****

**Candidate Pack**

**Specialist Resource Provision Leader & Teacher**

**With SEMH specialism**

**Proud to be part of**



Dear Applicant,

Firstly, thank you for your interest in the post of Resource Provision Leader and Teacher at Marlfields Primary School.

Our school is a very happy and warm place to learn and work and we are looking for a new, specialist Resource Provision Leader to support our senior leaders, staff and school community to provide an ambitious and visionary curriculum offer to every child we have the privilege of educating.

Our school is an improving school who has been a member of the Children First Learning Partnership since April 2025. This membership will provide our school with the additional capacity, expertise and support it requires whilst allowing us to remain as a school with our own unique identity and agreed autonomy. Within your role, you will be fully supported and professionally developed by the Headteacher and highly professional network of staff across the Trust. Please visit [www.childrenfirstlp.org.uk](http://www.childrenfirstlp.org.uk) for further information about the Trust.

**The Trust Vision:**

The Children First Learning Partnership is a community of schools in which our children come first; we are proud of each and every one of them and want them to thrive, flourish and achieve their full potential within a supportive and caring environment.

The vision of the CFLP is to be one of the highest performing and constantly improving Trusts in the country with capacity and capability to support others for the benefit of all children

**The Trust Values:**



As a Local Advisory Board we are keen to appoint an experienced, inspirational leader who can build on the improvements the school has recently made to the curriculum.

We ensure that our leaders are mentored, provided with a wide range of CPD opportunities and are supported to make the changes necessary for improvement.

It is imperative that you visit Marlfields Primary School to see our school for yourself and to know whether you could be the leader we are looking for. Please contact our school office on 01260 633120 to arrange an appointment. We envisage the successful candidate will join Marlfields at the start of the Spring term, if not before, therefore applications must be received by **12 noon on Friday 17th October 2025.**

Please take a look through the candidate pack, which includes the full job description and person specification, as well as further information about our school.

We look forward to meeting you soon

Yours faithfully,

Mr. G Provis

Chair of The Local Advisory Board

**School Vision-**

To promote a culture of high expectations, where students have a **passion** for their own education are encouraged and **determined** to aspire to their personal goals showing confidence, independence, **individuality** and resilience on their journey. Where the curriculum is fulfilling, **enjoyable** and challenging. Assisted by a fair, supportive and equal pastoral system where pupils well-being is paramount and secure and where lives are enhanced by opportunities, successes and rigorous emotional support culminating in**respect** for each others’ learning journey.

*Working together to achieve our best*

**School Values**

At Marlfields Primary Academy we strive for excellence in all we do in school and in the wider community.

We provide a place where all can achieve their potential; develop their mind; be creative and cultivate their interests.

**School Structure (30 PAN)**

*Foundation Stage*

* Nursery
* Reception

*Key Stage One & Key Stage Two*

* Single classes

Current numbers of PP - 71 pupils

Current numbers of SEN - 7 pupils

**Important Information**

**Key Stakeholders**

**Ofsted**

The latest Ofsted results and report can be found here:

<https://reports.ofsted.gov.uk/provider/21/140895>

**A Unique Opportunity to Lead, Inspire and Transform**

Are you ready to pioneer something truly special? We are seeking a passionate and experienced Resource Provision Leader and Teacher with a specialism in Social, Emotional and Mental Health (SEMH) to lead our Bluebell Class. This is a rare opportunity to take ownership of a bespoke curriculum tailored to meet the needs of our exceptional children.

Our school is under dynamic new leadership, with a newly formed senior leadership team and proud membership of the Children First Learning Partnership. We offer extensive grounds, including forest school and an allotment, and a nurturing environment where children are encouraged to explore, express and thrive.

Bluebell Class is a place where every child feels included, valued and connected. Our ethos—**Belong, Believe, Achieve**—is at the heart of everything we do. We build meaningful relationships, foster a sense of belonging, and celebrate diversity in a warm, structured and supportive setting.

**Main Duties of the Role**

* Lead and manage the day-to-day operations of the school’s Resource Provision.
* Ensure high-quality SEMH-focused provision in Bluebell Class.
* Model outstanding teaching and coach colleagues to improve practice.
* Drive educational progress aligned with EHCP targets and maintain accurate records.
* Line manage teaching assistants and other staff working within the provision.
* Plan and deliver lessons tailored to individual abilities (e.g. phonics, English, maths).
* Build strong, trusting relationships with families to support pupil outcomes.
* Contribute to a caring school culture with high expectations and equal opportunities.

**Teaching Responsibilities**

* Deliver the 2014 National Curriculum adapted for 7 pupils with SEMH/SEN needs.
* Prepare teaching materials, programmes and pastoral arrangements.
* Be accountable for pupil progress and outcomes in line with EHCPs.
* Plan differentiated lessons based on prior knowledge and learning styles.
* Understand and meet the needs of pupils with SEND.
* Develop early reading through systematic synthetic phonics and assessment for learning.
* Use varied assessment strategies to set challenging objectives.
* Monitor progress using data and adapt lessons accordingly.
* Maintain flexibility in timetabling to meet evolving pupil needs.
* Participate in assessment arrangements as per the School Teachers’ Pay and Conditions Document.

**Leadership and Management**

* Champion the vision and ethos of the Resource Provision.
* Evaluate and implement a bespoke curriculum for SEMH learners.
* Ensure inclusivity and address issues in curriculum and pastoral care.
* Translate policies into practice and advise SLT on necessary revisions.
* Lead on behaviour management strategies and restorative practices.
* Manage in-year applications and consultations with the local authority.
* Liaise with Cheshire East professionals to support children and families.
* Promote cross-curricular learning using school grounds and local visits.
* Facilitate transitions to mainstream education with flexibility and care.
* Model exemplary teaching and behaviour management for SEMH pupils.

**Behaviour and Safety**

* Create a safe, respectful and stimulating learning environment.
* Use consistent praise, sanctions and rewards alongside individualised behaviour plans.
* Teach foundational SEMH skills through appropriate strategies.
* Maintain strong relationships and exercise appropriate authority.
* Model positive attitudes and behaviours for pupils and staff.
* Promote independence and self-regulation across the curriculum.
* Record significant behaviour incidents in line with school policy.
* Apply de-escalation strategies to reduce behavioural outbursts.
* Fulfil playground and other duties as required.
* Safeguard pupils and follow school procedures for raising concerns.

**Monitoring and Assessment**

* Collaborate with the SENCO to analyse data and monitor pupil progress.
* Record and evaluate bespoke interventions and their impact.
* Creatively document progress using SEN 'Plan, Do, Review' frameworks.
* Conduct annual reviews for children within the Bluebell class.

**Manage Resources**

* Organise, plan and evaluate SEN provision across the school.
* Monitor and optimise the use of teaching and learning resources.

**Staff Development**

* Identify and support training needs within the team.
* Act as a mentor, role model and consultant to colleagues.
* Stay current with developments in SEMH provision and share best practice.

**Fulfil Wider Professional Responsibilities**

* Build effective professional relationships across the school.
* Deploy support staff strategically to enhance learning.
* Communicate with parents/carers regarding pupil progress and wellbeing.
* Liaise with external agencies to support pupil needs.
* Contribute to the wider school community through events and extracurricular activities.

If you are a resilient, compassionate and visionary educator with a passion for SEMH, we would love to hear from you.

**Person Specification**

The following attributes are necessary in undertaking the role of Resource Provision Leader & Teacher

With SEMH specialism at Marlfields Primary School.

|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| **Qualifications**   * Qualified Teacher Status * An enhanced DBS disclosure * Development and commitment to further professional development * SENCO Qualification | \*  \*  \* | \* |
| **Experience**   * Experience of successful teaching in both KS1 and 2 * Knowledge of the EYFS curriculum * At least 2 years experience leading an element of SEN provision in a Primary Establishment * Experience of teaching children with SEN, in particular with SEMH needs * An excellent understanding of curriculum and pedagogy regarding effective teaching and learning * Familiarity with assessment systems for children that are working below key stage standards. * Proven ability to demonstrate outstanding teaching which enables children to make accelerated progress * Experience in leading annual reviews for children with SEND needs * Experience in data analysis and target setting * Working in partnership with parents * Providing extra curricular activities for children * Knowledge of effective strategies to include, and meet the needs of all pupils, in particular those with SEMH needs. * Familiarity in monitoring and delivering provision for children with EHCPs. | \*  \*  \*  \*  \* | \*  \*  \*  \*  \*  \*  \*  \* |
| **Knowledge and Understanding**   * Thorough understanding of SEMH needs * Effective teaching and learning styles * Understanding of strategies to raise standards and achievement * The monitoring, assessment, recording and reporting of pupils’ progress * Awareness of equality issues/inclusion and a commitment to their implementation | \*  \*  \*  \*  \*  \* |  |
| **Skills**   * Promote the school’s aims positively and use effective strategies to monitor motivation and morale * Develop good personal relationships within a team * Communicate effectively (both orally and in writing) to a range of audiences * Excellent leadership potential and ability to inspire others * Establish and develop effective partnerships with children, staff, parents, governors and the community * Use ICT to enhance children’s learning * Use ICT as a tool for planning, developing the curriculum and communicating * Consistently teach lessons that are at least good or outstanding * Demonstrate excellent people skills – motivating, nurturing and challenging pupils and adults to achieve their best * Commit to taking an active part in school life including out of school activities | \*  \*  \*  \*  \*  \*  \*  \*  \*  \*  \* |  |
| **Professional Ethos and Commitment**   * High expectations for self and others * Commitment to promote home school partnerships * High expectations of pupil behaviour and strategies to meet the personalised learning and emotional needs of every child * Willingness to be involved in extra curricular activities * Awareness and willingness to be involved in partnerships that support school * Experience of innovation and creativity in the curriculum | \*  \*  \*  \*  \*  \* |  |
| **Personal Qualities**   * Approachable with excellent interpersonal skills * Enthusiastic * Committed * Innovative * Flexible * Creative * Forward thinking * Well-organised * Sense of humour | \*  \*  \*  \*  \*  \*  \*  \*  \* |  |

**Application Process**

Candidates must submit the following for the attention of Mrs C Sleath, Headteacher.

1. **ONE PAGE** Letter of Application
2. Application Form

Deadline for application is **12 noon** on **Friday 17th October 2025**

Email to l.sherratt@cflptrust.co.uk

The following is an anticipated timeline of our proposed recruitment process:

|  |  |
| --- | --- |
| Activity | Timeline |
| Application deadline | 12 noon Friday 17th October 2025 |
| Shortlisting | Friday 17th October 2025 |
| Pre Interview Activities | w/c 20th October 2025 |
| Interview | w/c 20th October 2025 |
| Appointment | January 2026 or before |

The selection process will include a combination of assessments and an interview panel.

It is envisaged that the decision on appointment will be made within 24 hours of the interview / assessment.

Any offers made will be subject to a full DBS check, fitness to work and suitable references.