

Ravenscliffe High School
Job Description and Personal Specification

POST TITLE:	Lead Teacher (TLR) - Emergent Pathway
GRADE:	MPS/UPS + SEN2 + TLR 2A
LOCATION:	Ravenscliffe High School
RESPONSIBLE TO:	SLT
Main Purpose	
<p>The Emergent TLR is responsible for the leadership of teaching and learning for all students who follow the school's Emergent Pathway. This pathway supports pupils with complex SEND, including significant communication difficulties, Autism Spectrum Conditions (ASC) and, in some cases, behaviours that challenge. Pupils are typically working at pre-EYFS developmental levels and use a range of communication approaches, including spoken language, signing, visual symbols and AAC systems.</p> <p>As Emergent TLR, the postholder will work closely with the Assistant Headteachers to support the leadership and management of staff within the pathway. They will take a leading role in developing, implementing and regularly reviewing the Emergent curriculum, ensuring it remains coherent, ambitious and responsive to learners' needs. This includes designing and writing schemes of work that provide an innovative, engaging and developmentally appropriate curriculum. The successful candidate will further strengthen the pathway by applying the evidence-informed strategies explored through their NPQ or formal coaching programme to secure school-wide impact.</p> <p>The postholder will provide guidance, coaching and professional support to colleagues within the pathway to maintain and improve student progress and attainment, and to embed consistently high-quality practice. They will also contribute to the school's rolling CPD programme, delivering relevant training within their areas of expertise to develop staff knowledge and confidence in meeting the needs of pupils with complex communication needs.</p> <p>In addition to these responsibilities, the postholder will undertake the professional duties of a teacher as set out in the School Teachers' Pay and Conditions Document (STPCD), alongside a whole-school responsibility. They may also be required to carry out other duties appropriate to the level and purpose of the role, as directed by the Headteacher.</p>	
Duties and Responsibilities	
<p>Strategic Leadership and Vision</p> <ul style="list-style-type: none"> Develop and articulate a clear vision for the Emergent Pathway and its contribution to the wider curriculum and ethos of the school. Lead improvement within the Emergent pathway, ensuring demonstrable impact on pupil outcomes beyond the postholder's own class or group. Act as the professional voice for the pathway, representing staff views and needs in appropriate forums and addressing day-to-day issues as they arise. <p>Curriculum Design, Implementation and Review</p> <ul style="list-style-type: none"> Lead, manage and develop a coherent, sequential and highly personalised curriculum for pupils within the Emergent Pathway. Ensure the curriculum is developmentally appropriate across KS3, KS4 and KS5, drawing on strong subject and specialist knowledge. Oversee the design, writing and implementation of schemes of work, supporting colleagues to plan engaging and appropriate learning experiences. 	

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- Maintain and develop long-term curriculum plans, that support clear progression at each stage of development.
- Ensure provision of a broad, balanced, and relevant curriculum for pupils with complex communication needs.

Assessment, Standards and Quality Assurance

- Review curriculum effectiveness and associated assessment and progress data, identifying areas for development and improvement.
- Provide regular feedback to the Senior Leadership Team on standards, strengths and priorities within the pathway.
- Quality assure the quality of teaching and learning within the pathway, including line management of teaching staff where appropriate.

Teaching, Learning and the Learning Environment

- Thoughtfully plan and oversee the implementation of appropriate learning environments for pupils in the Emergent Pathway.
- Ensure learning environments offer clear structure and meaningful choices, matched to individual pupils' communication profiles, strengths and needs.
- Demonstrate up-to-date knowledge of research, developments and best practice within emergent and complex SEND education, applying this to improve outcomes.

Staff Leadership and Professional Development

- Provide line management, supervision and professional guidance to teaching and support staff within the pathway.
- Lead and contribute to professional development, including delivering CPD, advice and guidance to teachers and teaching assistants.
- Support staff in developing subject knowledge and confidence in using effective pedagogical approaches for pupils with complex communication needs.
- Contribute to the school's appraisal process, offering feedback, support and challenge as required.

Behaviour, EHCPs and Partnership Working

- Oversee the development, implementation and review of behaviour support plans, ensuring consistent and appropriate practice.
- Contribute to the EHCP process for pupils within the Emergent Pathway.
- Participate in professional meetings with colleagues, parents and external agencies as required.

Operational and Whole-School Responsibilities

- Manage the pathway budget, ensuring effective and appropriate use of resources.
- Provide planning support in the event of unforeseen staff absence, where required.
- Contribute to the development, implementation and evaluation of whole-school policies, practices and procedures.
- Undertake any other duties appropriate to the level and responsibility of the role, as directed by the Headteacher.

Classroom Teacher (in line with STPCD)

- Plan and deliver well-structured, engaging and purposeful lessons in line with the school's curriculum and relevant schemes of work.
- Assess, monitor, record and report on students' learning needs, progress and achievements, making accurate and effective use of assessment to inform teaching.
- Adapt teaching to respond to the strengths, needs and communication profiles of individual students, including supporting pupils experiencing sensory dysregulation or behaviour challenges.

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- Establish and maintain a safe, supportive and stimulating learning environment, demonstrating effective classroom management and setting high expectations that inspire, motivate and challenge pupils.
- Fulfil the role of pastoral teacher for a mixed-ability group of SEND students, supporting their wellbeing, engagement and personal development.
- Produce and contribute to statutory documentation, including Annual Reviews, EHCP processes and written reports to parents and carers.
- Actively support and promote the school's values and vision:

'Together we... Nurture, Believe, Achieve, Succeed'.

In addition to the responsibilities outlined above, the postholder will be expected to meet the requirements of the Teachers' Standards and fulfil all professional duties as set out in the School Teachers' Pay and Conditions Document (STPCD). These are available [here](#).

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Personal Specification – Lead Teacher (Emergent Pathway)			
Area	Criteria	Essential	Desirable
Qualifications & Professional Development	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS), including a relevant degree. • Evidence of ongoing professional development related to SEND practice. • Willingness to undertake and complete a relevant leadership qualification (e.g. NPQ) or formal coaching programme if a suitable qualification is already held. 	X X X	
	<ul style="list-style-type: none"> • Specialist CPD in relevant areas e.g. SLD, ASC, AAC. • Relevant leadership qualification e.g. NPQ 		X X
Teaching Experience	<ul style="list-style-type: none"> • Sustained and successful track record as a highly effective classroom practitioner. • Direct teaching experience of pupils with complex SEND. • Experience delivering a highly differentiated curriculum aligned to the Emergent Pathway. 	X X X	
	<ul style="list-style-type: none"> • Experience across more than one phase or setting. 		X
Curriculum & Pathway Leadership	<ul style="list-style-type: none"> • Experience of leading or contributing significantly to curriculum development. • Willingness to apply the evidence-based frameworks of the leadership qualifications/formal coaching to the strategic development of the Emergent Pathway • Experience teaching pupils working below age related expectations but requiring age related content. 	X X X	
Leadership & Management	<ul style="list-style-type: none"> • Ability to work collaboratively within multidisciplinary teams. 	X	
	<ul style="list-style-type: none"> • Line management, mentoring or coaching of teaching and/or support staff. 		X
SEND Knowledge & Pedagogy	<ul style="list-style-type: none"> • Strong understanding of learning for pupils with complex SEND. • Secure knowledge of Teachers’ Standards & SEND Code of Practice. • Confident in the use and modelling of AAC strategies. 	X X X	
	<ul style="list-style-type: none"> • Experience leading SEND-specific CPD or contributing to whole-school strategy. 		X
Assessment & Progress	<ul style="list-style-type: none"> • Knowledge of assessment and progress-tracking approaches for pupils with complex SEND. • Ability to analyse and use data to inform teaching and raise achievement. • Knowledge and experience of EHCP process and relevant legislation. 	X X X	
	<ul style="list-style-type: none"> • Contribution to school-wide assessment systems or reviews. 		X
Behaviour & Safeguarding	<ul style="list-style-type: none"> • Knowledge of positive behaviour support strategies. • Secure understanding of safeguarding responsibilities and procedures. 	X X	
	<ul style="list-style-type: none"> • Leadership of behaviour support planning or policy development. 		X
Professional Skills & Abilities	<ul style="list-style-type: none"> • Ability to lead, motivate and develop others. • Strong interpersonal and communication skills. • Excellent organisation and time-management skills. • Commitment to reflective practice. 	X X X X	
Personal Qualities	<ul style="list-style-type: none"> • Positive, resilient and empathetic practitioner. • Professional and approachable manner. • Strong commitment to safeguarding, wellbeing and confidentiality. • Ability to manage own workload effectively and support others to do the same. 	X X X X	
	<ul style="list-style-type: none"> • Experience acting as a professional advocate or voice for a team, colleague or student. 		X