



# Job description

## Lead Practitioner: Noadswood Pathways Lead

(In school Inclusion Provision)

Noadswood is committed to creating a diverse workforce. We'll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

### Job details

**Salary:** Lead Practitioner LP2-LP6

**Hours:** Full time

**Contract type:** Permanent

**Reporting to:** Headteacher

**Responsible for:** Implementation, delivery, impact of Noadswood Pathways (in school Inclusion Provision)

### Main purpose

The teacher will:

- Fulfill the professional responsibilities of a teacher, as set out in the [School Teachers' Pay and Conditions document](#)
- Meet the expectations set out in the [Teachers' Standards](#)
- Take specific responsibility and accountability for developing and leading the Noadswood Pathways across the school, leading and managing the work of the existing team, setting out a range of support and provision
- Work in collaboration with the members of the Leadership Team to assist in the promotion, direction and oversight of high standards of teaching and learning, student achievement and progression through effective inclusion
- Ensure and maintain a positive, calm learning environment through endorsing appropriate behaviour of students in line with the school's ethos and values
- Ensure that Noadswood is a school where all students thrive by upholding and modelling the Trust's values in all aspects of the role

### **Duties and responsibilities**

- Building on existing successful in school inclusion provision, to develop and co-ordinate an expanded inclusion curriculum, space and supported provision for targeted students
- To establish an expanded setting which is functional and fit for purpose whilst ensuring whole school standards and cultural expectations are met
- To develop and implement an assessment framework to monitor and evaluate the effectiveness of the provision, including attendance and engagement, safeguarding and ensuring student progress against agreed indicators
- Apply trauma-informed practice to ensure that students with complex emotional and social needs are provided with the right support and guidance
- To develop enhanced referral and reintegration systems and individual 'Additional Needs Plans' (ANP) for individual students and to formally risk assess students where appropriate
- To promote students' independence and employ strategies to recognise and reward achievement and self-reliance
- To lead small groups of students and 1:1 in their learning and to track their progress
- To liaise with teaching staff in order to deliver individual student's work, adjusting activities according to student need in collaboration with teaching assistants
- To develop and implement additional learning opportunities through external providers and the local community and other local schools
- To lead early intervention work with children who choose Noadswood in Year 6, to support those that need it into an excellent, supported pathway from the start
- To line manage the current team, empowering their experience, creativity and skills to thrive in what they are already doing, as well as to be at the heart of the expanded offer

### **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school
- Work with others on curriculum and pupil development to secure co-ordinated outcomes
- Ensure teaching and learning within the alternative provision is aligned with school ethos, identifying any procedural issues and providing workable solutions
- Provide leadership within your department and ensure whole school values are represented and understood

### **Health, safety and discipline**

- Promote the safety and wellbeing of all students
- Maintain good order and discipline among students, managing behaviour effectively to ensure a good and safe learning environment
- Ensure all safeguarding procedures, health and safety standards, and other regulatory requirements are adhered to and regularly reviewed.

### **Professional development**

- Take part in the school's appraisal procedures
- Take part in further training and development in order to improve own teaching

- Take part in the appraisal and professional development of others

### **Communication**

- Communicate highly effectively with students, parents and carers

### **Working with colleagues and other relevant professionals**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school with passion and energy
- Develop and sustain highly effective professional relationships of integrity with colleagues

### **Personal and professional conduct**

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities  
Safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out.

## Person specification

CRITERIA	QUALITIES
<b>Qualifications and training</b>	<ul style="list-style-type: none"> <li>➤ Qualified teacher status</li> <li>➤ Successful teaching experience</li> <li>➤ Evidence of professional development relevant to this role</li> <li>➤ SEN qualification or willingness to undertake training</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>➤ Proven experience leading alternative education, SEN or similar setting</li> <li>➤ Strong understanding of the SEN Code of Practice</li> <li>➤ Extensive knowledge of legislation and guidance on curriculum requirements and current national developments in terms of SEND</li> <li>➤ Experience of collaborative and partnership working</li> <li>➤ Strong understanding of effective transition strategies to support learners through changes in their education and care.</li> <li>➤ Experience and understanding of trauma-informed practice, with the ability to provide compassionate support for students with complex emotional and social needs.</li> <li>➤ Strong understanding of holistic approaches to learning and well-being.</li> <li>➤ A passion for creating inclusive, respectful, and nurturing learning environments.</li> <li>➤ Excellent communication and interpersonal skills with the ability to build strong relationships with stakeholders at all levels.</li> <li>➤ Experience in managing and developing staff teams.</li> <li>➤ Strong organisational and leadership skills, with the ability to manage multiple projects simultaneously.</li> <li>➤ A track record of implementing innovative educational programmes.</li> <li>➤ Experience in working with learners with diverse and complex needs.</li> <li>➤ Good IT skills</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>➤ High expectations for all students and belief in bringing out the best in all</li> <li>➤ Commitment to upholding and promoting the ethos and values of the school</li> <li>➤ Commitment to always act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school</li> <li>➤ Ability to work under pressure and prioritise effectively</li> <li>➤ Commitment to maintaining confidentiality at all times</li> <li>➤ Commitment to equality</li> </ul>

### Notes:

This job description may be amended at any time in consultation with the postholder.

**Last review date:** May 2026