

JOB DESCRIPTION

Job Title:	Lead Teacher in charge of Provision	Job Ref:	TOC Hub Provision
Service:	Foundry College	Section:	KS1 - KS4
Reports To:	Headteacher	Location:	Foundry College
Grade:	UPS3	Salary:	£51,048
College Vision: Foundry College is committed to:- • Excellence that inspires learning, achievement and enjoyment for all. • Supporting all learners to thrive in a challenging and safe environment. • Promoting respect, nurturing the positive and developing skills for life.			
Job Purpose The Lead Teacher will take strategic and operational responsibility for the design, delivery, and management of the curriculum within the Emotionally Based School Avoidance (EBSA) Hubs. Grounded in a strong primary teaching background, the post holder will lead a team of staff to raise achievement and emotional resilience for pupils. They will serve as the pedagogical expert, bridging the gap between therapeutic intervention and academic re-engagement to support successful pupil reintegration.			

Health and Safety Responsibilities

In accordance with the provision of the Health & Safety at Work Act 1974 etc. take reasonable care for the health and safety of yourself and of other persons who may be affected by your acts or omissions at work; and co-operate with the Council to enable the Council to perform or comply with its duties under statutory health and safety provisions.

Summary of Main Contacts

- Headteacher
- Parents / Carers
- Teachers
- Other school / college staff
- Management Committee
- Other professionals
- Pupils
- Other WBC staff and services

Main Tasks and Accountabilities

1. Leadership & Strategic Direction

- Lead and manage the day-to-day operations of the EBSA Hub, modelling an environment rooted in mutual respect, psychological safety, and high expectations.
- Line-manage and deploy support staff, therapeutic mentors, and primary intervention teams effectively within the hub environment.
- Collaborate dynamically with senior leadership, multi-agency teams, and Mental Health Professionals to deliver integrated care and learning plans.
- Act as a driving force for the college aims, articulating a sound educational philosophy that accommodates severe emotional complexities.

2. Teaching, Learning & Curriculum Design

- Oversee the design and implementation of a highly engaging, adaptive curriculum tailored to vulnerable/medical pupils experiencing high anxiety.
- Balance academic excellence (including literacy and numeracy intervention programs) with structured Social, Emotional, and Mental Health (SEMH) masteries.
- Manage the pacing of delivery, ensuring the structured 45-minute session model is utilised effectively to prevent cognitive and emotional burnout among learners.
- Differentiate teaching approaches creatively to engage diverse learning needs, including pupils with SEND, high learning potential, or complex emotional barriers.

3. Assessment, Tracking & Reintegration

- Establish and maintain formative and summative assessment systems suited to a low-stakes, high-trust learning environment.
- Analyse pupil progress data systematically to monitor target achievements, refine lesson planning, and provide detailed reports.
- Formulate Individual Learning Plans (ILPs) that merge specific academic milestones with behavioural and emotional milestones.
- Coordinate the phased re-entry journey, leading home stabilisation outreach where required and facilitating a seamless transition back into mainstream settings.

4. Culture, Behaviour & Professional Ethics

- Champion restorative practices and positive reinforcement frameworks to maintain safe, predictable classroom boundaries.
- Nurture positive relationships with parents and schools, keeping them deeply involved in the pupil's progress and emotional well-being.
- Uphold public trust by maintaining impeccable professional boundaries, promoting fundamental British values, and ensuring safeguarding remains a top priority.

All college staff are expected to

- Work towards and support the college vision and current college objectives as outlined in the College Improvement Plan
- Support and contribute to the college's responsibility for safeguarding pupils
- Work within the college's Health & Safety policy to ensure a safe working environment for staff, pupils and visitors
- Work within the Equal Opportunities Policy to promote equality of opportunity for all pupils and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with pupils, parents and colleagues
- Engage actively in the performance review process
- Undertake other reasonable duties related to the job purpose required from time to time

This job description should be seen as enabling rather than restrictive and will be subject to regular review. It is not necessarily a comprehensive definition of the post. It may be subject to amendments from time to time, including on appointment, after consultation with the postholder and without changing the level of responsibility of the post.

Additional Information

- Foundry College is committed to safeguarding children and promoting the welfare of children and young people / vulnerable adults and expects all employees, workers and volunteers to share this commitment. We will ensure all our recruitment and selection practices reflect this commitment.
- This post is subject to an Enhanced DBS check. As with all posts, the successful applicant will be required to provide proof of their right to work in the UK and, if they have lived abroad, overseas police clearance/s will need to be sought.
- CVs will not be accepted.

Transport

- You must be able to meet the travel requirements of the post.
- Hold a full UK driving licence

*As part of the pre-employment checks that are undertaken for this role, you will be asked to complete a Pre-Employment Medical Questionnaire. The questionnaire is confidential, and is screened by our Occupational Health Department, who will ensure that you are medically fit for this role before being formally offered the position.

PERSON SPECIFICATION

Please ensure that you read the person specification carefully as this will be used to assess candidates as part of the shortlist and interview process.

E = Essential to carry out role to minimum

D = Desirable but not essential to carry out the role

	Essential	Desirable
Qualifications:		
Qualified Teacher Status (QTS) and Degree	√	
Evidence of continuous professional leadership development or SEMH specialist training	√	
Experience:		
Deep understanding of EBSA indicators, childhood anxiety, trauma-informed practices, and SEND	√	
Experience of identifying needs, setting targets and evaluating effectiveness	√	
Experience leading curriculum innovation, staff mentoring, or coordinating multi-agency support teams	√	
Experience of multi-agency work, including as a key worker		√
Successful implementation of specialised literacy, numeracy, and restorative programs	√	
Experience of one-to-one therapeutic work or a willingness to train in this area	√	
Personal and Professional Skills and Attributes:		
Ability to understand the conflicting pressures encountered when working within a school environment	√	
Ability to understand the school perspective and work positively with school staff	√	
Ability to relate to young people and adults positively, both as individuals and in groups, encouraging participations and empowerment	√	
Ability to plan strategically in order to meet identified needs	√	
Good communication, both written and oral	√	
Ability to be self motivated and have good time management skills	√	
Ability to work within a team as a constructive team member	√	
Confident user of MS Word and Outlook	√	
Personal Qualities:		
The ability to build positive and appropriate relationships with young people	√	
The ability to motivate children / young people who may have previous negative educational experiences and act with integrity	√	
The ability to remain calm in stressful situations	√	
Personal resilience and emotional strength	√	
A sense of humour	√	
Must be a good role model to pupils	√	
Must be adaptable and willing to accept guidance and support	√	
Resilient outlook with an unyielding enthusiasm for motivating hard-to-reach, disconnected learners		
Special Factors:		
The post holder must possess a driving licence and have access to a vehicle for which mileages allowances will be paid.	√	