Job Description: Teaching, Performance and Development Lead

Reports to: Quality of Education Lead
Location: National role with travel (occasional overnight stays) Campus based
Contract: 41 weeks (to include the last week in August)
Hours: 37.5hrs
Status: Permanent
Salary: (£50,000.00) FTE (actual salary £43,668.64) + Travel expenses
Days: 5 days

Role Purpose

The Teaching, Learning and Assessment Development Lead will provide strategic and operational teaching and learning leadership for key Post - 16 study programmes at Pinc Education Group nationally. The role ensures high quality- education through the provision of teaching, learning assessment excellence, and strong student outcomes aligned with the Ofsted Education Inspection Framework (EIF) and Post-16 study programme requirements.
The teaching, Performance and Development Lead will oversee the training and development of teachers and related support for:

- Engage Study Programmes
- Enterprise Study Programme
- Supported Internship Programme
- Apprenticeships

The role combines professional development (including SEND), quality assurance, people leadership, and cross -campus working, ensuring teachers deliver strong student outcomes, positive progression/destinations and inclusive education.

Key Responsibilities

Leadership of Teaching and Learning

- Responsible for the development and implementation of a whole-college teaching, learning and assessment (TLA) strategy and professional development strategy across the group.
- Responsible for SEND related training development and delivery.

- Ensure professional development aligns with Pinc priorities, quality improvement plans, Ofsted EIF and national policy frameworks in further education.
- Promote a culture of reflective practice, innovation, and continuous improvement in teaching and learning.

Professional Development and Training

- Design, deliver, and coordinate high-quality CPD programmes to enhance teaching, learning, and assessment practices.
- Facilitate workshops, training sessions, and coaching opportunities that support evidence informed as well as trauma informed teaching approaches.
- Support team in developing inclusive teaching practices and support that meet the needs of diverse students.
- Develop resources and toolkits to support team professional learning.

Support and mentoring team

- Provide support and mentoring for teachers and support teams, particularly new teachers and those requiring targeted support.
- Support team in developing effective pedagogical strategies, assessment practices, and classroom management techniques.
- Lead on peer observation programmes, learning walks, and reflective practice initiatives.
- Identify areas of best practice and ensure sharing

Quality Improvement

- Work closely with Heads of Programmes/ Assistant Heads of Programmes/Quality of Curriculum and Outcomes Lead and the Executive Team to monitor and improve the quality of teaching and learning.
- Analyse session review outcomes, student feedback, and achievement data to identify professional development needs.
- Support the Group in developing and implementing teaching and learning improvement plans.
- Contribute to Quality Improvement plans and their reviews.
- Ensure that teaching and learning teams are Ofsted ready
- Participate in Internal Verification procedures and awarding body arrangements

- Organise and conduct session reviews in line with the Pinc review cycle
- Teach at least 5 high quality student workshops across the academic year

Innovation and Evidence-Informed Practice

- Promote the use of educational research and trauma informed teaching strategies.
- Introduce innovative approaches to digital learning, blended learning, and formative assessment, for example the use of Adobe in the College.
- Responsible for pilot projects and initiatives to test and evaluate new and emerging teaching methodologies.

Collaboration and Partnership

- Work collaboratively with teaching teams, quality assurance and Heads to enhance student experience and outcomes.
- Build partnerships with external organisations, networks, and professional bodies to enhance professional learning opportunities.
- Facilitate communities of practice to encourage knowledge sharing across departments.

Monitoring and Evaluation

- Evaluate the impact of professional development activities on teaching practice, student engagement, and achievement, leading to student progression.
- Collect and analyse feedback from team and students to inform future CPD planning.
- Produce reports for senior leadership on teaching and learning development initiatives and impact.

Digital and Innovative Learning

- Support team in the effective use of digital learning technologies, including Century and Adobe
- Promote the integration of technology-enhanced learning to improve accessibility and engagement.

Compliance and Professional Standards

- Ensure professional development activities align with sector standards and professional frameworks.
- Support team in maintaining professional development records and qualifications where required.

Additional Responsibilities

- Contribute to inspection processes and quality assurance processes.
- Represent the organisation in teaching and learning networks and professional forums.
- Assist with cover arrangements where appropriate

Safeguarding

- complete safeguarding training as required.

- report using safeguarding systems and processes any disclosure to ensure students' needs are met throughout and work with outside agencies where applicable.

General

- maintain the confidentiality of the team member's data and information and all students.

- nurturing supportive relationships with parents and carers and linked professionals.

- maintain strong partnerships with key stakeholders including, Local Authorities, and awarding bodies

- comply with the Group, policies and procedures

- follow the College's communication procedures, guidelines and policies

- at all times act, behaviour in accordance with Pinc Education Group's values.

The team member may be required to carry out any other duties reasonably requested, and which are commensurate with nature of the role.

Person Specification: Teaching, Performance and Development Lead

Requirements	Essential	Desirable	Where we will look for this evidence
Qualifications	Level 5 (or above) teaching qualification in post-16 education (e.g. Diploma in Education & Training) Degree or equivalent Evidence of continued professional development in Special Educational Needs and Disabilities (SEND) English and Maths at Level 2 (GCSE grade C/4 or above) SEND-specific qualifications/training Enhanced DBS with child workforce.	Postgraduate qualification in education, inclusion, or leadership Level 7 qualification IQA qualification Mentoring or coaching qualifications SEND qualification Enhanced DBS with child workforce on the update service.	Application and interview
Experience	Significant experience teaching in post-16 education (e.g. FE college, sixth form, or specialist provision)	Experience leading cross-college or multi-disciplinary initiatives Experience working with external agencies (e.g. therapists, local authorities) Experience of external inspection methodology (e.g. Ofsted	Application and interview

	Experience of external inspection methodology (e.g. Ofsted frameworks, inspection readiness, or quality improvement processes) Experience of being part of a Quality Assurance Team in a post 16 setting. Proven track record of improving curriculum through teaching and learning strategies and outcomes for students with SEND. Proven track record of improving teaching, learning and assessment (TLA) outcomes for students with SEND Experience designing and delivering high-quality CPD / staff development programmes Experience working with students with a range of needs Experience of coaching, mentoring, or	frameworks, inspection readiness, or quality improvement processes) Member of professional bodies Evidence of continued professional development. Special Educational Needs and Disabilities (SEND)	

	supporting colleagues to improve practice		
Knowledge	Strong understanding of a range of strategies and interventions that improve student outcomes. Strong understanding of effective pedagogy in post-16 SEND settings Knowledge of adaptive teaching, inclusive practice, and differentiated learning strategies Understanding of EHCP processes and statutory requirements Awareness of current developments in SEND policy and practice	Knowledge of assistive technologies and creative teaching approaches Understanding of trauma-informed practice	Application and interview
Skills & Abilities	Ability to improve student outcomes, both globally and targeted. Ability to design and deliver engaging, innovative, and creative CPD	Ability to be responsible for action research or evidence-informed practice projects Skilled in digital learning tools and blended delivery	Interview and exercise

	Strong coaching and mentoring skills Ability to analyse data and use it to improve teaching and learning Excellent communication and interpersonal skills Ability to inspire, challenge, and influence staff at all levels Strong organisational and project management skills Strong organisational and coordination skills, with the ability to manage multiple partnerships and workstreams. Commitment to inclusive practice and a strong understanding of supporting neurodivergent students and young people with additional needs. Strong communication and relationship-		

	building skills, with the confidence to represent the organisation externally. Ability to connect people, ideas and opportunities creatively and strategically.		
Other requirements	Commitment to safeguarding and promoting the welfare of young people and vulnerable adults Willingness to travel across campuses (if applicable)		Interview