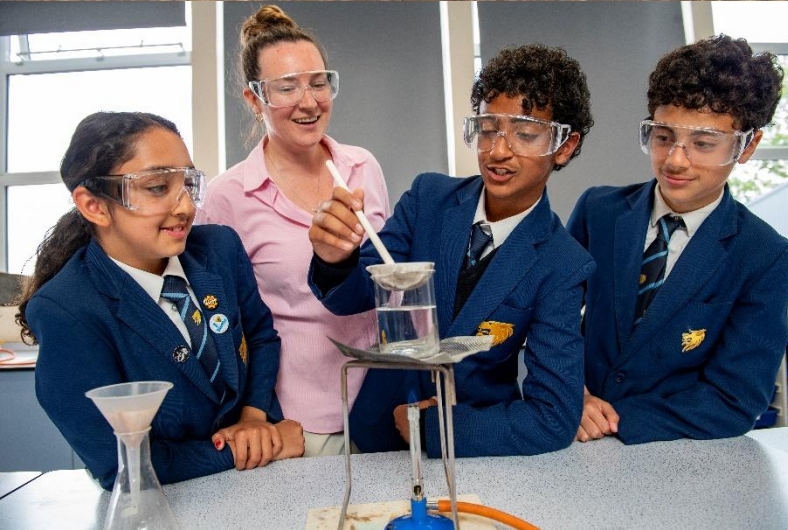




William Hulme's Grammar School

The best in everyone™

Part of United Learning



Candidate Pack

Assistant Manager – Resourced Provision

(Full Time, permanent contract, commencing September 2026)

Closing Date:

Sunday 17 May 2026 at 11.59 pm

Interviews:

Thursday 21 May 2026

Start Date:

1 September 2026



United Learning

The best in everyone™



Overview of the Role

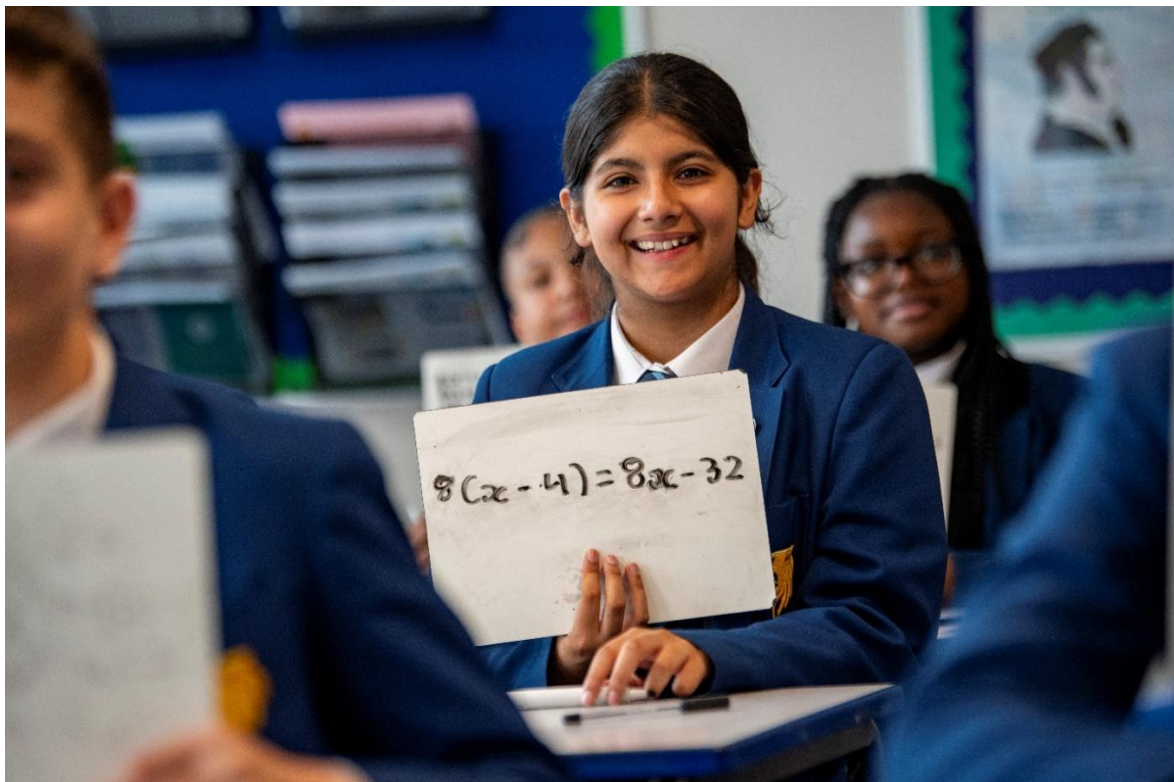
Thank you for your interest in applying for the post of Assistant Manager of the Resourced Provision at William Hulme's Grammar School (WHGS).

Our Local Authority-funded Resourced Provision supports students with Autism within a mainstream secondary school. It offers a calm, safe and nurturing environment designed for pupils with complex needs, providing flexible, personalised support that promotes academic success, wellbeing and inclusion within the wider school community.

We are seeking a well-qualified teacher and SEND specialist with strong communication, organisation and time-management skills, and a clear commitment to supporting pupils with EHCPs on the autistic spectrum. Working closely with the Lead Teacher/Manager, SEND Leadership Team and wider staff, you will play a key role in the day-to-day operation of the Provision, contributing to high-quality teaching, pastoral care and safeguarding practice.

This is an exciting time to join WHGS, with the planned expansion of the Resourced Provision into a purpose-built 34-place all-through centre. The role offers a rewarding opportunity for a passionate SEND specialist to work with vulnerable learners while developing leadership experience within a supportive team. We welcome applications from teachers across all phases with a strong interest in SEND, as well as experienced SEND practitioners seeking career progression within a specialist provision.

Prospective candidates are encouraged to visit the school and Resourced Provision to learn more about the role and meet members of our SEND and Inclusion team.





Why work for us?

William Hulme's Grammar School is the most over-subscribed school in Manchester and one of the most successful comprehensive schools in the country. WHGS is an all-through (3-18) Academy of over 1600 pupils with a wide range of abilities, ethnicities and backgrounds.

WHGS is part of United Learning, a large, and growing, group of schools aiming to offer a life changing education to children and young people across England. Our subject specialists, our Group-wide intranet, our own curriculum and our online learning portal all help us share knowledge and resources, helping to simplify work processes and manage workloads for an improved work-life balance.

As a part of United Learning, our academy benefits from shared resources, experiences, working practices and CPD opportunities that are second to none. This affords further opportunities for staff to provide a vital contribution in our pursuit to deliver the highest standards of educational excellence.

Our pledge, to all our academy teachers is that by working for us, you will benefit from **more pay, more time and more support**.

More pay:

- We pay an average of 5% above national scales – the best rates of pay in the sector.
- Cash towards medical treatment.
- Generous staff discount scheme.

More time:

- Three extra INSET days for planning.
- At least one paid personal day off a year.

More support:

- High quality training for your career.
- Exceptional curriculum resources.
- Expert subject advice.
- Support for your wellbeing.



“Teachers have strong subject expertise. They know the key knowledge that pupils need to learn... The school has effective processes in place to identify and meet the needs of pupils. Pupils with special educational needs and/or disabilities (SEND) are well supported.” Ofsted, 2025





Our Framework for Excellence

United Learning Schools prioritise 5 key principles which represent our approach to education which lead to excellence when exemplified in the right way.



The Best from Everyone

Our aim is to bring out the best in everyone. So, we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child's potential? So, we expect unreasonably – we constantly challenge children to do what they think they can't, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

Powerful Knowledge

Education with Character

Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

Leadership in Every Role

Continuous Improvement

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.



Our Mission

Our mission is to establish William Hulme's Grammar School as the most popular and successful state school in the country, preparing our community for the future. We are working closely with parents and the wider community in our bid to achieve this ambitious aim of WHGS being:

- A great place to learn.
- A great place to work.
- A great place to grow and flourish.
- A great place to contribute to the wider community.

Our Values

Ambition Charter

I will:

1. Show **pride** in everything I do.
2. Be **enthusiastic** and say 'yes' to opportunities that come my way.
3. Show **resilience** by adapting to overcome obstacles.
4. Show **determination**, embracing failure and learning from my mistakes.
5. **Challenge** myself and step out of my comfort zone.

Compassion Charter

I will:

1. Be **kind** to everyone, including myself.
2. Be **inclusive**, understand, celebrate and embrace diversity.
3. Show **empathy**, by being open to others' point of view.
4. **Challenge** behaviour that I feel is unkind or morally wrong.
5. Be **generous** and help others within the school and local community.

Respect Charter

I will:

1. **Speak** with respect.
2. Respect the **school environment**.
3. **Behave** with respect.
4. Respect **other students' learning**.
5. Respect **my own learning**.



"The school has the highest expectations of pupils' behaviour. In classrooms, learning takes place undisrupted. Pupils are engaged in their learning . . . Pupils benefit from highly personalised pastoral care which helps add to their sense of belonging." Ofsted, 2025



JOB DESCRIPTION

Assistant Manager – Resourced Provision

Department:	Inclusion
Directly Reporting to:	Lead Teacher and Manager of the Resourced Provision
Indirectly Reporting to (if applicable):	Director of Inclusion
Context / Scope of Role:	Full time, whole school role
Purpose of Job/Role:	<ul style="list-style-type: none">■ To support the operational management of the Resourced Provision for children with an EHCP, on the autistic spectrum, through working with the school's SEND Leadership Team, teaching staff and support staff.■ To plan and deliver an inclusive curriculum for pupils accessing the Resourced Provision.■ To support the safeguarding team to lead and manage safeguarding cases involving SEND pupils across the whole school.
Line Management Responsibilities:	Specialist and Learning Support Assistants within the Resourced Provision
Contacts & Working Relationships:	Learning Support Team, Teachers, Parents, Pupils Outside professionals, eg SALT, OT, EP, Children's Services
Salary Range:	United Learning Teachers' Pay Scale - competitive

Roles and Responsibilities

1. To model high standards of practice and support the effective day-to-day running of the Resourced Provision, contributing to a positive, well-organised learning environment for students and staff, and helping to raise aspirations and learning outcomes for all pupils.
2. To work alongside the RP Manager and Director of Inclusion in supporting and delivering Department CPD. To provide advice and guidance to staff on learning strategies, curriculum differentiation, Quality First Teaching and the use of appropriate resources for pupils with ASD, with a particular focus on developing and sustaining a language-friendly environment.
3. To support planning for inclusion, working with the RP manager and Director of Inclusion, liaising with teachers, faculty leaders, heads of year and teaching staff to facilitate the successful inclusion of Resourced Provision pupils in mainstream lessons.
4. To contribute to the planning, delivery and review of individual learning programmes for pupils within the Resourced Provision through assessment, target-setting and monitoring, and to liaise with teaching and support staff to ensure strategies are implemented consistently beyond the Resourced Provision.
5. To assist with assessment, pupil tracking and data analysis, supporting the monitoring of progress and the identification of next steps for individual pupils and groups.
6. To contribute to and, where appropriate, chair meetings and prepare reports linked to target-setting, annual reviews and the assess-plan-do-review cycle, in collaboration with the RP Manager and Director of Pastoral Care (Inclusion)/SENDCo and other key staff.



7. To implement and disseminate advice from external professionals, including Speech and Language Therapists, Occupational Therapists and Educational Psychologists, ensuring recommendations are communicated clearly and applied consistently by relevant staff.
8. To support the coordination of therapeutic interventions, such as Speech and Language Therapy and Occupational Therapy programmes, and to report on pupil engagement and impact to the Rp Manager.
9. To work closely with the pastoral team to support the development, implementation and review of effective behaviour management strategies tailored to the needs of pupils in the Resourced Provision.
10. To communicate effectively with parents and carers, supporting positive partnerships and involving pupils, where appropriate, in discussions about their learning, behaviour and attendance.
11. To remain informed about local and national developments relating to Autism and social communication needs, and to attend and contribute to local Resourced Provision and UL SEND cluster meetings as required.
12. To support the coordination of transition arrangements, including entry into school, movement between key stages and transition to the next phase of education, working closely with families, schools and external agencies.
13. To support with SEND cases working closely with the SEND and safeguarding teams, staff and external agencies, including attending Early Help Assessment, Child in Need and Child Protection meetings.
14. To support the liaison work with the safeguarding and pastoral teams to ensure those families and pupils most in need of additional agency support receive this in a timely manner.
15. To lead and to co-ordinate Team Around the Family (TAF) meetings held in school as part of the Early Help Assessment process.
16. To lead and co-ordinate any appropriate intervention to children and families that has been identified during TAF meetings.
17. To work with the safeguarding and pastoral teams to lead the school's work on empowering parents to have confidence in their own ability to deal with issues that relate to their own children.
18. To develop links with and utilise the resources of the community by effectively signposting and encouraging the access of all appropriately identified services.
19. To undertake an active role in promoting liaison between parents, school staff, community, statutory teams and agencies as appropriate.

Other Duties

20. Support the aims and ethos of the school.
21. Support the implementation of school policies and procedures.
22. Be proactive in matters relating to health and safety and child protection and safeguarding including the completion of EduCare courses as required.
23. Set a good example in terms of dress, punctuality and attendance.
24. To work as part of the team, liaising, advising and consulting where appropriate.
25. Attend relevant Team/Departmental, Staff Meetings and Inset as required.
26. To participate in the school's PDR process.
27. To identify personal training needs and to attend appropriate internal and external in-service training.



28. To carry out Duties as part of the Duty Rota.
29. To assist at school functions and with extra-curricular activities.
30. To perform such other duties as may be required by the Principal/Head of School or Senior Leadership Team including line management of year groups.
31. To carry out all other reasonable duties in line with this position as requested by the Principal/Head of School.

Job Description Review

This job description will be reviewed as and when necessary, in accordance with the needs of the academy.

Date of Last Review: April 2026

Reviewed by: T H Copestake, Head of School (Secondary Phase)



PERSON SPECIFICATION

Assistant Manager – Resourced Provision

Requirement	Essential/ Desirable	Method of Assessment
Qualifications		
A good honours degree	E	Application Form Certificate Check
A postgraduate qualification in teaching.	E	
Further professional/SEND qualifications.	D	
Experience		
Experience in teaching SEND students at KS3 and GCSE and A Level.	E	Application Form
Knowledge and Skills		
Detailed knowledge of SEND	E	Application Form Interview Process Lesson Observation
Highly skilled practitioner, able to deliver a variety of teaching strategies.	E	
A strong enthusiasm for teaching SEND students.	E	
The ability to support pupils with SEND.	E	
Excellent lesson planning.	E	
Effective behaviour management and motivation.	E	
The ability to work easily with colleagues and to function as part of a team.	E	
ICT competent.	D	
Experience of using Arbor and 4Matrix.	D	
Personal Competencies and Qualities		
A readiness to become fully involved in the life of the whole 3-18 school, sharing the values of the school and United Learning.	E	Application Form Interview Process Lesson Observation
Well organised and willingness to organise extra-curricular activities both in and outside of the departments.	E	
Good inter-personal skills when dealing with pupils, parents, staff and the wider community.	E	
An ability to combine rigour and high expectations with personal tact and discretion.	E	
Understand and respect the importance of diverse cultures and faiths within the school, with a commitment to equal opportunities.	E	
The ability to form and maintain appropriate relationships and boundaries with young people.	E	
Eagerness to try out new ideas and initiatives, both within and beyond the curriculum.	E	
Able to show innovation and flexibility.	D	



Requirement	Essential/ Desirable	Method of Assessment
Motivation and Expectations		
To be up to date with current thinking in education.	E	Interview Process
Eagerness to participate in extra-curricular activities.	E	
Eagerness to promote SEND across the curriculum and to fuel further development of the department.	D	



TERMS AND CONDITIONS

Assistant Manager – Resourced Provision

The Assistant Manager – Resourced Provision will work under the direction of the Resourced Provision Manager and the Director of Pastoral Care (Inclusion) at the school's premises on Spring Bridge Road.

Hours of Work

This is a permanent contract and is full time, (37.5 hours per week, excluding lunches).

Salary

Salary will be paid in accordance with the United Learning Teachers' Pay Scale from £36,400 to £53,040 per annum FTE, depending on previous years' experience.

Pension

The Assistant Manager – Resourced Provision will be enrolled automatically into the Teachers' Pension Scheme (TPS).

Rewards and Benefits

- We offer a variety of staff benefits including gym, cycle and car lease schemes. You will also have access to an Employee Assistance Programme which provides independent, confidential advice 24 hours a day. Details of the full suite of benefits can be found on the Rewards and Benefits section on the United Hub.
- Following completion of six months' service with United Learning, you will be enrolled into the Westfield Health Cash Plan which enables you to claim money back towards the cost of essential healthcare, such as trips to the optician, dentist or physiotherapist, and access to an online GP. The Westfield platform also offers a range of discounts including, retail and entertainment discounts – see next page.

Preconditions including Disclosure of Criminal Background

Any offer of employment will be subject to satisfactory outcomes of:

- Confirmation of suitability to work with children (Enhanced DBS check)
- Two professional references
- Proof of identity and eligibility to work in the UK
- An overseas check, if applicable
- Confirmation of your qualifications
- Prohibition Order Check
- Prohibition from Management check
- Completion of a Disqualification declaration
- Pre-employment Medical Check



Key Benefits Summary

An overview of the benefits available to colleagues in Academy schools on **United Learning contracts**:



Westfield Health, Health Cash Plan

Available after 6 months' service. Money back on essential health care, inc. opticians, dentists, flu vaccinations, physiotherapists. Annual limits apply, also available for dependent children up to the age of 22. Staff can upgrade to increase cover or add additional adults once per year.



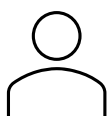
Doctor Line

Available after 6 months' service. Round the clock advice from a GP from any location in the world via phone and video appointments.



Westfield Rewards

Available and free for all staff. Get discounts and rewards from hundreds of leading retailers, restaurants and destinations. Choose from one-off vouchers, reloadable discount cards or receive cashback.



Employee Assistance Programme

Available and free for all staff. Confidential and independent helpline for up to 6 structured sessions, available 24/7/365. Covers stress, depression, medical advice, legal advice, financial worries, bereavement, family difficulties and many more.



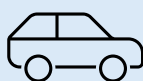
Flu Vaccines

Available to all staff. If you are a member of the Health Cash Plan the cost of the vaccine can be claimed via the system. If you are not a part of this scheme please check with your HR lead.



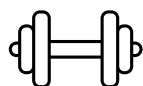
Cyclescheme Salary Sacrifice

Available to all staff, as long as they have at least a 12-month employment contract. Deductions taken from monthly salary so would be subject to National Minimum Wage checks



Car Lease Salary Sacrifice

Available to all staff, as long as they have at least a 12-month employment contract. Deductions taken from monthly salary so would be subject to National Minimum Wage checks



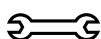
Gym Membership (Gymflex)

Available to all staff. Allows you to spread the cost of an annual gym membership over a year through payroll deductions



Will Writing

All staff are offered a completely free basic will through The Life Cover People.



RAC Discount

Available to all staff. United Learning have partnered with RAC Vehicle Benefits to provide a substantially discounted offer for vehicle Breakdown Cover. Cover can be purchased directly from Vehicle Benefits for up to four vehicles.

You will be provided with more information on all of these benefits during your induction to United Learning. For any specific information please liaise with your HR contact.



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How to Apply

Please apply through the William Hulme's Grammar School website:

<https://www.whgs-academy.org/work-for-us/vacancies>

United Learning is an equal opportunities employer. We are working hard to become a more diverse organisation – which is key to our commitment to bringing out the best in everyone. We welcome applications from everyone committed to this ethos and would particularly welcome applications from black and minority ethnic candidates, who are currently under-represented in the Group as a whole.

We always appoint on merit. We are open to discussing flexible working options.

The school is fully committed to the safeguarding of children and all staff will be subject to an enhanced DBS disclosure and full child protection/safeguarding training. The school's Safeguarding Policy can be found here:

[Safeguarding Children and Child Protection Policy](#)



“Pupils thrive in this diverse and welcoming school. Pupils feel a true sense of belonging to this special community. Individuals are valued and nurtured. Differences are celebrated.”

Ofsted, 2025

