within our established 12-place Resourced Provision.

Our provision supports primary-aged children with a diverse range of special educational needs, including autism, speech, language and communication needs, and social, emotional and mental health (SEMH) needs.

We are looking for an excellent classroom practitioner who is passionate about inclusive education and understands how to create meaningful, engaging and highly adapted learning opportunities that enable every child to thrive.

This is an exciting opportunity for an experienced teacher to take a leading role in shaping high-quality specialist teaching within a supportive and inclusive mainstream primary school.

This post is permanent. Hours of work are 32.5 hours per week, term time only worked in accordance with service requirements. The scale for this post is M1-U3 with SEN allowance.

We are looking for someone who:

- Is an excellent primary classroom practitioner with a strong understanding of effective teaching and learning.
- Has experience of supporting pupils with SEND, particularly autism, speech, language and communication needs, and/or SEMH.
- Can plan and deliver engaging, appropriately adapted learning experiences that reflect pupils' individual starting points and developmental needs.
- Understands the importance of communication, emotional regulation, positive relationships and structured learning environments.
- Can effectively lead, support and deploy a team of teaching assistants to maximise pupils' learning and independence.
- Has high expectations for pupils' achievement, personal development and wellbeing.
- Is committed to working collaboratively with families, school leaders and external professionals.

- Is enthusiastic about developing specialist provision and ensuring children with additional needs experience success and a genuine sense of belonging.

What we can offer:

- The opportunity to lead teaching and learning within an established, 12-place specialist resourced provision.
- A welcoming, inclusive primary school with a strong commitment to supporting children with additional needs.
- A dedicated team of support staff.
- Opportunities for professional development and collaboration within Vision Multi Academy Trust.
- The opportunity to make a meaningful difference to the learning, development and life chances of children with SEND.

About our provision

Our Resourced Provision is an integral part of Higher Lane Primary School. We recognise that children with additional needs require carefully planned, individualised approaches to learning, delivered within a nurturing, structured and aspirational environment.

Our current cohort includes children with a broad range of needs, particularly autism and speech, language and communication difficulties.

Our focus is on **high-quality teaching, communication, independence, emotional development and positive learning experiences**, ensuring that every pupil is supported and challenged to achieve their potential.

We welcome applications from experienced primary teachers with a passion for SEND, including those currently working in specialist schools, resourced provisions or mainstream primary settings.

If you are an excellent teacher who believes that every child deserves the opportunity to succeed, we would love to hear from you. Visits from prospective candidates are welcome.

Employees of Higher Lane Primary School have a responsibility for, and must be committed to, safeguarding and promoting the welfare of children and young people and for ensuring they are protected from harm.

If you wish to visit the school prior to making an application, please contact the school on 0161 766 2005 or by e-mail at jmccoy.higherlane@visionmat.com

Closing date **12.00pm on Friday 20 November 2026.**

Shortlisting to take place on **Friday 20 November 2026.**

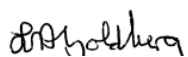
Interviews to take place on **Wednesday 25 November 2026.**

We have a commitment to safeguard and promote the welfare of children, so an enhanced criminal record check will be undertaken for the successful candidate. The offer of employment is also subject to two satisfactory references, one being from your current or most recent employer, and an online social media check. We will also require confirmation of qualifications, proof of your identity and your right to work in the UK.

Thank you for your interest in Vision Multi Academy Trust and Higher Lane Primary School.
Best wishes for your application.

Yours faithfully,

Mrs Kathryn Mort, CEO



Mr Laurence Goldberg, Chair of Trustees

VISION MULTI ACADEMY TRUST
JOB DESCRIPTION & PERSON SPECIFICATION

Post Title: RESOURCED PROVISION TEACHER	
Salary: M1-U3 with SEN allowance	Post Grade:
Location: Higher Lane Primary School, Egerton Road, Whitefield, Manchester, M45 7EX	Post Hours: 32.5 hours per week
Key Purpose of Post: • To deliver high-quality specialist teaching and learning within the school's Resourced Provision, ensuring that all pupils are supported and challenged to achieve their full potential. • To plan, deliver and evaluate an appropriately adapted and ambitious curriculum that meets the diverse needs of pupils, including those with autism, speech, language and communication needs, and social, emotional and mental health (SEMH) needs. • To create a positive, nurturing and structured learning environment that promotes communication, independence, emotional regulation, engagement and achievement. • To lead, support and effectively deploy the team of teaching assistants within the provision, ensuring a consistent and collaborative approach to teaching, learning and pupil development. • To work closely with school leaders, the SENCO, families and external professionals to ensure that pupils receive coordinated, individualised support and access to appropriate learning opportunities. • To promote the aims, values and inclusive ethos of Higher Lane Primary School and Vision Multi Academy Trust, ensuring that the Resourced Provision is an integral part of the wider school community.	
Accountable to:	Headteacher, Deputy Headteacher, Assistant Headteacher and CEO
Immediately Responsible to:	Headteacher

DUTIES AND RESPONSIBILITIES

- Register classes taught at the commencement of the day.
- Plan and deliver appropriately adapted, engaging and ambitious learning experiences that reflect pupils' individual starting points, developmental needs and curriculum priorities.
- Teach, according to educational needs, classes assigned to and record teaching activity in the approved format.
- Establish and maintain a safe, positive and supportive learning environment through consistent routines, relational practice and appropriate strategies to support pupils' emotional regulation and behaviour.
- Implement the process of assessment, recording and reporting on the development, progress and attainments of pupils taught.
- Maintain up-to-date professional knowledge of effective primary teaching, SEND pedagogy, autism, communication and language development, and evidence-informed approaches to supporting pupils with additional needs
- Participate in arrangements for further training and professional development as a teacher.
- Attend all appropriate professional meetings as defined by the school's Directed Time.
- Provide work for classes affected by your absence when this is by prior arrangement.
- Co-operate and participate with the Headteacher, Deputy Headteacher, Assistant Headteacher, activities and management.
- Maintain a stimulating work environment, principally through display material.
- Implement, in a professional manner, agreed school curriculum policies.

CLASSROOM AND RESOURCED PROVISION RESPONSIBILITIES

Teaching, Learning and Assessment

- Plan and deliver high-quality, appropriately adapted teaching that meets pupils' individual learning needs and promotes measurable progress.
- Ensure that teaching is informed by accurate assessment, EHCP outcomes and pupils' individual developmental starting points.
- Use appropriate specialist approaches to support communication, interaction, emotional regulation, engagement and independence.
- Provide a structured, stimulating and inclusive learning environment that enables pupils to feel safe, confident and successful.
- Monitor, assess and record pupil progress, using assessment information to inform future teaching and intervention.

- Promote opportunities for pupils to participate in wider school life and access mainstream learning where appropriate to their individual needs.
- Lead the day-to-day teaching and learning within the Resourced Provision, ensuring consistently high expectations and effective practice.
- Direct, support and deploy teaching assistants effectively to maximise pupil engagement, learning and independence.
- Model effective SEND teaching strategies and contribute to the professional development of support staff.
- Ensure that learning resources, interventions and classroom organisation are purposeful, appropriate and effectively maintained.
- Work collaboratively with senior leaders and the SENCO to evaluate provision and identify priorities for continued improvement.

Partnership Working and Pupil Development

- Develop positive, professional relationships with pupils, families and colleagues.
- Work closely with external professionals, including speech and language therapists and other specialist services, to implement appropriate recommendations.
- Contribute effectively to EHCP reviews, pupil support plans and multi-agency meetings.
- Support pupils' personal development, emotional wellbeing and successful transitions.
- Use positive, relational and evidence-informed approaches to behaviour support, including appropriate de-escalation strategies and Team Teach approaches in accordance with training and school policy.

GENERAL RESPONSIBILITIES

- To work flexibly to meet the changing needs of the trust.
- Be aware of and comply with policies and procedures relating to child protection, safeguarding, health and safety, security, confidentiality and data protection, reporting all concerns to an appropriate person as soon as they arise.
- Attend events or meetings out of normal working hours as required.
- Undertake other tasks as reasonably requested by the Headteacher.
- Follow school/Trust ethos and values of Happy, Challenged, Successful and Proud
- Keep professional knowledge up to date by attending briefings, undertaking training and keeping abreast of DFE requirements, legislation and procedures.

PERSON SPECIFICATION

RESOURCED PROVISION TEACHER LEADING RESOURCED PROVISION

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:
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ESSENTIAL

- Qualified Teacher Status (QTS).
- Successful experience of teaching primary-aged pupils, including those with special educational needs and disabilities.
- Experience of adapting teaching to meet a diverse range of learning and developmental needs.
- Knowledge and understanding of effective approaches to supporting pupils with autism, speech, language and communication needs, and/or SEMH needs.
- Experience of working collaboratively with teaching assistants and other professionals to support pupil progress.
- Commitment to ongoing professional development and improving outcomes for pupils with SEND.

DESIRABLE	• Experience of teaching within a specialist school, resourced provision or SEND-focused setting. • Additional qualifications or professional development relating to SEND, autism, communication and language development, or SEMH. • Experience of leading or coordinating a team of support staff. • Experience of contributing to EHCP reviews and working with external specialist professionals.
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CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:
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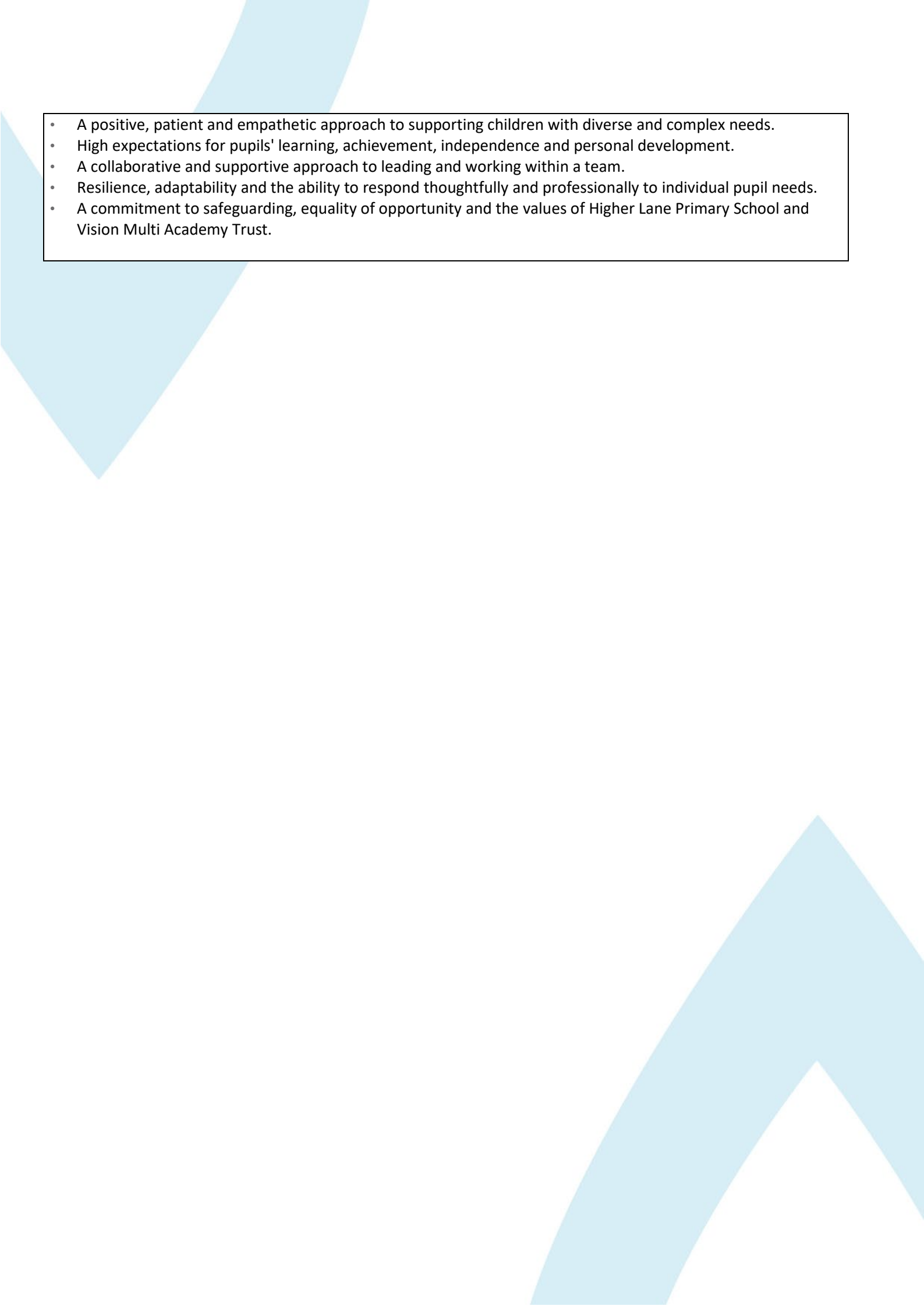
ESSENTIAL

- Ability to deliver consistently effective, engaging and appropriately adapted teaching that enables pupils with SEND to make progress.
- Strong understanding of assessment and how to use assessment information to identify individual learning needs and plan next steps.
- Knowledge of specialist strategies to support communication, interaction, emotional regulation and independence.
- Ability to establish a structured, nurturing and positive learning environment with high expectations for all pupils.
- Ability to lead, deploy and support teaching assistants effectively.
- Ability to evaluate teaching and learning and contribute to the continued development of specialist provision.
- Strong communication and interpersonal skills, including the ability to work effectively with families, colleagues and external professionals.

CRITERIA	Personal style and behaviour: In their statement of suitability and during the selection process, candidates will explain how they are able to demonstrate their personal style and behaviour:
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ESSENTIAL

- A genuine commitment to inclusive education and improving outcomes for pupils with SEND.

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- A positive, patient and empathetic approach to supporting children with diverse and complex needs.
 - High expectations for pupils' learning, achievement, independence and personal development.
 - A collaborative and supportive approach to leading and working within a team.
 - Resilience, adaptability and the ability to respond thoughtfully and professionally to individual pupil needs.
 - A commitment to safeguarding, equality of opportunity and the values of Higher Lane Primary School and Vision Multi Academy Trust.