

## Pathway Lead

### Job Description and Person Specification

<b>Job Title</b>	Pathway Lead
<b>Grade</b>	L8-L11
<b>Hours / Weeks</b>	Full time (36 hours / 52.14 weeks)
<b>Reports To</b>	Deputy Headteacher
<b>Responsible For</b>	All staff within the Pathway, including direct line management of class teachers and support staff. Collaborative responsibility with the Senior Leadership Team for the quality of education within the Pathway.
<b>Role Purpose</b>	To raise standards of teaching, learning, attainment and behaviour throughout the Pathway by ensuring inclusive, personalised provision that meets the needs of every pupil. To lead the transition of pupils from primary and other feeder settings into the school, securing effective induction and continuity of provision. To support the strategic leadership of the Headteacher and Deputy Headteacher in pursuit of the school's vision and development priorities.
<b>Key External Contacts</b>	Health professionals, social workers, educational psychologists, speech and language therapists, education welfare officers, feeder primary and special schools, and other partnership organisations.
<b>Key Internal Contacts</b>	Headteacher, Deputy Headteacher, SLT colleagues, class teachers, teaching assistants, parents and carers, and pupils.
<b>Financial Responsibility</b>	Delegated budget for Pathway curriculum resources and departmental projects.

## JOB DESCRIPTION

### 1. Strategic Leadership

- Serve as an active member of the School Management Team, contributing to the strategic direction and continuous development of the school.
- Lead and coordinate a designated curriculum area, as agreed with the Headteacher, ensuring high-quality provision, strong pupil outcomes, and ongoing improvement.
- Promote and model the school's vision, values and ethos, ensuring they are consistently understood and embedded throughout the Pathway.
- Contribute to the development, implementation, monitoring and evaluation of the School Improvement and Development Plan.
- Ensure that all pupils within the Pathway receive a high-quality, personalised education that enables them to achieve their full potential.

### 2. Leadership of Teaching and Learning

- Provide strong, visible leadership and support to Pathway staff, ensuring consistently high standards of teaching, learning and pupil outcomes.

- Contribute to the school's teaching provision through an agreed timetabled commitment, demonstrating excellent classroom practice and supporting continuous improvement across the Pathway.
- Model a commitment to continuous professional development and actively support the professional growth of all Pathway staff.
- Monitor and evaluate pupil progress, behaviour, attendance, engagement, and social and emotional development, implementing appropriate interventions where necessary.
- Support staff in fulfilling their tutor group responsibilities and in promoting pupil wellbeing effectively.
- Ensure that pupils' learning outcomes, EHCP outcomes and individual targets are planned for, monitored and reviewed in a timely and rigorous manner.
- Plan and lead Pathway assemblies, celebrating pupil achievements and fostering a positive, aspirational culture within the Pathway.

### 3. Transition and Induction

- Lead the annual transition process for incoming pupils, coordinating all aspects of preparation, induction and settling-in activity.
- Visit feeder primary schools and other educational settings as part of the phase transfer process, liaising effectively with professionals, pupils and families to gather information and support successful transitions.
- Ensure that all relevant documentation for incoming pupils, including EHCPs, review notes, reports from primary settings and specialist assessments, is collated, reviewed and acted upon before pupils join the school.
- Coordinate welcome and induction activities, including taster sessions and transition visits, to prepare new pupils for entry to the school.
- Build early and positive relationships with families of incoming pupils, addressing concerns, sharing expectations and establishing effective communication from the outset.
- Work closely with the SENCO and other professionals to ensure that provision for new pupils is in place from day one.
- Lead transition planning for pupils moving within the school or leaving at the end of their time in the respective Pathway, ensuring continuity and positive outcomes.

### 4. Operational Leadership

- Lead weekly Pathway meetings, ensuring effective communication, collaborative planning and timely follow-up on all agreed actions.
- Collect, analyse and use pupil and Pathway data to inform decision-making and drive improvement across all areas of provision.
- Support the acquisition, organisation and effective deployment of specialist resources that enhance teaching and learning within the Pathway.
- Contribute to the implementation, review and consistent application of school policies and procedures.
- Undertake projects and responsibilities delegated by the Headteacher and Deputy Headteacher and ensure their successful completion.
- Promote equality, diversity and inclusion, ensuring that these principles are embedded within all aspects of Pathway practice.
- Report on the progress, achievements and development needs of the Pathway through regular line management meetings with the Deputy Headteacher.

### 5. Leading and Developing Staff

- Lead the implementation of the school's behaviour policy within the Pathway, promoting a positive and inclusive learning environment for all.
- Line manage designated staff within the Pathway, including performance management, target setting, professional development and appraisal.
- Organise, lead and record outcomes from regular line management meetings with Pathway staff, monitoring progress, celebrating success and providing pastoral support as appropriate.

- Foster a culture of teamwork, accountability and professional excellence throughout the Pathway.

## 6. Partnership and Community Engagement

- Develop effective and productive partnerships with parents and carers, enabling them to support their children's learning, wellbeing and development.
- Work collaboratively with external agencies and professionals to ensure coordinated, holistic support for pupils and families.
- Represent the school at relevant meetings, reviews and professional forums.
- Contribute positively to the wider life of the school and maintain strong working relationships with the local community and partner organisations.

## GENERAL RESPONSIBILITIES

Area	Expectation
<b>Safeguarding</b>	A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults is a condition of employment. An enhanced DBS disclosure will be required prior to appointment, and references will be obtained before interview.
<b>Data Protection</b>	All information acquired through employment must be treated in strict confidence and in accordance with the UK GDPR, Data Protection Act 2018 and the school's data protection policies. Any breach of confidentiality may result in disciplinary action.
<b>Equalities</b>	The postholder is expected to understand, comply with and actively promote the school's commitment to equality of opportunity and outcomes, challenge discrimination in all forms, and undertake relevant training as required.
<b>Health and Safety</b>	The postholder is responsible for their own health and safety and that of colleagues, pupils and visitors. Established systems of work must be followed, protective equipment used where necessary, and hazards reported promptly.
<b>Professional Conduct</b>	The postholder is expected to uphold the school's Code of Conduct and maintain high standards of personal integrity, honesty and professionalism. Any concern about impropriety must be raised through the appropriate channel; employees making such disclosures are protected from recrimination.
<b>Sustainability</b>	The postholder is encouraged to adopt and model good environmental practice, including energy efficiency, sustainable transport, recycling and waste reduction, in support of the school's commitment to sustainability.
<b>Flexibility</b>	The duties listed in this job description are illustrative rather than exhaustive. The postholder may be required from time to time to undertake other responsibilities consistent with the grade and nature of the role, as directed by their line manager.

*Please note: This job description will be reviewed regularly and may be amended in consultation with the postholder to reflect the evolving needs of the school.*

<b>Signature of Employee:</b>	<b>Name:</b>	<b>Date:</b>
<b>Signature of Headteacher:</b>	<b>Name:</b>	<b>Date:</b>

## Pathway Lead

### Person Specification

Evidence against this specification will be gathered through the following methods:

**AF** Application Form    **I** Interview    **T** Task or Presentation

Criterion	Essential	Desirable	How Assessed
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status (QTS).</li> <li>• Degree or equivalent professional qualification.</li> <li>• Evidence of continuing professional development relevant to leadership, teaching and learning, SEND or curriculum development.</li> </ul>	<ul style="list-style-type: none"> <li>• National Professional Qualification (NPQ) or equivalent leadership qualification.</li> <li>• Additional qualifications in SEND, inclusion, behaviour management, safeguarding or curriculum leadership.</li> </ul>	AF
<b>Experience</b>	<ul style="list-style-type: none"> <li>• A minimum of four years' successful classroom experience, including teaching pupils with a range of special educational needs and disabilities.</li> <li>• Evidence of consistently good or outstanding classroom practice.</li> <li>• Experience of leading, coordinating or developing an aspect of school provision, curriculum or improvement.</li> <li>• Experience of monitoring pupil progress and using data to inform planning and intervention.</li> <li>• Experience of working collaboratively with parents, carers and external agencies.</li> <li>• Experience of supporting pupils with social, emotional, behavioural and communication needs.</li> <li>• Experience of implementing behaviour management strategies that promote positive pupil outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of line managing, mentoring or coaching members of staff.</li> <li>• Experience of leading a team, phase or pathway within a school.</li> <li>• Experience of contributing to whole-school improvement initiatives.</li> <li>• Experience of managing transition arrangements for pupils between educational settings.</li> <li>• Experience of budget management.</li> </ul>	AF / I
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Secure understanding of effective teaching, learning, assessment and curriculum development.</li> <li>• Good knowledge of SEND legislation, statutory guidance and best practice.</li> <li>• Understanding of safeguarding procedures and responsibilities, including the ability to identify and act on concerns.</li> <li>• Understanding of behaviour management approaches that support positive, inclusive learning environments.</li> <li>• Awareness of the importance of inclusion, equality, diversity and pupil wellbeing.</li> <li>• Knowledge of multi-agency working and how it supports pupils and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of current educational developments and national initiatives relating to SEND.</li> <li>• Understanding of school improvement processes and self-evaluation frameworks.</li> </ul>	AF / I

<p><b>Leadership and Management Skills</b></p>	<ul style="list-style-type: none"> <li>• Ability to inspire, motivate and support colleagues to achieve and maintain high standards.</li> <li>• Ability to lead by example and promote a positive, ambitious school culture.</li> <li>• Ability to monitor, evaluate and improve provision and outcomes in a systematic and evidence-informed way.</li> <li>• Ability to organise and prioritise a demanding and varied workload effectively.</li> <li>• Ability to analyse data and other sources of evidence to make well-reasoned decisions.</li> <li>• Ability to lead meetings, communicate expectations clearly and ensure agreed actions are followed through.</li> <li>• Ability to manage change constructively and contribute effectively to school improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of conducting performance management reviews.</li> <li>• Experience of designing and leading professional development opportunities for staff.</li> </ul>	<p>AF / I</p>
<p><b>Communication and Interpersonal Skills</b></p>	<ul style="list-style-type: none"> <li>• Excellent written and verbal communication skills, with the ability to adapt style and register to different audiences.</li> <li>• Ability to build positive, professional and productive relationships with pupils, families, staff and external partners.</li> <li>• Ability to work collaboratively and constructively as part of a leadership team.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of representing a school at external meetings or professional forums.</li> </ul>	<p>AF / I / T</p>
<p><b>Personal Qualities</b></p>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children and young people.</li> <li>• Commitment to the vision, values and ethos of the school.</li> <li>• High expectations of achievement, behaviour and personal development for all pupils.</li> <li>• Resilient, adaptable and solution-focused in approach.</li> <li>• Ability to work independently and exercise professional initiative and judgement.</li> <li>• Reflective practitioner with a genuine commitment to ongoing professional development.</li> <li>• Integrity, professionalism and discretion in all aspects of the role.</li> <li>• Enthusiasm for improving outcomes for young people with SEND.</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness and ability to contribute to the wider life of the school and local community.</li> <li>• Interest in developing innovative approaches to teaching, learning and inclusion.</li> </ul>	<p>I</p>

*Little Heath School is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to an enhanced DBS check and satisfactory references.*

**Signature of Employee:**

**Name:**

**Date:**