Post title:	**Deputy Lead for Post 16**
Salary and grade:	**MPS – UPS + SEN 1 + TLR2**
Line manager/s:	**Headteacher**

Main purpose of the job:

In addition to the responsibilities of a class teacher, the Deputy Lead for Post 16 will provide leadership across Post-16 provision and contribute to curriculum development across the school. The role combines high-quality classroom practice with strategic and relational leadership, ensuring curriculum pathways are ambitious, coherent and responsive to the needs of autistic students.

Safeguarding

- Nexus MAT is committed to safeguarding and promoting the welfare of children and young people. The highest priority must be given to following the guidance and approaches to safeguard children and follow all safeguarding procedures outlined by the MAT and member schools.

- It is our collective responsibility to protect all children from physical, sexual, emotional harm and neglect. At Bents Green there is a whole staff commitment to safeguard children. At Bents Green we promote the welfare and safety of all our children and we take any suspicions, allegations or concerns about children seriously. We will follow the Sheffield Child Protection Policy. This may require us to record relevant information and liaise with appropriate agencies.

Additional TLR Responsibilities

The postholder will:

• Provide associate leadership of Post-16 provision, ensuring learning pathways are purposeful, aspirational and focused on preparation for adulthood, independence and wellbeing.
• Take a leading role in curriculum development to ensure clear intent, effective implementation and demonstrable impact across all sites.
• Champion inclusive, autism-informed curriculum design that prioritises communication, regulation, dignity and self-advocacy.
• Support colleagues through coaching, modelling and professional dialogue, promoting consistently strong classroom practice.
• Contribute to quality assurance activities, including learning walks, work scrutiny, moderation and student voice, using evidence to inform improvement.
• Use assessment information, EHCP outcomes and wider evidence to evaluate impact and support curriculum refinement.
• Oversee and support accreditation and curriculum pathways, ensuring they are appropriate, accessible and meaningful.
• Strengthen partnerships with families, professionals and external agencies to support successful transitions and positive destinations for Post-16 students.
• Contribute to staff development through CPD, sharing best practice and, where appropriate, leading or supporting training.

• Support leadership planning through contributions to self-evaluation and school improvement planning related to Post-16 and curriculum.

Additional duties:

As appropriate, the post holder's duties must be carried out in compliance with the following:

- Equal Opportunities Policy and Strategy;
- Information and Data Security Policies;
- ESFA's Financial Regulations as set out in the Academy Handbook;
- Health and Safety at Work Act (1974) (and subsequent health and safety legislation);
- Data Protection Act 2018;
- Information Records Management Toolkit for Schools.

These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the post holder may be required to undertake other reasonably determined duties and responsibilities, commensurate with the grading of the post, without changing the general character of the post.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus MAT is committed to safeguarding and promoting the welfare of children and young people. The highest priority must be given to following the guidance and approaches to safeguard children and follow all safeguarding procedures outlined by the MAT and member schools.

Person Specification

		Essential	Desirable
Qualifications	Qualified Teacher Status	x	
	Leadership development or training (e.g. NPQ or equivalent)		x
Experience	Strong classroom practice with experience of teaching autistic students and those with SEND	x	
	Experience of planning and delivering a personalised, inclusive and ambitious curriculum	x	
	Experience of contributing to curriculum development or leading an aspect of provision	x	
	Experience within specialist SEND and/or Post-16 provision		x
	Experience supporting accreditation pathways or curriculum evaluation		x
	Experience contributing to staff training or coaching		x
	Experience working with external partners to support Post-16 transitions		x
Knowledge and Understanding	Secure understanding of autism, including communication differences, sensory processing and emotional regulation	x	
	Understanding of trauma-informed and relational approaches to teaching and behaviour	x	
	Understanding of Post-16 priorities, including preparation for adulthood, independence and transition planning	x	
	Awareness of curriculum design principles and the importance of intent, implementation and impact	x	
Skills and Abilities	Ability to lead and influence others through collaboration, coaching and modelling	x	
	Ability to evaluate impact using a range of evidence and translate this into improvement actions	x	
	Strong communication and organisational skills	x	
Personal Qualities	Values-led, reflective and resilient	x	
	Committed to teamwork and multidisciplinary collaboration	x	
	Strong commitment to inclusion, safeguarding and student wellbeing	x	