

Post 16 Lead Teacher

Reporting to	Deputy Headteacher
Responsible for	Group Coordinator and Teaching Assistant
Starting Salary	£49,979 - £53,374 per annum (TCES Salary Band 402)
Location	TCES East London (E15 4HT)
Contract and hours	Permanent, Term Time + one week (to include Examination Results Days)

Job purpose

The Post 16 Lead develops and implements the post 16 curriculum, including the enterprise and transition of Post 16 pupils into employment, further training and adulthood, meeting the specific needs of the pupils in their school/service. The role also assists in the development of work-based driven learning, including study programmes, work experience, supported internships, apprenticeship and other provision as required.

Main duties and responsibilities

Curriculum

Ensure the Post 16 curriculum meets the needs of neurodiverse young people with Autistic Spectrum Condition (ASC) and/or Social, Emotional and Mental Health needs (SEMH).

Provide opportunities for young people to experience & understand vocational subjects in a range of contexts, including in collaboration with colleges, external agencies, employers, training providers and partners.

Work with other staff to develop and deliver a comprehensive Post 16 Enterprise curriculum, including SENCOs, teaching staff, LIFE Leads (Leadership, Independence, Future Options and Employability) and Teaching Assistants.

With support from the Deputy Headteacher, manage the department budget and resources, including work-based learning venues.

Implement an Enterprise Curriculum where all aspects of financial, budget requirements can be led by pupils.

Establish and maintain the quality and standards of the TCES 5 Part Curriculum (Academic/vocational, SEM & ASC, Enrichment, Engagement, Therapeutic).

Teaching and Learning

Deliver lessons that are pupil-focused and creative, according to an agreed timetable, and with defined outcomes that link with their individual Education, Health, and Care Plan.

Support a group of young people as a tutor, providing a formal consistent contact with pupils each day, establishing positive relationships, and supporting the pastoral care of everyone in the group.

Devise schemes of work, lessons plans and curriculum projects that are differentiated to meet the needs of the pupils, utilizing a full range of appropriate community facilities.

Support related teaching staff to develop schemes of work, lesson plans and curriculum projects.

Have an understanding of the Recognising and Recording Progress (RARPA) Process

Develop and implement different enterprise projects so Maths and English skills are functional and incorporated into the projects.

Working with members of the educational and clinical teams to close gaps across curriculum areas.

Ensure each Post 16 pupil has a planned Annual Review (AR) and relevant reports, paperwork, and Transition Plan.

Request pupil reports from college placements for pathway planning each half-term and for transition annual reviews.

Oversee the Quality of Education alongside the Deputy Headteacher, working collaboratively with members of the School Support Team (SST).

Liaise with LIFE leads to ensure that the LIFE curriculum meets Preparing for Adulthood, enterprise, employment, and careers agendas.

Ensure learners have access to an enrichment curriculum that meets the social, moral, spiritual, and cultural development of learners.

Ensure that all learners gain a full understanding of careers, employment opportunities and next steps.

Data and reporting

Monitor attendance regularly – raising concerns with therapeutic and social work teams where necessary and liaising with parents.

Complete risk assessments for college placements and external outings and ensure that these are monitored and updated where necessary.

Ensure service level agreements are in place for college placements and that they are in-place before the provision starts.

Ensure pupils are registered with awarding bodies for exams as appropriate.

Timetable for individualised learning – each pupil should have a timetable indicating where they should, which includes college provision.

Ensure that health, employment, independent living, and community action objectives are in place on pupil pathway plans and that these are reviewed and amended every half-term.

Manage the contents of pupils' Section 11 folders with support from the School Business Manager, Social Work lead, SENCO, and therapeutic teams.

Pupil Engagement

Look at our young people holistically and draw on a wide range of social care and teaching strategies to meet pupil needs whilst promoting interest and ensure the safety and well-being of young people.

Develop an enrichment programme that is designed to support social interaction and communication, improved mental wellbeing, and community engagement.

Work flexibly to the needs of the young people.

Work with SENCo and therapeutic teams to support young people that display challenging behaviour in emotional regulation, understanding that behaviour is a means of communication.

Take part in meetings, training and other group events as required.

Facilitate and encourage a sense of responsibility.

Maintain good personal and professional boundaries always including respecting and maintaining the confidentiality of all service users and others.

Ensure that every pupil with whom you work is helped to understand the TCES Complaints Procedures and their right to remain free from harm.

Hold responsibility for recording and satisfactorily addressing and passing on any complaints as per the TCES Complaints Procedure.

Understand and promote the Keeping Children Safe in Education and Prevent agendas, regularly keeping abreast of changes to legislation.

Understand and promote the Preparing for Adulthood agenda of Employment, Independent Living, Community Action and Health.

Since job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The post-holder is expected to observe and comply with all TCES policies and regulations, for example Code of Conduct, Safeguarding, Keeping Children Safe in Education, Health and Safety, TCES Values, Equality and Diversity etc.

PERSON SPECIFICATION

Education and Qualifications

Qualified Teacher (holds QTS or QTLS).

Relevant post-16 teaching qualification or working towards.

Evidence of ongoing professional development in post-16 education.

Assessor Award (D).

Knowledge and Experience

Substantial experience of supporting neurodiverse children or with ASC and/or SEMH and an understanding of potential implications for communication, learning and behaviour patterns.

Recent proven experience as an outstanding teacher across PSHE or vocational subjects, enterprise/business opportunities. Functional Skills teaching experience in Maths and English is an advantage.

Working knowledge of SEND Code of Practice, National Curriculum, Functional Skills, relevant BTECs and KS requirements.

Understand the further education landscape and to be up to date with latest developments from the Department for Education/Ofsted.

Knowledge and awareness of Safeguarding & Child Protection Procedures.

Demonstrable achievement in improving learning outcomes.

Skills and abilities

Be able to offer a calm response to children with ASC and SEMH and always promote de-escalation and emotional regulation.

Prioritise workload effectively; organised with attention to detail.

Differentiate the National Curriculum across Key Stages 2 – 4, and A Level curriculum.

Proficient IT skills, including Microsoft packages.

Work collaboratively and solve problems creatively.

Effective communication skills and the ability to adapt to a range of audiences.

Write and keep effective records and reports, including planning documents.

Able to support young people in forming and sustaining effective relationships.

Able to promote excellent practice and reflect upon own practice.

Sets and adheres to high expectations of all young people and oneself.

Demonstrates good leadership and team management qualities.

Other

Commitment to leading on safeguarding and promoting the welfare of children and young people.

Able to promote and celebrate diversity and equal opportunities.

Commitment to TCES Values.

D = Desirable

June 2025