

Role Profile

Part A - Grade & Structure Information

Job Family Code	9PCS	Role Title	Life Senior Lead
Grade	PS9	Reports to (role title)	LIFE Alternative Education Manager
		Directorate / School	Children Families and Lifelong Learning
JE Band	314-370	Service / Department	Inculsion and Participation - Alternative Provision and PArticipation
		Date Role Profile was created	14.05.2026

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	The purpose of this role is to lead the delivery and continual development of an outcomes based Alternative Education Programme with a strong focus on Employability and Progression. The post holder will design, plan, and deliver face to face formal and informal learning that is aligned with each student's personalised learning plan. The target cohort is Year 12–14 students who have historically had negative or unsuccessful experiences within education. The aim is to support them through a positive transition and prevent them from becoming Not in Education, Employment or Training (NEET). The Lead will support students to achieve accredited learning outcomes, overcome barriers to engagement, and prepare effectively for their next steps beyond LIFE. This will include recording, analysing, and sharing relevant information with professionals, and creating and implementing action plans to ensure each student receives consistent, high quality support that enables them to progress. The post holder will also play a vital role in securing and maintaining work experience placements for learners, while working collaboratively with employers to build confidence and understanding around supporting young people with SEND. Additionally, the role involves overseeing day to day operations within the centre, coordinating staff effectively, supervising several team members, and deputising for the LIFE Manager when required. This ensures ongoing compliance with regulations, quality standards, safeguarding expectations, and internal policies and procedures. Duties Progression leadership •Lead and coordinate progression pathways for all young people. •Ensure alignment between EHCP outcomes, accreditation, and transition planning. •Monitor progression data and identify actions to improve outcomes. •Organise and lead on the development and quality of work experience and employer engagement opportunities. Quality assurance •Monitor and support the quality and consistency of interventions delivered by Specialist support staff •Provide guidance to the LIFE Tutor and Specialist LSA's to ensure effective provision and transition. •To provide ad-hoc cover for the Exam Officer when required. •Provide ad-hoc operational cover for the Centre Manager and DSL cover within delegated responsibilities. •To line manage Specialist Support Staff Partnerships •Develop links with employers, providers, and external agencies to support work experience and progression opportunities. •Contribute to multi-agency planning and transitions. Delivery •Deliver sessions where required to model effective practice and support consistency across the provision. •Support the development and coherence of Post 16 employability curriculum across the cohort. •Support staff to implement agreed approaches effectively. Safeguarding •Act as a DDSL. •Support implementation of safeguarding procedures and risk management processes. •Escalate concerns and contribute to safeguarding decision making in line with DSL direction. •Make decisions within delegated authority and escalate when required. •Act as DSL in the absence of the Centre Manager with delegated authority and in line with policy.
Work context	LIFE Alternative Education Provision is a multi agency, multi disciplinary service working with some of the county's most vulnerable and disadvantaged young people. This role supports learners with Education, Health and Care Plans (EHCPs), Social, Emotional and Mental Health (SEMH) needs, and those who have experienced significant disengagement from education. The post holder will design programmes that meet individual needs, oversee student development, coordinate staff effectively, and use data intelligently to drive progress. They will ensure that student and parent voice is embedded throughout all planning and evaluation. They will also ensure that safeguarding requirements are met in the role of DSL. They will undertake high quality assessments and reviews that are carried out in a timely manner, and accurate records and action plans are consistently maintained. The role requires the confidence and ability to work independently with students, families, and employers, using a solution focused approach to problem solving

Line management responsibility if applicable	Line management responsibilities up to 6
Budget responsibility if applicable	• Responsible for holding and using a purchasing card. • Accountable for designing and delivering programmes that operate within the LIFE budget.
Representative Accountabilities Typical accountabilities in roles at this level in this job family	Risk Management • Identify opportunities and risks associated with the service and escalate / report to management. • Investigate concerns, complaints and safeguarding issues to promote satisfactory and positive outcomes and protect vulnerable members of society. Service Development • Contribute towards developing professional policy, standards and procedure and / or developing and implementing team plans and monitoring and reviewing of services to enhance quality of service. Planning & Organising • Undertake care planning and manage complex cases and / or take a lead on development and project work, assisting in development and improvement of services and practice in own area. • Contribute to service plans and plan staff resources to maintain operational delivery of services. Finance/Resource Management • Assist with budget/resource/funding management in accordance with the organisation policies and procedures. Work with others • Liaise, communicate and build relationships with other internal departments, partner organisations, agencies and/or contractors on operational issues to share knowledge or best practice and ensure quality, integrated service delivery. • Work in partnership with service users, their families/carers. People Management • Line manage and/or supervise, guide, advise and mentor less experienced or non-professionally qualified staff on casework and provision of care services, making sure that staff act in accordance with procedures and good practice. Assist in the development of staff and in the timely provision of services. Duties for all Values: To uphold the values and behaviours of the organisation. Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. Health, Safety & Welfare: Responsible for ensuring health and safety policies, procedures and legislation are implemented, communicated and managed including making sure that health and safety responsibilities are fully understood and carried out by employees within their service area.
Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	• Relevant professional qualification and relevant registration where required and experience, or considerable experience of working within the service area. • High level working knowledge of relevant legislation, procedural frameworks and practice standards in a specialised area of practice. • Able to assess, plan and review appropriate support. • Numerate and able to advise on effective use of budgets and resources. • Competent in a range of IT tools including MS Office and database management systems. • Proven written and oral communication and interpersonal skills with good negotiation and influencing skills, and the ability to maintain effective working relationships at all levels. • High level problem solving skills with the capacity to devise and implement innovative solutions. • Able to lead team working, and use supervision to improve personal performance and practice of junior staff. • Understanding of the principles of confidentiality and information governance and how these apply to social care. • Ability to communicate with compassion and authority in challenging situations and with resistant individuals, be able to effectively engage with people in complex situations both short-term and building relationships over time. • Satisfactory DBS clearance might be required.
Details of the specific qualifications and/or experience if required for the role in line with the above description	Requirements • Ability to travel across multiple settings where required. • A full driving license is essential. • Teaching Qualification. • Relevant degree and/or relevant qualification. • Significant experience working with young people with SEN and/or behavioral needs. • Experience of managing staff within an Education Setting. • Experience identifying and responding to safeguarding risk within an education or similar setting. • Experience of engagement of employers and external providers • Appointment is subject to an enhanced Disclosure and Barring Service (DBS) check.

Role Summary	Roles at this level may manage a small team delivering specific front line services and/or will be an experienced professional assessing and managing a complex caseload supporting consistency and standards of practice, in a defined service or geographical area. They will require a professional qualification and experience or extensive practical experience. They usually work with a range of agencies and extended services in various settings, to provide advice and guidance to support the service user group. They will plan and ensure progress within established procedures and policy, and respond effectively to changing priorities and different situations. Forward planning could be for months ahead although the role will contribute to longer-term development. They will work largely autonomously with access to guidance from more experienced professionals.
Reference	BM-2026-216

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