Hertfordshire County Council
Job Outline

JOB TITLE: Lead Teacher TRUST

GRADE: Leadership Scale L7-11

REPORTS TO: Access Lead

TEAM: Access, Inclusion & Alternative Provision

DEPARTMENT: Education Directorate, Children's Services

Purpose of the Job

The purpose of this role is to provide strategic and pedagogical leadership for the TRUST (Teaching for Reintegration, Understanding and School Transition) Teaching Service, establishing, developing and quality-assuring a countywide teaching offer for children and young people who are unable to attend school, and who hold Education, Health and Care Plans (EHCPs). The Lead Teacher will ensure that all provision is ambitious, suitable, well-sequenced and aligned to EHCP outcomes and preparation for adulthood, offering clear, planned pathways for reintegration or onward progression.

Working in close partnership with the Interim Provision Manager, the post holder will chair or jointly lead the Interim Provision Panel (IPP), using evidence-based decision-making to determine the most appropriate educational support for each child. They will provide visible pedagogical leadership, shape the culture and standards of the service, and act as a system leader for inclusion, modelling outstanding practice and driving high-quality teaching across TRUST.

The Lead Teacher will also lead the co-production of education and reintegration plans with families, schools and multi-agency partners, ensuring that the service fully meets the Local Authority's Section 19 duties. As a safeguarding leader, they will promote safe practice, oversee robust safeguarding arrangements, and ensure effective, timely communication across agencies to secure coordinated support for vulnerable learners.

Main Areas of Responsibility

- Establish, develop and quality-assure the TRUST Teaching Service offer, ensuring alignment with EHCP outcomes, preparation for adulthood principles, and the Local Authority's statutory duties.
- Chair or jointly lead the Interim Provision Panel (IPP) with the Interim Provision Manager, making evidence-based decisions on provision pathways for individual learners.

- Provide strategic oversight of curriculum, assessment and reintegration pathways across KS1–KS4, including the coordination of vocational, therapeutic or specialist programmes where required.
- Lead the service's quality assurance framework, including oversight of policies, processes, learning walks, lesson observations and work scrutiny, using data to drive continuous improvement with the Access Lead.
- Shape the culture, standards and professional expectations of the service, model outstanding teaching practice and coach, supervise and line-manage teaching staff.
- Oversee staff deployment and caseload allocation, ensuring equitable workload distribution and effective alignment of teacher expertise to pupil need.
- Lead the recruitment, induction, supervision and professional development of the TRUST teaching team to maintain a skilled and resilient workforce.
- Ensure robust financial accountability and service governance, monitoring expenditure, teaching hours, group sizes and delivery models to secure value for money.
- Manage complaints, disputes and legal challenges (including tribunal and judicial review matters) in line with Hertfordshire County Council policies.
- Produce regular service performance reports on outcomes, attendance, engagement and reintegration readiness for the Access Lead, senior leaders and relevant governance boards.
- Review and evaluate the cost-effectiveness of online, in-person and small-group tuition, recommending improvements to maximise impact and efficiency.

Teaching & Learning

- Secure consistently high-quality, ambitious teaching across classroom, online and small-group environments, maintaining a practical element to model best practice.
- Lead a team of specialist teachers and support staff to deliver well-sequenced, personalised and inclusive teaching for children missing education (CME) with SEND, ensuring that practice reflects strong pedagogy and meets learners' diverse needs.
- Design, co-produce and oversee personalised education and reintegration programmes, ensuring they are implemented effectively and kept under regular review so that they remain suitable, challenging and responsive to pupils' progress.
- Track and evaluate pupil progress, engagement, attendance and readiness for reintegration, using data to inform next steps and teaching adaptations.
- Lead and maintain a comprehensive Teaching & Learning Quality Framework, monitoring the quality of planning, delivery, assessment and outcomes across all phases (KS1–KS4).
- Monitor and evaluate the effectiveness of educational tools, digital platforms and specialist resources, ensuring they are evidence-based, safe and have measurable impact on teaching and learning.

Multi-agency & Panel Responsibilities

- Chair or jointly lead the Interim Provision Panel (IPP), working closely with the Interim Provision Manager to determine appropriate educational support for each child.
- Collaborate with schools, alternative provision settings, EHCCOs, health and CAMHS professionals, Attendance teams and Services for Young People (SfYP) to ensure cohesive, coordinated multi-agency support.
- Maintain timely, high-quality communication with all partners and families to ensure clarity, alignment and strong working relationships.

- Work closely with families, schools, Alternative Provision and other professionals to develop coherent multi-agency plans that support education, wellbeing and reintegration.
- Provide guidance to parents, carers, schools and settings; represent the service at meetings and undertake statutory responsibilities as required.
- Support commissioning and sufficiency planning by identifying needs, gaps and capacity, ensuring equity of provision across the county.

Workforce Development

- Drive continuous improvement and innovation in curriculum design, teaching models and reintegration approaches, working in partnership with the ESMA Teaching Service, Interim Provision Manager and the Access Lead.
- Lead the planning and delivery of continuing professional development (CPD) that strengthens staff understanding of special educational needs and enhances the quality, consistency and impact of curriculum delivery.
- Provide coaching, supervision and line management to teaching staff, supporting high performance, professional growth and reflective practice across the service.

Operational Delivery & Performance

- Create and manage the service-wide teaching timetable, ensuring efficient deployment of staff and equitable access for all learners.
- Organise student grouping, matching by need, curriculum pathway, risk factors and reintegration readiness.
- Oversee staff deployment and caseload allocation to ensure workload equity and alignment of expertise to pupil need.
- Produce regular service performance reports (e.g. outcomes, attendance, engagement, reintegration readiness, Service Improvement Plan) for the Access Lead and senior boards.
- Ensure the service provides value for money: monitor teaching hours, group sizes and delivery models; review the cost-effectiveness of online, in-person and small-group tuition; and recommend improvements.

Commissioning, Sufficiency & Equity

- Support commissioning and sufficiency planning by identifying needs, gaps and capacity; ensure equity of provision across the county.

Safeguarding Responsibilities

- Act as a safeguarding lead within the service, championing safe practice, ensuring compliance with statutory guidance and local policy, and maintaining robust information-sharing arrangements across all agencies.
- Ensure digital safeguarding and safe online learning practices are fully implemented, monitored and regularly reviewed to protect students accessing virtual and remote learning.
- Lead risk assessments for students accessing online, home-based or small-group education, ensuring clear escalation pathways and effective coordination with relevant professionals.

The duties and responsibilities listed above describe the post as it is at present. The post-holder is expected to accept any reasonable alterations that may from time to time be necessary.

Person Specification

Please provide a supporting statement which includes examples and evidence of when you have demonstrated the attributes listed below.

You will be expected to address each point separately and in the order listed.

If you do not complete a full supporting statement in the requested format, your application may be rejected.

Essential:

- Educated to degree level and hold, Qualified Teacher Status (QTS)
- Minimum five years relevant and successful teaching and relevant leadership experience.
- Ability to teach English and Maths up to KS4 with secure subject knowledge.
- Be able to evaluate practice and evidence the impact of interventions.
- You will have recent classroom experience and practice knowledge for the specialism area.
- In depth-knowledge and understanding of best practice in relation to meeting the needs of children and young people with SEND.
- Experience supporting pupils who are out of school.
- Evidence of designing, implementing or contributing to reintegration plans and strong understanding of reintegration planning and inclusive practice.
- Excellent communication and partnership-working skills.
- Ability to lead, coach line-manage and motivate staff, including providing feedback on teaching practice.
- Understanding of statutory responsibilities, including EHCP implementation and Section 19 duties.
- Ability to work effectively in challenging and emotionally complex situations, with professional resilience and sound judgements.
- Strong organisational skills, with the ability to manage multiple cases, deadlines and safeguarding considerations simultaneously.
- Full driving licence and access to a vehicle.

Desirable:

- Experience working in or alongside alternative provision or outreach services
- Experience of multi-agency planning, including working with professionals across SEND, health and social care.
- Experience of managing or developing new services.
- Experience chairing or contributing to decision-making panels (e.g. inclusion)
- Training or accreditation in trauma-informed, restorative or therapeutic approaches.
- Experience analysing pupil data to inform provision, progress, tracking or service improvement.

Additional Information

Criminal Background Check

Safeguarding children and adults is of utmost importance to Hertfordshire County Council. The Council requires employees to abide by legislation and best practice to enable Hertfordshire to achieve this. This role has been identified as requiring a Disclosure & Barring Service (DBS) check or Basic Disclosure. You must therefore ensure that any relevant criminal record check application is completed and returned as requested by the Council, as this is deemed a contractual requirement of employment. In addition, you consent to allow the Council to retain a copy of the disclosure certificate within your personal file.

It is a contractual obligation to disclose any cautions, reprimands or convictions and to update your manager of any changes to your status whilst in employment. Enhanced DBS roles will be reviewed periodically during employment, by means of DBS Dip Sample or three yearly rechecks. Failure to disclose changes to your status may be detrimental to your employment and you may be subject to disciplinary action.

Please note that additional information referring to the check is in the guidance notes to the application form. If you are invited to interview you will receive more information.

Diversity and Inclusion

Hertfordshire County Council is committed to making inclusion part of our DNA, both as a large employer of people and as a provider and commissioner of services.

We strive to positively promote diversity and inclusion across the delivery of services and within our workforce. We want everyone at work, regardless of their background, identity or circumstances to have a sense of belonging to the organisation. We want all employees to feel valued, accepted and supported to succeed at work and reach their full potential. Our Diversity and Inclusion Strategy is available on the internal intranet or from your line manager.

Health and Safety

It will be the duty of every employee while at work to take reasonable care for the Health and safety of themselves and of other persons who may be affected by their acts or omissions at work.

Additional Information: Code of Practice on the English Language Requirements for Public Sector Workers

Public Authorities must ensure that all members of staff in customer facing roles, whatever their nationality or origins, are able to communicate the English language fluently with the general public, verbally and in written format (access needs will be met for those with a disability).