



Co-op Academy
Southfield

Pathway Lead
&
Classroom Teacher
(for students with Complex Autism)

Candidate Pack

Welcome

Dear Applicant,

Thank you for showing interest in our academy and our Trust.

Co-op Academy Southfield is an inspiring place to work and learn, as part of the Co-op Academies Trust, Southfield aims to secure excellence in all aspects of its work. It is one of thirty seven schools in the Trust, and one of three Special Schools. All schools in the Trust demonstrate a strong commitment to cooperative values and principles. It is therefore vital that applicants are willing to fully embrace these, embedding them into the learning experiences for students and use them to steer academic standards further. The Trust is a successful and highly collaborative partnership of schools committed to raising the educational ambitions of the communities it serves.

Our academy offers an inclusive and inspirational learning experience for pupils aged 11-19 with a wide range of complex educational and medical needs. The academy is designated for up to 360 pupils and students with Severe Learning Difficulties, Profound and Multiple Learning Difficulties and Autistic Spectrum Disorder.

We are seeking to appoint a Pathway Lead & Classroom Teacher (with TLR Responsibility) for students with Complex Autism to join our passionate team in our growing provision at Co-op Academy Southfield.

For further detailed information please refer to the Job Description and Person Specification in the following pages.

Please note we are enhancing our provision and in addition to Pathway Lead & Classroom Teacher for Complex Autism, we are also seeking another two Pathway Lead & Classroom Teachers (one for students with SLD and one for students with Autism). You are welcome to take a look and apply for any of our opportunities.

Should you have any questions regarding this role, or our other roles or would like an informal discussion with the Academy, and/or would like to arrange a visit, please contact:

southfield.hr@coopacademies.co.uk

Best wishes,

Charlotte Millea | Headteacher

Our Co-op Academies Trust

Dear Applicant,

Thank you for showing interest in our academy and our Trust.

The Co-op Academies Trust is a multi-academy trust operating across three hubs: Greater Manchester; West Yorkshire; and Staffordshire and Merseyside. We currently have 38 schools across the regions including secondary, primary and special schools plus a sixth form college. This makes us one of the most diverse multi-academy trusts in England.

The Co-op Academies Trust is governed by a very experienced Trust board consisting of senior members within education and business; about half the members work in senior leadership positions within all areas of the Co-op. Our Trust has a commitment to deliver a three-year strategic plan, developed in 2022, which gives a strong direction of outcomes needed in all areas, community impact and a moral code of practice for all members of Co-op Academies Trust to adhere to.

All our academy governing councils have a Chair of Governors from the Co-op as well as two to four Sponsor Governors. Each hub is led by a Regional Director - a proven leader of schools and an outstanding practitioner with a track record of improvement in education.

Within our leadership team, we have a National Leaders of Education (NLE) and a former NLE. We have a well-developed school improvement offer, including access to 18 different specialist directors. We have the full support of the Co-op who offer a range of services to all our academies, including enrichment opportunities, seconded staff, resources and expertise in the areas of education that overlap with commerce.

Most of our academies have a history of being in very difficult circumstances with many of them serving deprived communities. As well as bespoke individual plans to support academies, we offer school improvement strategies across the Trust that includes school-to-school support, links to external sources of expertise and internal directors. We want the very best for our academies and the diverse communities we serve, with the highest of ambition and aspiration for all students.

Throughout all of our academies you will clearly see our strong core vision and values called the Ways of Being, giving the Trust an ethical code that every stakeholder buys into and engages with.

Good luck with your application and thank you for considering Co-op Academies Trust as the next stage in your career.

Best wishes,

Dr Chris Tomlinson | Chief Executive Officer

Our Values

Co-op Academies Trust is committed to the values shared by co-operatives everywhere:

Self-help – we support learners, parents, carers and staff to help themselves

Self-responsibility – we encourage learners, parents, carers and staff to take responsibility for, and answer to their actions

Democracy – we give our learners, parents, carers and staff a say in the way we run our schools

Equality – we believe that the voice of each individual should be heard

Equity – we run our schools in a way that is fair and unbiased

Solidarity – we share interests and common purposes with our learners, parents, carers and staff, and with other schools in the communities we serve

We strive to demonstrate the following ethical values in everything we do:

Openness – we believe in being open with colleagues in our schools and beyond, children and their families, sharing information and ideas to raise standards and life chances

Honesty – we act in a professional and respectful manner in our dealings with everyone

Social responsibility – we maximise our impact on the people in our communities while minimising our footprint on the world

Caring for others – we treat everyone as we wish to be treated ourselves, understanding that children only have one childhood

We use our simple 'Ways of Being Co-op' to demonstrate our values:

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together

Job Description

Pathway Lead and Classroom Teacher Job Description for students with Complex Autism.

Salary	Main Pay Range / Upper Pay Range, PLUS SEN Allowance TLR1A Allowance
Location	Co-op Academy Southfield
Reports to	The Senior Leadership Team

Purpose of role:

The Pathway Lead will work alongside the Senior Leadership Team to continue to develop and lead the provision of an effective Curriculum Pathway for SEND students, whose EHCP Primary Need is largely Autism and who require additional support to meet their complex, often sensory requirements.

The curriculum pathway will meet student need, promote maximum progress and prepare students for the next phase in their education and life.

The Pathway Lead will support the Senior Leadership Team in all aspects of the leadership and management of the pathway.

The Pathway Lead will ensure high standards of teaching, assessment and curriculum impact, by challenging and holding others to account when required, leading to strong progress and attainment for students within the pathway.

The Pathway Lead will ensure that students in the Pathway are kept safe and that any safeguarding risks are responded to as the first priority.

Alongside the Senior Leadership Team inspire, motivate and influence staff, in securing the highest standards of teaching and learning in order to promote student progress.

Alongside the Senior Leadership Team develop and embed, as required, a consistent approach to assessment, feedback and evidencing progress.

The Pathway Lead will secure and sustain a positive climate to learning and behaviour of students in the Pathway by contributing to the design and implementation of an appropriate and effective curriculum which is stimulating and engaging.

The Pathway Lead will identify innovative and pedagogically appropriate teaching and learning strategies and facilitate staff to be trained in these approaches.

To ensure the Pathway environment meets student need and is well maintained.

The Pathway Lead will contribute to the fair distribution of staff across the cohort.

The Pathway Lead will be accountable to the Headteacher for the effectiveness of the work that you lead and undertake.

To take part in quality assurance processes within the Pathway to monitor and secure improvements and provide opportunities for professional development.

To undertake staff induction for key staff members new to the academy within the Pathway.

To undertake Performance Management for key staff members within the Pathway

To develop and sustain positive and trusting relationships with families.

To actively network beyond the academy resulting in academy improvement opportunities, sharing of best practice and personal development.

The Pathway Lead will oversee and coordinate multi-agency work within the pathway to promote a holistic approach to teaching and learning and overall student need.

The Pathway Lead will contribute to the development of a whole academy approach to the development of foundational skills.

The Pathway Lead will proactively promote knowledge and understanding of the academy vision, values and ethos, priorities, targets and action plans.

The Pathway Lead will ensure the students within the pathway have a high quality broad and balanced experiences offer resulting in a sense of belonging.

The Pathway Lead will work in collaboration with the Attendance Lead to ensure strong student attendance in the pathway

The Pathway Lead will deliver relevant CPD for the Pathway/whole academy as required.

Key accountabilities (and specific duties / responsibilities):

Core Duties

- To consistently deliver strong lessons and student outcomes.
- To actively promote the inclusion and acceptance of all students within the classroom and academy.

- To encourage students to interact and work cooperatively with others and engage, challenge, motivate and reinforce self-esteem with all students in all activities.
- To plan, implement and evaluate curriculum and assessment programmes for students in the Pathway to engage with learning at an accessible but challenging level.
- To lead a subject in the academy's wider curriculum.
- To work with the SLT to deliver an effective review programme which informs whole academy self-evaluation processes and identifies priorities for improvement in teaching and learning within the Pathway.
- To work with the SLT to write an improvement plan for the designated lead area.
- To work with the SLT in the leadership of planning, delivering, monitoring and evaluation of teaching and learning, in order to maximise opportunities for student progress.
- To work alongside the SLT to establish and implement a clear set of fundamentals for the Pathway to ensure:
 - there is a clear curriculum vision for the pathway;
 - high quality, purposeful assessment, recording and reporting of student progress;
 - the appropriate level of professional support and challenge is provided for all staff involved in delivering the designated lead area;
 - positive feedback is provided to all students;
 - a range of targeted interventions and strategies are used to extend opportunities to achieve in the designated lead area to all students, leading to maximum student progress;
- To attend, and lead as required, meetings as part of the wider leadership team of the academy.
- To mentor and coach staff, including ITT students, to improve teaching, develop and share best practice, improve leadership, build confidence and maintain positive attitudes.
- To work with others to create a climate, which enables staff to develop, challenge and support each other, resulting in improved teaching.
- To support staff teaching in the Pathway to ensure that, as a result of their teaching, their students make strong progress in relation to prior attainment.
- To support the development and maintenance of effective strategies and procedures for staff induction, staff development and Performance Management.
- To effectively manage delegated human, physical, environmental and financial resources within the academy to achieve educational priorities and goals.
- To participate in recruitment and selection of Pathway staff.

- To prioritise and manage their own time effectively, balancing the demands made by teaching and involvement in Academy Development Plan priority actions.
- To take responsibility for their own professional development and remain up to date with current practice undertaking any relevant training.
- To comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting any concerns.
- To participate in supervision duties as per the schedule produced by the academy.
- To model professional behaviour and attitudes around the academy to ensure the highest standards of appearance and conduct are met, fulfilling the Teacher Standards (2012) at all times.

General

- Work as a Pathway Lead to secure academy improvement, including attending meetings of the Academy Community Council (Governing Body equivalent) as required.
- Contribute to Academy life and the overall vision, values and guiding principles of The Trust.
- Attend and participate in training events and participate in project teams and partake in ad hoc project work as required.
- Comply with policies and procedures relating to safeguarding, child protection, health, safety and security and confidentiality, reporting any concerns.
- To carry out any other reasonable request as and when required.
- To support the work of the Co-op Academies Trust by modelling the 'Ways of Being'.

Line Management Responsibilities

- Line management of teachers and classroom staff of the pathway team.

Key Relationships:

- With the SLT, Multi agencies and other Pathway Leads.

Whilst every endeavour has been made to outline the main responsibilities and duties of the post, the above is not an exhaustive list of responsibilities. As academy needs change, roles will naturally evolve. Job descriptions will be reviewed with post-holders and updated periodically to reflect this.

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
Qualifications • Qualified Teacher Status. • A degree or equivalent. • Postgraduate SEN qualification. • Relevant middle leadership qualifications e.g. NPQ in leadership and or willingness to train in such areas. • Examples of own successful and sustained personal and professional development	Desirable Desirable	A/I A/I A/I A/I A/I
Experience • Some examples of successful experience in leadership and management of teachers and or support staff in a special academy or specialist SEN setting. • Successful teaching experience, including within specialist SEN settings. • Successful experience of monitoring, evaluating and improving student achievement, attainment, personal development, engagement and well-being for /ASC learners. • Trained in/experience in ASC approaches. • Experience of successfully challenging underperformance of staff and students. • Successful experience of implementing communication strategies to improve student attainment and progress and to remove barriers to learning. • Successful experience of managing change in an educational setting. • Successful experience in the leadership of teams.	Desirable Desirable	A/I A/I A/I A/I A/I A/I A/I A/I

• Evidence of delivering continuing professional development to staff. • Experience of working with outside agencies in order to promote student achievement and wellbeing. • Ability to communicate with a range of audiences. • Knowledge of the Education Acts and SEN Code of Practice. • Some experience of the implementation of human resource activities, e.g. return to work, induction paperwork. • Experience/ability to actively engage with parents and families, including out of hours events when required.	Desirable	A/I A/I A/I A/I A/I
Skills, Ability, Knowledge • A secure understanding of middle leadership and the contribution it makes to academy improvement. • High level organisational and management skills. • The ability to communicate vision and strategy effectively and persuasively in a variety of contexts. • The ability to evaluate colleagues' work and provide supportive feedback securing improvement. • An understanding of issues related to improving the quality of provision and practice in pathways. • An understanding of strategies to improve communication skills, engagement and behaviour in a range of educational settings. • A knowledge of Britain's minority cultures and a commitment to learn about all Bradford's communities. • An understanding of equal opportunities in education including special education.		A/I A/I A/I A/I A/I A/I

• An understanding of current educational issues and relevant legislation. • A good fit with the values of the Co-op Academies Trust. • Able to coach and mentor in key areas of responsibility. • Awareness of the priority to safeguard students and legislation related (KCSIE) • Practical understanding of effective teaching and evaluation strategies. • Awareness of the characteristics of an effective special academy. Awareness of strategies to raise student achievement and support behaviour. • Able to motivate students and staff, setting high standards and provide a focus for improvement.		A/I A/I A/I A/I A/I A/I A/I
Personal Qualities • A proactive middle leader with the desire to be accountable for delegated areas of responsibility. • Personal impact and presence which communicates clear values and clear principles. • Emotional intelligence with the ability to recognise and manage stress effectively in self and others. • Self confidence and the ability appropriately to challenge the thinking of colleagues and others at all levels. • The ability to inspire, enthuse and motivate all members of the academy community. • Openness, good humour, energy, enthusiasm and a sense of proportion. • Commitment to professional development in self and others. • Commitment to the principles of inclusive education.		A/I A/I A/I A/I A/I A/I A/I

• Resilience, self-motivation, stamina and the ability to undertake a variety of roles in a pressurised and demanding context.		A/I
• High levels of integrity, honesty and credibility.		A/I
• Models best practice and conduct in all areas of academy life including excellence in the quality of education provided and the wider life of the academy and its community and partnerships.		A/I
• Able to establish and develop good relationships with all involved in the academy, being approachable and professional.		A/I
• An understanding of and commitment to safeguarding and promoting the welfare of children and young people and being vigilant in its implementation.		A/I
• A personal commitment to equal opportunities, diversity and promoting good race relations.		A/I
• All our colleagues are expected to demonstrate a commitment to co-operative values and principles, British Values and the Ways of Being Co-op.		A/I

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check with appropriate childrens and/or adults barred list check if necessary. A person who is included in the childrens or adults barred list commits an offence if they engage in regulated activity from which they are barred.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.

What we offer:

Our employee benefits package includes:

- Competitive Salaries, pension schemes and recognised continuous service
- A superb and comprehensive range of CPD activities to further develop your career
- Access to counselling services & Computerised Cognitive Behavioural Therapy
- Free access to our 'Health Assured' a confidential 24/7 Employee Assistance Programme
- Access to Wisdom - our Health & Wellbeing app to support your well being on the go
- Free flu vaccinations and eye tests with money towards glasses
- Being a Co-op member, you'll get a Co-op colleague discount card. This gives you a 30% discount on most Co-op branded products and 10% from non-branded products
- Co-operative flexible benefits (discounted line rental and broadband package, family care advice and cycle to work scheme)
- Discounted gym membership and leisure activities which includes discounts on Merlin Entertainments (Sea Life, Legoland etc), Virgin Experience Days, SuperBreak and many more!
- Co-operative Credit Union: save directly from your salary and receive a competitive dividend. Borrowers can benefit from very competitive interest rates & terms (in comparison with other high street lenders)
- Co-op Funeral care benefit
- Discount on Co-op services (insurance & legal)
- Season ticket and rental deposit loans
- Effective, supportive and dynamic leadership

What our school offers on top:

- A superb school building with a flexible and creative ICT rich working environment
- Investment in CPD every week
- Free onsite parking
- Free onsite gym
- Weekly wellbeing sessions such as:
 - Cafe & cakebar - listen to some good tunes whilst chatting with colleagues over a coffee and tasty bites
 - Crochet & craft session - an opportunity to unwind, learn a new skill, and build on mindfulness
 - Hydro pool Swimming - increase fitness, strength & stamina
 - Yoga sessions - to energise and relax you
 - Weekly biscuit treats

How to apply

To apply please complete your application via the Trust website

www.southfield.coopacademies.co.uk/vacancies

If you are interested in applying for the role and would like an informal chat about the role and the academy, we welcome you to contact: southfield.hr@coopacademies.co.uk

Co-op Academy Southfield,
Haycliffe Lane, Bradford, BD5 9ET

southfield.coopacademies.co.uk

Telephone: 01274 779662

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Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

OCT 2026