

*“A Clear Pathway Towards Independence and Supported Employment”*

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The College is committed to safeguarding and promoting the welfare of young people, and expects all staff to share this commitment

**JOB DESCRIPTION**  
**CURRICULUM LEAD**

**SALARY: MAIN PAY SCALE / UPPER SCALE + SEN ALLOWANCE 1 + TLR**

**FULL-TIME, 35H/WEEK, PERMANENT**

**RESPONSIBLE TO: DEPUTY PRINCIPAL**

**PURPOSE OF THE POST**

- Lead the ongoing development of Phoenix Autism Trust’s post-16 curriculum, for all programmes across the College.
- Ensure the curriculum meets the evolving needs of learners
- Maintain compliance with funding and legislative requirements
- Help shape and improve the College’s offer as it grows and evolves
- Demonstrate flexibility and adaptability in response to change
- Contribute as a middle leader with both strategic and operational impact
- Undertake a proportion of classroom teaching
- Play a key strategic role in securing high-quality, autism-specific/SEND education across the College

**KEY RESPONSIBILITIES**

**Curriculum Design**

- Review and enhance the existing curriculum to ensure it supports personalised learner pathways and EHCP outcomes, needs and provisions, particularly around independence, employment, communication, and community engagement
- Ensure curriculum compliance with current post-16 SEND legislation and funding frameworks
- Monitor and evaluate the impact of the curriculum, using data and staff/learner feedback to inform ongoing development
- Coordinate the planning and delivery of accredited units, ensuring they are embedded meaningfully within the wider programmes, and support with internal moderation processes in line with awarding body requirements
- Create strategic plans that drive continuous improvement in all areas of the curriculum

**Quality of Teaching and Learning**

- Work closely with teaching and support staff to implement curriculum improvements and share best practices in autism-specific pedagogy

- Ensure consistency and quality in the design and delivery of learning environments to support effective teaching and learner engagement
- Teach a reduced timetable, delivering high-quality, engaging sessions and modelling effective practice
- Support the professional development of staff through coaching, mentoring, and curriculum-focused CPD
- Quality assures curriculum delivery through learning walks and lesson observations and address trends in areas of improvement by delivering whole staff CPD sessions
- Mentor individual members of the curriculum team to support with personalised CPD next steps following learning walks and lesson observations

### **Leadership and Management**

- Provide strategic leadership for SEND provision across the College in line with the SEND Code of Practice
- Lead and manage relevant staff teams, delegating operational responsibilities where appropriate
- Support staff development, particularly in relation to EHCP processes, safeguarding, and inclusive practice
- Contribute to College self-evaluation, development planning, and inspection readiness
- Ensure effective use of resources to maximise learner outcomes
- Responding to consultations in a timely and thorough manner, ensuring decisions are well-informed, aligned with the College's provision, and centred on learners' needs

### **Support for Students**

- Ensure high-quality, inclusive teaching and learning practices across the College
- Work collaboratively with curriculum leaders, teaching staff, and support teams
- Monitor the quality of SEND provision through observation, review, and sharing best practice
- Work closely with parents and carers to support learner progress and wellbeing

### **Pastoral Duties**

- Lead and work with multidisciplinary teams to support student progress and wellbeing
- Lead on planning and implementing support for vulnerable students
- Maintain accurate records and ensure effective communication with all stakeholders

**To follow any and all reasonable instructions as required by the College Principal and Deputy Principal.**

### **Health and Safety**

In carrying out the tasks in this job description you have a duty (under Health & Safety legislation) to take reasonable care for the health and safety of yourself and that of others. This implies taking positive steps to monitor and maintain a safe and secure working environment. It is expected that whilst maintaining an effective and efficient working environment you will comply with safety rules



Paton Close Bow London E3 2QE | 020 4546 7710  
[admin@phoenixcollege.london](mailto:admin@phoenixcollege.london) [www.phoenixcollege.london](http://www.phoenixcollege.london)

Phoenix Autism Trust (PAT)  
 Registered Company no. 09615159 Registered Charity no. 1172227  
 Registered Office: 49 Bow Road, E3 2AD

and procedures, and ensure that nothing you do, or fail to do, puts yourself or others at risk. This includes contributing to a safe and secure environment for the college community.

**Data Protection**

When working with computerised systems to be completely aware of responsibilities at all times under the Data protection Act 1998 for the security, accuracy, and significance of personal data held on such systems.

**Whole College Duties**

To play a full part in the life of the College and its community and to support its mission and ethos and to be a role model for staff and students.

Staff are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.  
 This job description is current at the date shown, but in consultation with you, may be changed to reflect or anticipate changes in the job commensurate with the job title purpose and grade.

**EQUAL OPPORTUNITIES STATEMENT**

To ensure equality of opportunity for all people in service provision and in employment, and to oppose strongly any form of discrimination

**PERSON SPECIFICATION**

All post holders are expected to demonstrate a commitment to Equal Opportunities and a proven ability to work effectively in culturally and linguistically diverse learning settings.

Applicants must have:

<b>Experience</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>Strong experience in SEND leadership</li> <li>Strong knowledge of SEND Code of Practice and safeguarding legislation</li> <li>Strong leadership and organisational skills</li> <li>Excellent communication and multi-agency working</li> <li>Significant experience teaching autistic children and/or young people with complex/high needs in an SEN setting</li> <li>Experience of curriculum design for high needs students</li> <li>Strong understanding of EHCPs, SEND legislation, and post-16 funding models</li> <li>Excellent leadership, communication, and organisational skills</li> <li>Adaptable, resilient and solution focussed</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>Working knowledge of RARPA</li> <li>Working knowledge of Entry Level accreditation providers such as ‘Open Awards’</li> </ul>
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	<ul style="list-style-type: none"> <li>• Working knowledge of ‘Evidence for Learning’.</li> <li>• Additional qualifications in SEND, autism education, or leadership</li> <li>• Post-16 teaching experience.</li> <li>• Working knowledge of the education components for supported internships</li> </ul>
<b>Qualifications</b>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Degree level qualification or equivalent professional qualification in a relevant subject area</li> <li>• QTS or QTLS</li> <li>• Higher Level training in relevant learning strategies e.g. PECS, TEACCH</li> <li>• Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT, first aid</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Recognised qualification in SEN</li> <li>• A management qualification</li> </ul>
<b>Personal Qualities &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Ability to support a team culture</li> <li>• The ability to show initiative within the framework of a strong and supportive team</li> <li>• Ability to lead and motivate others</li> <li>• Ability to help develop and to support a vision of high-quality education based on the moral integrity of the college’s core values</li> <li>• Ability to analyse information and use sound judgement in complex situations</li> <li>• Excellent interpersonal and communication skills</li> <li>• Strong written English and good ICT skills</li> <li>• Proven organisational skills</li> <li>• Ability to enthuse and inspire students, encouraging them to become good citizens and professionals</li> <li>• Ability to plan and organise time effectively, work under pressure and meet deadlines while keeping equilibrium</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with students.</li> </ul>
<b>Safeguarding</b>	Displays commitment to the protection and safeguarding of children and young people and has an up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people.
<b>Career Development</b>	Shows a desire to further your knowledge, training and career potential.

