

Secondary Phase Lead

Job Description

Overview

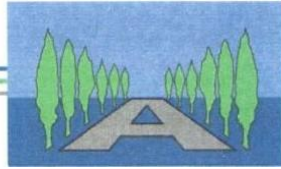
The Secondary Phase Lead at The Avenue Special Needs Academy will provide strategic leadership and day-to-day operational management of the Secondary department across the school, ensuring pupils make excellent progress academically, socially, emotionally, and in preparation for adulthood.

They will ensure that the Secondary curriculum, assessment, and pastoral systems are ambitious, coherent, sequential and personalised, with clear pathways toward Post-16 provision and or other destinations, accreditation, independence, and community participation. EHCP outcomes will be embedded within all aspects of planning and provision. The Phase Lead will regularly engage with the pupils' Personalised Learning Plans (PLPs and PFAs) to ensure these are embedded alongside the academic outcomes outlined in the frameworks set.

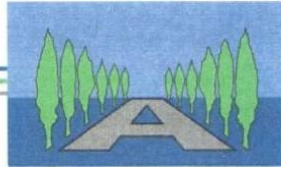
The Secondary Phase Lead will lead a structured, inclusive, and aspirational culture, supporting pupils through adolescence while promoting high expectations, consistency, and positive behaviour. They will be a key contributor to school-wide leadership and improvement.

Specific Responsibilities, including:

- Develop and deliver a Secondary phase strategy aligned with school improvement priorities and Preparing for Adulthood outcomes, working closely with the Deputy Headteacher: Quality of Education and the Assistant Headteachers and Pathway Coordinators.
- Lead on Ofsted readiness for the Secondary phase, contributing to the SEF and reporting to the Leadership Team and Trustees.
- Alongside the Deputy Headteacher: Quality of Education, be responsible for the design and delivery of a broad, balanced, and personalised Secondary curriculum, including:
 - Subject-based learning pathways
 - Functional literacy and numeracy
 - Personal development and wellbeing
 - Independence and community access
 - Topic based learning, where appropriate
 - Arrival Regulation
 - Community Inclusion



- Accreditations and Certifications
- Experiential curriculum
- Provide high-quality professional leadership to ensure excellent teaching, learning, care, and safeguarding within the Secondary phase.
- Model high-quality teaching and support consistent adaptive practice across subject areas. This can include coaching or teaching side by side with teachers you line manage.
- Embed effective assessment, moderation, and monitoring systems, aligned with whole-school policy and the quality assurance cycle.
- Complete planning moderation termly.
- Line Manage all class leads within your department effectively, meeting with them regularly to problem-solve and lead on strategy. Also, work closely with the coaching and mentoring lead when supporting unqualified and Newly Qualified Leads.
- Work collaboratively with the DHT: Admissions and Transitions and Head of Post-16 to ensure smooth transition for those pupils who will access the Post-16 provision at the school.
- Ensure EHCP outcomes are fully integrated into curriculum planning and pupil support strategies.
- Quality assure and lead on high-quality Annual Reviews, ensuring timely processes, robust reporting, and strong multi-agency collaboration.
- Oversee timetabling and deployment of teaching and support staff (daily and longer term) to maximise learning, intervention, and therapeutic input.
- Ensure a total communication environment is embedded across the Secondary phase.
- Work alongside the Pupil Support Team and Assistant Headteachers to evaluate data and intervention impact
- Support transition planning into the Secondary Phase and with progression into Post-16 provision, liaising with the DHT: Admissions and Transitions, Phase Leads and Pathway Co-ordinators.
- Promote a positive and consistent behaviour culture aligned with school policies, pupil support plans, and risk assessments.
- Prioritise attendance, punctuality, and engagement, acting promptly on persistent absence.
- Maintain oversight of Secondary phase resources and budgets.
- Maintain up-to-date expertise in SEND practice related to adolescence, mental health, behaviour, and complex needs.
- Play active role in the recruitment process of support staff.

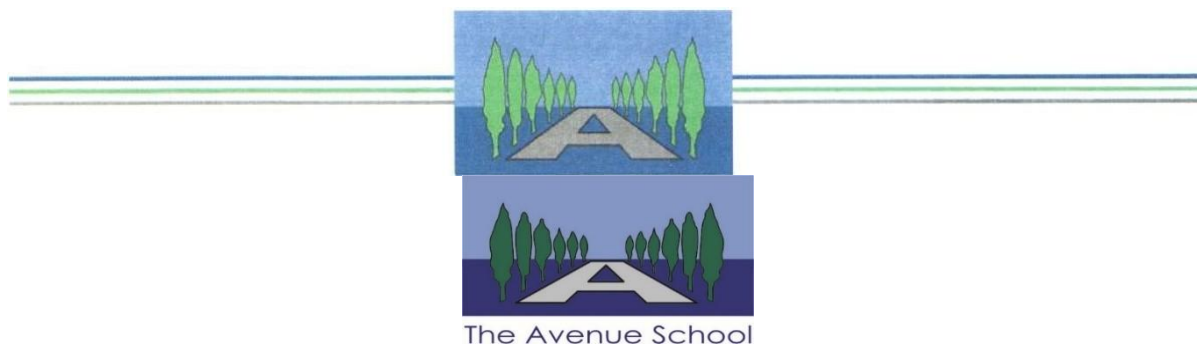


General Responsibilities

- Champion pupil voice, advocacy, and family partnership.
- Contribute fully to whole-school leadership, CPD, and policy development.
- Model exemplary professional conduct and high expectations.
- Promote safeguarding, wellbeing, and inclusion at all times.

Additional Information

The duties outlined are in addition to those covered by the most recent School Teachers' Pay and Conditions Document. This job description may be adapted in discussion with the Headteacher to reflect evolving school priorities.



Secondary Phase Lead

Person Specification

SELECTION CRITERIA	Essential	Desirable	Measured by Application, Presentation, and/or Interview
QUALIFICATIONS AND TRAINING			
• Qualified Teacher Status (QTS)	✓		Application
• Educated to degree level or equivalent	✓		Application
• Evidence of being an outstanding teacher	✓		Application, lesson observation
• Evidence of continuing professional development, supported by overall professional curiosity	✓		Application
• Good understanding of how individuals with a range of SEND learn, engage, and develop	✓		Application, lesson observation, presentation, interview
• A confident understanding of inclusive and adaptive pedagogical approaches and strategy, applied within special education	✓		Application, lesson observation, presentation, interview
• Evidence of strong pupil-centred vision and values, supporting advocacy, whilst recognising and celebrating difference	✓		Application, lesson observation, presentation, interview
• Good knowledge of what the characteristics of an effective school are, and successful strategies for improving outcomes		✓	Application, presentation, interview
• Good knowledge of current SEND educational direction, initiatives, and practice (national and local)		✓	Presentation, interview
EXPERIENCE			
• Successful strategic leadership/ experience with Secondary/SEND pupils	✓		Application, interview
• Recent evidence of leading an initiative at a strategic level	✓		Application, interview
• Experience of designing and quality-assuring a Secondary curriculum for pupils with SEND, inc. functional literacy and numeracy	✓		Application, presentation, interview



• Evidence of embedding effective assessment and monitoring routines	✓		Application, presentation, interview
• Evidence of a commitment to a culture of coaching and prioritising staff wellbeing, with staff feeling connected, motivated, and supported, whilst acting as a line manager	✓		Application, presentation, interview
• Evidence of leading annual reviews, multi-disciplinary working, and preparing reports for a range of professionals	✓		Application, presentation, interview
• Evidence of managing a school budget strand		✓	Application
• Evidence of managing daily staffing and timetabling, applying the principles of parity and flexibility	✓	✓	Application
• Evidence of successful work with parents, carers and the wider community/education partners		✓	Application
• Experience of embedding care plans and therapeutic packages for pupils with complex needs	✓		Application, interview
• Ofsted inspection experience for Secondary phase		✓	Application
INDIVIDUAL ABILITY AND QUALITIES			
• Clear understanding of successful strategies for improving the quality of provision and pupils' progress	✓		Application, lesson observation, presentation, interview
• Clear commitment to high expectations for children and young people's learning and achievement	✓		Application, lesson observation, presentation, interview
• A good understanding of the features of high-quality practice for supporting children and young people with learning difficulties and disabilities	✓		Application, lesson observation, presentation, interview
• High standards for Health & Safety and compliance	✓		Application, lesson observation, presentation, interview
• Confident in supporting and embedding consistent behaviour support strategies	✓		Application, lesson observation, presentation, interview
• Good interpersonal skills, ability to manage challenges by problem solving calmly and confidently, and applying the principles of restorative practice	✓		Application, interview
• Good written and verbal communication skills	✓		Application, presentation, interview



• Good planning, organisational, and management skills with the ability to meet deadlines	✓		Application, interview
• Effective IT skills, particularly to support learning, assessment, communication and for analysis purposes	✓		Application, presentation
• Emotional resilience	✓		Presentation, interview
• A high level of professionalism and integrity	✓		Application, lesson observation, presentation, interview
• A keen sense of humour and general positive approach	✓		Application, lesson observation, presentation, interview