



Please see below the following information which relates to the post you are applying for:

- A copy of the full advertisement
- Details of how to apply.
- Details of what happens next.
- Safeguarding Information
- A detailed Job Description
- A detailed Person Specification

## **Lead Teacher for Preparation for Adulthood, Middle Leadership Post, Oak Lodge School**

### **MPR/UPR Plus TLR & SEN Allowance**

**From September 2026**

**Full Time, Permanent**

**Are you looking to develop your leadership skills and make a real difference to the lives of young people with learning disabilities, autism and complex needs? Oak Lodge School is seeking dedicated and inspiring Preparation for Adulthood Lead teacher.**

### **About Oak Lodge School and Barnet Special Education Trust**

Oak Lodge is a special school for young people aged 11-19 with learning disabilities, autism spectrum conditions, and complex needs. We are part of Barnet Special Education Trust, a values-led multi-academy trust committed to providing exceptional education and support for children and young people with SEND across Barnet.

### **Why join Oak Lodge as a middle leader?**

Lead Teacher roles are perfect for experienced teachers who want to move into middle leadership in a supportive environment, with a focus on coaching, collaboration and developing quality first teaching rather than traditional line management.

- **Perfect for the next step in your career** - develop your leadership skills in a supportive, developmental environment
- **Focus on coaching and collaboration** - work alongside colleagues to develop practice rather than traditional line management

- **1 day per week dedicated leadership time** to develop your specialism and coaching skills
- **Dedicated HLTA support** - work alongside a Higher-Level Teaching Assistant who will support with form tutor responsibilities and pastoral care
- Work in a **therapeutic, person-centred environment** with small class sizes and high staff-to-student ratios
- **Strong leadership support** - work closely with Assistant Headteachers who provide oversight and a Deputy Headteacher with overall responsibility for assessment
- Benefit from **excellent professional development** through Barnet Special Education Trust's network of SEND specialists
- Make a **tangible difference** to students' independence and preparation for adult life
- Access **specialist facilities** including sensory rooms, life skills areas, and vocational learning spaces
- Work alongside a **multidisciplinary team** of therapists and SEND specialists
- **Career progression opportunities** within the Trust
- **Strong commitment to staff wellbeing** and flexible working arrangements where possible

## Our Students

Our young people aged 11-19 have a wide range of needs including:

- Moderate to severe learning disabilities
- Autism spectrum conditions with varying communication needs
- Complex medical and physical needs
- Sensory processing differences

Many of our students use alternative and augmentative communication, and all benefit from our highly individualised, therapeutic approach. We celebrate every achievement, however small, and are committed to preparing each young person for the most independent and fulfilling adult life possible.

## The Role

**Lead teacher for Preparation for Adulthood** Lead the school's Preparation for Adulthood strategy across employment, independent living, community participation, and health. Develop and oversee work experience programme, building employer partnerships. Support transition planning for post-16 and post-19 students, working with the senior leadership team. Coordinate with external agencies including colleges, supported employment services, and

social care. Develop independent living skills curriculum. Track and report on post-19 destinations. Coach teachers in embedding preparation for adulthood across the curriculum.

**All middle leaders will:**

- Work as a **form tutor teaching subjects across the curriculum** (4 days per week)
- Use their **specialist day** to lead curriculum development and coach colleagues in their subject area
- **Focus on coaching teachers** in subject delivery through observation, feedback and collaborative practice
- Work **alongside colleagues** to model and develop quality first teaching approaches
- **Work collaboratively** with middle and senior leadership teams, including Assistant Headteachers who provide oversight and the Deputy Headteacher who has overall responsibility for assessment tracking
- Be supported by a **dedicated HLTA** who will work alongside them to support with form tutor responsibilities and pastoral care
- Support and mentor **trainee teachers on placement**
- Lead curriculum development in their subject/specialism across KS3, KS4 and KS5
- Create enrichment opportunities and real-world learning experiences
- Work collaboratively with therapists and external partners where required
- Work collaboratively with families and contribute to annual reviews
- Support all students to make excellent progress towards their EHCP targets
- Contribute to whole-school improvement and safeguarding

**Note:** Line management of teachers is conducted through the leadership team. These roles focus on coaching, collaboration and working alongside colleagues to develop practice.

## **What We're Looking For**

**Essential for all roles:**

- Qualified teacher with relevant subject knowledge/expertise
- Experience working with young people with learning disabilities, autism and complex needs
- Ability to adapt curriculum and teaching for SEND learners

- Experience of person-centred planning and working with multidisciplinary teams
- Understanding of communication, sensory and regulatory needs and how to adapt approaches accordingly
- Experience of coaching or mentoring colleagues (formal or informal)
- Eagerness to develop leadership skills and take the next step in your career

#### **Leadership qualities:**

- Commitment to inclusive practice and high expectations for all
- Empathetic, resilient and flexible approach
- Passion for making your subject/specialism accessible, engaging and relevant
- Collaborative approach with ability to work alongside colleagues
- Openness to feedback and commitment to continuous improvement

#### **Knowledge and skills:**

- Knowledge of regulation strategies, use of special interests, and transactional supports to enhance student engagement
- Knowledge of SEND legislation and best practice
- Experience (or strong interest in developing) accreditation pathways for SEND learners
- Understanding of preparation for adulthood outcomes
- Strong communication and organisational skills

#### **Desirable:**

- Experience in a secondary special school setting
- Experience of leading a subject or curriculum area
- Specialist qualifications in autism, learning disabilities or therapeutic approaches
- Experience working with trainee teachers or supporting staff development

## **What We Offer**

### **Main Pay Scale or Upper Pay Scale (Outer London) + TLR + SEN Allowance**

- **1 day per week dedicated leadership time** out of class to develop your specialism and coaching skills
- **Dedicated HLTA support** to work alongside you with form tutor responsibilities and pastoral care

- **Supportive leadership structure** - work closely with Assistant Headteachers who provide oversight and a Deputy Headteacher with overall responsibility for assessment
- **Focus on coaching and development** rather than traditional line management
- Small class sizes and high staff-to-student ratios
- A collaborative environment with excellent professional development opportunities across Barnet Special Education Trust
- Strong commitment to staff wellbeing and development
- Access to specialist SEND training and leadership development opportunities
- Flexible working arrangements where possible
- The chance to work in a rewarding, inclusive school community where every achievement is celebrated
- Opportunities for career progression within the Trust
- **Perfect role for teachers looking to take the next step into middle leadership**

## To Apply

- Please submit your completed application form to [vacancies@bsentrust.org](mailto:vacancies@bsentrust.org) or via the **DfE Teaching Vacancies website** or **TES website** along with a cover letter (maximum 2 sides of A4) detailing:
  - **Which role(s) you are applying for** (you may apply for more than one role)
  - How you meet the person specification, particularly your experience of working with young people with SEND
  - Your vision for your subject/specialism in a special school setting
  - Why you're ready to take the next step into middle leadership
  - What you would bring to our team and wider school community
  - Why you want to work at Oak Lodge School
  - **Closing date:** 5pm, Friday 8 May 2026
  - **Interview date:** Week commencing 19<sup>th</sup> May 2026
  - **Start date:** September 2026
- For an informal discussion about any of these roles, please contact the school office on **0208 4446711** to speak to **Annie Dobbin (HR)** or **Charlotte Charlesworth (Headteacher)**.  
Alternatively, email [annie.dobbin@bsentrust.org](mailto:annie.dobbin@bsentrust.org) or [charlotte.charlesworth@oaklodeschool.org](mailto:charlotte.charlesworth@oaklodeschool.org)

## What Happens Next

- **After the closing date (5pm Friday 8 May 2026):**
- Shortlisted candidates will be contacted by Wednesday 13 May 2026
- We will request references at shortlisting stage
- Shortlisted candidates will be asked to complete a criminal record self-declaration form prior to interview
- We may carry out online searches as part of our due diligence checks. Any concerns identified will be discussed with you at interview
- Interviews will take place week commencing 19<sup>th</sup> May 2026

### **Interview day will include:**

- Tour of Oak Lodge School and our specialist facilities
- Meeting with students and staff
- **Teaching observation** - you will teach a short lesson to a small group of students (details will be provided in advance to shortlisted candidates)
- A presentation task focusing on your approach to leading your subject/specialism and coaching colleagues in a special school setting (details will be provided in advance to shortlisted candidates)
- Formal panel interview
- Opportunity to ask questions about the role and school

**Successful candidate:** Conditional offer subject to satisfactory completion of pre-employment checks, including:

- Enhanced DBS check with children's barred list information
- Barred list check
- Prohibition from teaching check
- Reference checks (minimum of two references)
- Verification of identity, right to work in the UK, and qualifications
- Medical fitness check
- Checks for any periods of living or working outside the UK (if applicable)
- **Start date:** September 2026

### **Unsuccessful candidates:**

- Will be notified by email within 2 working days of the interview
- Feedback will be available on request
- If you require any adjustments to the interview process, please let us know when you're invited for interview.

## Safeguarding Statement

### Our Commitment to Safeguarding

Barnet Special Education Trust is wholly committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. These roles involve working with vulnerable young people with special educational needs.

- All appointments are subject to:
- Enhanced DBS check with children's barred list information
- Barred list check
- Prohibition from teaching check (where applicable)
- Reference checks
- Verification of identity, right to work, and qualifications
- Satisfactory completion of all pre-employment checks in line with Keeping Children Safe in Education 2025
- This post is exempt from the Rehabilitation of Offenders Act 1974.

Barnet Special Education Trust 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.

## Lead Teacher, Preparation for Adulthood (TLR)

**School:** Oak Lodge School, Heath View, East Finchley, N2 0QY  
Barnet Special Education Trust

**Contract:** Full time, Permanent

**Start date:** September 2026

**Salary:** Main Pay Scale or Upper Pay Scale (Outer London) + SEN Allowance + TLR3 (fixed-term allowance, with potential to convert to a permanent TLR2 subject to successful completion of the role and school needs)

**Leadership time:** 1 day per week out of class to develop specialism (in addition to standard PPA time)

## **Main Purpose of the Role**

As a Lead teacher for Preparation for Adulthood, you will lead the development and delivery of an outstanding, adaptive curriculum in your area that meets the diverse needs of our students aged 11-19. This is an excellent opportunity for teachers looking to take the next step in their career and develop their leadership skills in a supportive environment.

You will work as a form tutor teaching subjects across the curriculum, while using your specialist day to lead curriculum development, coach colleagues, and drive quality first teaching in your subject area. Working closely with middle and senior leadership teams, including Assistant Headteachers who provide oversight and the Deputy Headteacher who has overall responsibility for assessment tracking and implementation, you will focus on coaching teachers in subject delivery and ensuring excellent teaching and learning across all key stages.

You will be supported by a dedicated Higher Level Teaching Assistant (HLTA) who will work alongside you to support with form tutor responsibilities and pastoral care, allowing you to focus on developing your leadership skills and subject expertise.

## **Key Responsibilities**

*Lead teacher for Preparation for Adulthood:*

- Work with the senior leadership team to lead the school's Preparation for Adulthood strategy across all four pathways: employment, independent living, community participation, and health
- Develop and oversee the work experience programme, building partnerships with local employers and supported employment services
- Support transition planning for post-16 and post-19 students, working with the senior leadership team to ensure excellent outcomes
- Coordinate with external agencies including colleges, supported employment services, social care, and health services
- Work with the senior leadership team to develop independent living skills curriculum including travel training, personal care, cooking, budgeting, and home management
- Work with the senior leadership team to oversee accreditation for life skills and vocational qualifications
- Develop community participation opportunities and links with local community groups
- Support students and families with transition reviews and post-19 planning
- Coach teachers in embedding preparation for adulthood across the curriculum

## **All Heads of Subject/Specialism will:**

### *Curriculum Leadership:*

- Lead the implementation and evaluation of the curriculum in your subject/specialism across Key Stages 3, 4 and 5
- Ensure the curriculum is highly differentiated, person-centred and adapted to meet the needs of students with learning disabilities, autism and complex needs
- Ensure curriculum design and delivery supports progression for all students from their individual starting points, with clear pathways and ambitious expectations regardless of level of need
- Work alongside the senior leadership team to develop schemes of work that incorporate sensory, practical and concrete learning approaches
- Work closely with the preparation for adulthood lead and senior leadership team to oversee appropriate accreditation pathways and qualifications
- Work with subject leaders across the school to enrich the curriculum with real-world learning experiences

### *Teaching and Learning:*

- Deliver outstanding teaching as a form tutor to assigned classes (4 days per week), teaching subjects across the curriculum
- Liaise with families to involve them in their child's learning and celebrate progress
- Contribute to annual reviews
- Fulfil form tutor responsibilities including pastoral care, monitoring attendance and wellbeing, and maintaining strong communication with families
- Work alongside a dedicated Higher Level Teaching Assistant (HLTA) who will support with form tutor responsibilities and pastoral support
- Model excellent SEND teaching practice, including use of visual supports, concrete resources, and alternative communication methods
- Use evidence-based approaches including SCERTS, trauma-informed practice and sensory regulation strategies
- Ensure teaching incorporates regulation strategies, special interests and transactional supports to enhance student engagement
- Adapt teaching approaches to meet communication, sensory and regulatory needs
- Support and mentor trainee teacher students on placement, providing guidance and modelling effective SEND teaching practice
- Work alongside your dedicated HLTA to develop their teaching practice through coaching, observation and feedback

### *Coaching and Quality First Teaching:*

- Focus on coaching teachers in subject delivery through observation, feedback and collaborative practice
- Work alongside colleagues to model and develop quality first teaching approaches
- Conduct regular lesson observations with a focus on coaching and development rather than performance management
- Provide constructive, developmental feedback that supports teachers to improve their practice
- Work collaboratively with middle and senior leadership teams to ensure consistency and quality across the school
- Support colleagues through team teaching, co-planning and joint observations
- Share best practice and innovative approaches within your subject area
- Lead moderation and assessment activities within your subject area, working under the oversight of Assistant Headteachers and the Deputy Headteacher

### *Staff Development and Collaboration:*

- Inspire and support your subject/specialism team, including teachers and teaching assistants
- Provide coaching, mentoring and professional development for team members through a collaborative approach
- Support staff to develop their SEND pedagogy and subject knowledge
- Contribute to whole-school CPD in areas of your expertise
- Mentor and support trainee teachers on placement, including planning, assessment and classroom management
- Coach and develop your dedicated HLTA to enhance their teaching skills and understanding of SEND pedagogy
- Work closely with Assistant Headteachers who provide oversight for your area
- Collaborate with the Deputy Headteacher on assessment tracking and implementation

**Note:** Line management of teachers is conducted through the leadership team. This role focuses on coaching, collaboration and working alongside colleagues to develop practice.

### *Assessment and Progress Tracking:*

- Contribute to assessment and monitoring for your subject/specialism across the school, working under the oversight of the Deputy Headteacher who has overall responsibility for assessment tracking and implementation

- Support teachers to track progress effectively through person-centred learning plans and EHCP targets
- Contribute to data analysis and support the implementation of interventions where needed
- Report regularly to Assistant Headteachers and SLT on progress, attainment and areas for development
- Lead on internal and external moderation processes within your subject area
- Ensure robust evidence collection for accreditation pathways

#### *Enrichment and Real-World Learning:*

- Develop enrichment opportunities that bring your subject/specialism to life, including educational visits
- Create links with external organisations to provide real-world experiences
- Support the development of vocational and work-related skills
- Coordinate educational visits related to your subject/specialism, ensuring accessibility and thorough risk assessments in collaboration with the senior leadership team
- Contribute to the school's work experience programme

#### *Whole-School Contribution:*

- Contribute to whole-school policies and procedures, ensuring they reflect best practice in SEND education
- Support the school's safeguarding procedures and contribute to student regulation and wellbeing
- Manage delegated budgets for your department/area effectively
- Contribute to school improvement priorities and strategic planning
- Participate in school events, parents' evenings and open days

## Person Specification

#### *Lead teacher for Preparation for Adulthood:*

- Experience of transition planning and post-16/19 pathways
- Experience of work experience coordination or vocational education
- Understanding of supported employment and adult social care pathways

#### *Qualifications and Training*

##### *Essential:*

- Qualified Teacher Status (QTS) or equivalent

- Evidence of relevant and recent professional development, particularly in SEND

*Desirable:*

- Specialist qualifications or training in autism, learning disabilities, de-escalation techniques, SCERTS, trauma-informed practice, or therapeutic approaches
- Subject-specific qualifications or specialist training relevant to your role
- Middle leadership or subject leadership qualification or training

*Experience*

*Essential:*

- Successful teaching experience in a special school or specialist setting
- Demonstrable experience of working with young people with special educational needs, including learning disabilities, complex needs and/or autistic learners
- Experience of adapting curriculum and resources to meet individual needs
- Experience of developing and implementing person-centred learning plans
- Understanding of how to support student regulation using proactive strategies and de-escalation techniques
- Experience working collaboratively with multidisciplinary teams, including therapists, families, and external agencies
- Experience contributing to EHCP implementation, annual reviews, and progress tracking
- Experience of coaching or mentoring colleagues (formal or informal)

*Desirable:*

- Experience in a secondary special school setting
- Experience of leading a subject or curriculum area
- Experience of working with trainee teachers or supporting staff development
- Experience of accreditation pathways for SEND learners
- Experience of transition planning and preparation for adulthood

*Skills and Knowledge*

*Essential:*

- Strong understanding of the needs of young people with learning disabilities and complex needs, including communication and sensory profiles
- Knowledge of person-centred approaches, differentiation, and scaffolded teaching strategies

- Knowledge of regulation strategies, use of special interests, and transactional supports to enhance student engagement
- Strong understanding of safeguarding and SEND best practice
- Excellent communication and organisational skills, with the ability to communicate effectively with students, families, and professionals
- Knowledge of current SEND legislation, including the SEND Code of Practice and EHCP processes
- Ability to coach and mentor colleagues through collaborative practice and constructive feedback
- Effective use of assessment for learning and data analysis
- Strong record-keeping and reporting skills, with attention to detail
- Ability to work collaboratively as part of middle and senior leadership teams

*Desirable:*

- Knowledge of accreditation pathways including Entry Level, functional skills and vocational qualifications
- Understanding of preparation for adulthood outcomes
- Experience of coaching models and approaches

*Personal Qualities*

*Essential:*

- Empathy, patience, and a genuine commitment to improving outcomes for young people with special educational needs
- High expectations for all students and a strong commitment to inclusive practice and equality
- Belief that all students can make excellent progress from their individual starting point, with high expectations for every learner regardless of level of need
- Ability to inspire and motivate students and staff, celebrating small steps and individual progress
- Collaborative and approachable leadership style, with the ability to work flexibly and adapt to the changing needs of students
- Strong commitment to the ethos and values of Oak Lodge School and Barnet Special Education Trust
- Resilient, flexible, and able to work under pressure while maintaining a calm and positive approach
- Commitment to upholding confidentiality, safeguarding, and promoting the welfare of vulnerable young people at all times
- A proactive approach to professional development and staying current with SEND best practice

- Enthusiasm for your subject/specialism and ability to inspire a love of learning in students with diverse needs
- Openness to feedback and commitment to continuous improvement
- Eagerness to develop leadership skills and take the next step in your career