

The Oaks Specialist College

www.theoaks.ac.uk

Job Description and Person Specification

Pathway Lead

Reporting to:	Assistant Principal
Teaching Commitment:	60% Teaching timetable
Pay Range:	M1- £ 34,069 - U3- £52, 835 depending on leadership experience

Context

The Oaks Specialist College is a registered 'Outstanding' provision based in Tonbridge, set up to meet the needs of young adults age 18-25 with learning difficulties or disabilities (LLDD) and physical disabilities.

Our aim is to complement and work alongside existing providers in the area, to ensure that the needs and aspirations of our young people can be met locally. We work with a range of local businesses to enable our learners to seek employment and play an active role in their community.

Learning programmes include:

- A programme of study and work-related learning and experience that will lead to further vocational training, internships/apprenticeships and employment.
- A programme of study providing a further 1, 2 or 3 years for young adults to continue to develop their personal life and independent living skills so that they can contribute to society in a number of ways and live an independent or semi-independent life.
- A vocational programme providing a further 1, 2 or 3 years for young adults to continue to develop their personal life and independent living skills so that they can contribute to society in a number of ways and live an independent life in a supported environment.

A bespoke programme of study for learners that require a total communication approach and may use AAC. This is a multi-sensory curriculum to enable the learners to communicate their needs in a supported environment.

Our mission at The Oaks is to put young people with learning disabilities at the heart of all that we do and to ensure that the skills, knowledge, and behaviours gained in college are applied in the "real world" so that every learner makes clear progress and develops into a young person who is respected and valued in their community and is confident and able to contribute fully.

We continually strive to be the best that we can be, so that on leaving The Oaks our young people will gain employment, further training or meaningful volunteering roles and be able to live their life more independently – with less dependency on others as they continue to develop, mature, and thrive.

The **Pathway Lead** role sits within the Extended Leadership Team and is an essential and integral part of the exceptional team at The Oaks Specialist College and is crucial to our continued success and development.

Job Description – Principal Accountabilities

1. Be responsible for the delivery and monitoring of high-quality education and personal development across our Learning for Life learning pathway/Point provision.
2. Lead a team of teachers and support staff within the pathway whilst being responsible for action planning, the improvement of teaching and learning and meaningful data collection and review.
3. Track learner progress across various aspects of their individualised curriculum to identify areas of development, as well as trends and gaps in knowledge across the learning route.
4. In discussion with the Principal, Deputy Principal and Assistant Principals contribute to the College's Self-Assessment Report and Quality Improvement Plan so that we continually evaluate our offer to ensure it remains responsive to learners' needs and aspirations, as well as to the SEND local and national landscape.
5. Liaise with the Principal, Deputy Principal, Assistant Principals and other Pathway Leads to ensure that planning and curriculum development is in line with strategic objectives.
6. Be willing to instil creative and innovative approaches to the development of the curriculum that will continue to stimulate and engage learners in a way that enables social, personal, and educational progress.
7. Ensure learning opportunities are equally distributed across the learning route to promote inclusive participation.
8. Play a key role in the development of our learners' independence skills so that they can confidently access and contribute to their local community.
9. Identify opportunities for our learners to participate in internal and external work-related learning opportunities that utilise and develop their independence and employability skills.
10. Build relationships with local businesses to continually identify opportunities for work experience and other work-related opportunities that enables the College to enhance our careers offer across all learning routes.
11. Collaborate with the Careers Team to ensure you contribute to destination planning and work-related learning opportunities that the curriculum can support.
12. Collaborate closely with the therapy and accessibility teams and Assistant Principal for Complex Needs to ensure appropriate resources and provision are in place to support all learners to develop their independence, communication, engagement and inclusion.
13. Lead and contribute to self-evaluation and continuous improvement of the pathway against the Ofsted further education and skills inspection framework, evidencing impact across inclusion; curriculum, teaching and training; achievement; participation and development; safeguarding; and leadership and governance, and translating identified strengths and priorities for improvement into the College Self-Assessment Report and Quality Improvement Plan.
14. Contribute to the planning of continuous professional development within the pathway and the wider college to ensure we continue to deliver high quality learning programmes that reflect local and national priorities.
15. Liaise with the administration team regarding annual review meetings to ensure consistency of offer and next steps as appropriate.
16. Create an inclusive and supportive team culture in which staff feel valued, receive support appropriate to their individual needs and are confident to raise concerns.
17. Have difficult conversations confidently and address concerns promptly, sensitively and fairly.
18. Promote staff wellbeing while maintaining clear, consistent expectations and professional accountability.
19. Maintain a thorough understanding of Education, Health and Care Plans and annual review processes, ensuring that agreed outcomes and actions are implemented, monitored and followed through.
20. Work collaboratively across the wider College, considering how pathway decisions affect other teams and contributing to effective whole-college working.
21. Contribute, to plan and execute the Learning for Life timetable.
22. Undertake any reasonable additional activities or duties as directed by the Principal, Deputy and Assistance Principals.

As an active and effective member of the Extended Leadership Team, you will also: -

- e. Contribute to strategic decisions and actions to sustain and further develop the College.
- f. Develop and manage positive and productive relationships with all staff, learners, parents & carers, Trustees; also with all suppliers, external partners, collaborators and with local, national, and international communities
- g. Promote positive behaviour, setting consistent, clear expectations for maintaining appropriate behaviour, managing any challenging or difficult behaviour from learners or staff.
- h. Liaise with teaching and support staff to obtain knowledge of learners' special educational needs and deploy positive and targeted support for all learners with specific learning needs or difficulties.
- i. Participate in, and engage with, a range of College based and external INSET and professional development activities, including performance management feedback, and sharing best practice and outcomes with colleagues and to continuously improve own teaching performance.
- j. Implement all College procedures & policies consistently, and contribute to their evaluation and further development, supporting the College in achieving its aims, vision and priorities as set out in the College Quality Improvement Plan.
- k. Manage staff performance, attendance and professional development effectively, recognising individual strengths and identifying where further support or development is required.

Person Specification

Qualifications & Experience ▪ A levels or equivalent ▪ GCSE accreditation or equivalent, Grade A to C in both Maths and English ▪ Recognised teaching qualification ▪ A minimum of 5 years education experience ▪ Evidence of effective working with a variety of teams, stakeholders, and agencies ▪ Evidence of effective leadership and people management ▪ Experience of working in more than one setting. ▪ A degree or equivalent ▪ Experience of SEND inclusion and/or provision. ▪ Evidence of recent relevant professional development.	Essential Essential Essential Essential Essential Essential Desirable Desirable Desirable Desirable
Knowledge ▪ Ways of improving provision and outcomes including RARPA ▪ Education development ▪ The use and application of digital skills. ▪ The current Ofsted criteria and all relevant published professional standards. ▪ Health and Safety at work standards ▪ A range of education and business best practices	Essential Essential Essential Essential Desirable Desirable
Skills & Abilities ▪ Ability to work independently but also to be a team player ▪ Ability to support the personal care and daily living tasks of our learners who require additional support. ▪ Pro-actively lead and manage others; support colleagues' professional development ▪ Establish professional working relationships with colleagues that are characterised by an enthusiastic commitment to helping them overcome challenges. ▪ Encourage and enable staff to develop their skills to apply these to the workplace ▪ Support and challenge staff enthusiastically and be adaptable and flexible, whilst remaining calm and patient under pressure ▪ Effectively support a range of operational activities ▪ Plan and prioritise tasks, delegating where necessary and meeting deadlines. ▪ Excellent written, verbal and digital communication skills ▪ Demonstrate empathy, listens well and recognises that individual staff members may require different types of support. ▪ Show emotional resilience and remains calm and professional when dealing with difficult or sensitive situations. ▪ Organised and practical, with strong problem-solving skills and the ability to make sound, well-considered decisions.	Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential Essential

Communicate clearly and sensitively with learners, families, staff and other professionals, maintaining confidentiality at all times.	Essential
Personal Qualities & Abilities - Demonstrate optimistic behaviour, positive relationships & attitudes towards learners and staff, and towards parents, trustees, and members of the local community. - Role model by example – with integrity, creativity, resilience, and clarity. - Develop wide, up to date knowledge and understanding of education and College systems locally, nationally, and globally, and pursue continuous professional development. - Help to drive the College’s vision empowering all learners and other staff members to excel. - Embrace an educational culture of ‘open classrooms’ as a basis for sharing best practice with and between colleagues at all levels. - Provide a safe, calm, and well-ordered environment for all learners and staff, focused on safeguarding learners and developing their exemplary behaviour in College and in wider society.	Essential Essential Essential Essential Essential Essential

Vulnerable Adults Protection

This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. Appointment to posts exempt from the ROA will be subject to the successful candidate obtaining an enhanced disclosure from the Disclosure & Barring Service to KCCs satisfaction. The Oaks is committed to the fair treatment of its staff, potential staff or users of its services regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background. Where applicants have declared a criminal record, the relevance and circumstances of the offences will be considered in relation to the post applied for. Having a criminal record will not necessarily bar that person from working with us.

The Oaks Specialist College is committed to safeguarding young people and our staff, a commitment we expect all staff to share and uphold.