

<b>Group Member:</b>		Leeds City College	
<b>Job Title:</b>		Head of Department - Pathways to Further Learning & Work	
<b>Reports to:</b>		Deputy Director - Inclusive Provision & SEND	
<b>Job Grade</b>	Spot Point	<b>Department</b>	Pathways to Further Learning & Work

### ROLE SUMMARY:

The Head of Department: Pathways to Further Learning & Work will provide strategic leadership and operational oversight for a specialist department focused on empowering young people with Education, Health and Care (EHC) Plans to achieve their full potential in further learning and employment. This encompasses Work skills Pathways, Pre-Internships, and Supported Internships, alongside bespoke pathways designed to re-engage learners who have previously faced barriers to education. The department sits within the Directorate of Inclusive Provision & SEND.

You will be responsible for designing and delivering a dynamic, high-quality curriculum that focuses on progression to vocational learning, work-readiness and career development while prioritising the acquisition of essential learning and work skills such as communication, problem-solving, and teamwork. A key focus will be on fostering learner confidence and independence.

The Head of Department will also be instrumental in ensuring alignment between Education, Health and Care Plan (EHCP) outcomes and Preparing for Adulthood (PfA) work and employment goals. They will drive departmental business plans and achieve targets related to curriculum development, learner recruitment and achievement, quality assurance, and positive progression, positioning the department as the destination for inclusive and impactful pathways to further learning and work.

### SPECIFIC ROLE RESPONSIBILITIES:

- Curriculum Leadership & Innovation:** Lead the design, development, and delivery of a dynamic, high-quality curriculum, ensuring it meets the academic and non-academic needs of high-needs learners

2. **Internal Collaboration:** Work closely with other Leeds City College specialist departments to ensure a cohesive and supportive learning environments and progression pathways for all learners
3. **Positive Destination Focus:** Collaborate with other Heads of Department to secure positive destinations for all learners, ensuring successful progression and outcomes.
4. **External Liaison & Collaboration:** Establish and maintain close liaison with local specialist provision, external agencies, therapists, and specialist support services to enhance learner support and outcomes.
5. **Effective Transition Management:** Oversee effective transition processes for learners entering and exiting the college, ensuring seamless progression and support.
6. **Funding & Resource Maximisation:** Maximise funding opportunities with relevant local authorities to support the department's specialist provision and learner needs.
7. Ability to participate in evening/weekend work as required.

#### **CORE RESPONSIBILITIES:**

1. **People Management:** Undertake all duties that ensure effective people and talent management strategies are in place, to lead and develop a successful, autonomous and high-performing team, that reaches targets and proactively demonstrates the organisation's Values and mission, whilst taking ownership of their remit.
2. **Leadership:** Cultivate and embed a positive learning culture for staff and students. Support and influence colleagues and peers to contribute effectively to the strategic aims of the College and Luminare, ensuring that local, regional and national priorities are met, to secure outstanding outcomes for students and employers. Role model desired behaviours and champion diversity, inclusion and innovation.
3. **Financial Responsibility:** Ensure the effective and efficient management of budgetary responsibilities in accordance with the College's financial regulations, to ensure the Department is efficiently run and delivers its financial contribution targets. Maximise innovative funding opportunities relevant to the department, including project income.
4. **Curriculum Design:** Support and advise curriculum teams to enable them to plan a creative and effective curriculum which meets industry/sector needs through the delivery of blended learning, including the use of assistive technology. Ensure that individual student needs are supported in their learning journey.
5. **Sourcing students/enrolment/marketing:** Lead an exciting and engaging recruitment process, to include open and taster days, enrolment events, interviewing of prospective students, keep warm activities and that challenging recruitment targets are met. Ensure that IAG, transition, interview and enrolment are effective, and resources are provided to ensure students are adequately supported by the department.

6. **Induction & integration:** Ensure the highest standard of quality advice, guidance and induction are provided, so that students are supported effectively, and progress onto the right course, resulting in attaining a sustained positive destination. Ensure that students integrate well into college life, they have a voice and are aware of networks they can participate in.
7. **TLA+Q oversight, driving standards:** Ensure that student retention, success, value added / distance travelled and progression rates for SEND learners exceed national average year-on-year. Ensure effective quality assurance measures are adhered too, in accordance with guidance from the Quality team.
8. **Observations & role modelling:** Lead and model outstanding teaching, learning and assessment practices. Complete learning walks and teaching observations and provide constructive, developmental and detailed feedback, to enhance the quality of teaching of learners with SEND.
9. **Student engagement/enhancing the student experience:** Motivate and inspire students to achieve and develop their skills to enable progression. Facilitate and support the input of the student voice opportunities and actively seek projects and support to ensure students enjoy their time in college, have fun and gain valuable life skills.
10. **Equality, Diversity & Inclusion (EDI):** Create an inclusive culture, which recognises and ensures proactive responses to support the vulnerabilities and risks which affect some students. Liaise with Student Life services including safeguarding, student experience and mental health and wellbeing to ensure effective support and smooth transition into college and onward to future destinations.
11. **External engagement:** Liaise and network with local authorities, government agencies, sector specialist groups and other relevant stakeholders to ensure that future planning for SEND is in place.
12. **Intelligence gathering/analysis work:** Undertake root cause analysis to address areas of change, whilst using evidence-based methodologies to choose directions of travel and effective planning techniques. Utilise workforce and engagement data to effectively raise satisfaction levels and performance. Prepare and produce detailed reports, as appropriate.
13. **Collaboration/planning/cohesion:** Support the sharing of skills to other team members through workshops or other CPD activities. Proactively engage in cross college/group project work, aligned with strategic and innovative projects that enhance the student and staff experience which may also raise the profile of the organisation.
14. **Commitment to driving continuous improvement:** Actively promote continuous improvement methodologies, including participation in curriculum and College self-assessment reports, inspection preparation, quality audits and process reviews.
15. Support the Director / Deputy Director(s) and deputise as appropriate.

16. Any other duties that are specific to the department.
17. Assistance in the preparation, support and participation of examinations and invigilation across the Group.

#### **GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:**

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

##### **Kindness**

*Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them*

##### **Ownership**

*Using our robust business planning model to allow areas to have clear ownership over their vision and performance*

##### **Enjoyment**

*Fostering environments that enable staff and students to be brave, interact and have fun*

##### **Collaborative**

*Proactively seeking opportunities to create synergies and positive outcomes for all*

##### **Passion**

*Encouraging all to have aspiration and passion in everything they do.*

##### **Creative**

*Always hungry to learn and looking ahead so we can be responsive*

## Person Specification

<b>Job Title:</b>	Head of Department
<b>Department</b>	Pathways to Further Learning & Work

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation,  
C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Holds a L5 Teaching Qualification (e.g. Cert Ed, PGCE). Heads of Department are also expected to commit to the Education and Training Foundation Professional Standards.	A / C
E	Q2. Professional level 4 qualification and/or degree.	A / C
E	Q3. English and Maths at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above	A / C
E	Q5. Recent qualifications or certified training in relation to SEND, SEMH, High Needs within the Further Education or school sector.	A / C
D	Q6. Masters or other relevant Postgraduate Qualification.	A / C

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Experience of Leadership & Management in relation to High Needs or Specialist Provision within a school or college setting.	A / I
E	EK2. Thorough and up to date knowledge of Government policy in relation to SEND within post-16 education, including its funding and curriculum / qualification reform	A / I / T
E	EK3. Proven experience designing and delivering engaging curriculum, particularly for learners with diverse needs.	
E	EK4. Sound understanding of Education, Health and Care Plans (EHCPs) and their link to Preparing for Adulthood (PfA) outcomes, specifically in relation to work and employment goals.	A / I / MT
E	EK5. Proven experience managing and utilising data to inform quality improvement, including planning, monitoring and reviewing.	
E	EK6. Experience of positively managing student progression, advice and guidance in a school or Further Education setting	A / I
E	EK7. Experience of working positively with young people and adults	A / I / T / P / C / MT
E	EK8. Proven experience managing staff in an educational setting	A / I / T / P / C / MT
E	EK9. Experience of successful administration and management of financial budgets	A / I / T / P / C / MT

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Communicating with others Manages 'necessary' performance conversations with confidence	A / I / MT
E	SC2. Working with others Promotes initiatives that continually improve the student experience and all service provisions across the group.	A / I / MT
E	SC3. Developing and leading others	A / I / MT

	Fosters an inclusive working environment that promotes equality, fairness and respect.	
E	SC4. Business Acumen Understands and effectively interprets own budget and financial plan	A / I / MT
E	SC5. Decision Making, Planning, Prioritisation Has a solution focused, evidenced based approach to decision making	A / I / MT
E	SC6. Personal Accountability and Inclusivity Fosters a culture of reviewing and improving current practice, using reflection to identify areas for develop	A / I / MT
E	SC7. Future Proofing Actively utilises LMI and technical data to ensure long term sustainable plans in place, to support organisational growth.	I / MT
E	SC8. Innovation and Engagement Able to review current systems and develop a process for continued innovation and improvement.	A / I / MT
E	SC9. Exceptional verbal /written communication and interpersonal skills	A / I / T

Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I