

## **Appendix: Middle (Pathway) Leader Role**

### **(Applicable to Avalon and Polden Bower Schools)**

#### **Pathway Overview**

Avalon and Polden Bower Schools operate three distinct learning pathways; each aligned with the Avalon School curriculum vision of 'Learning for Life' and the Polden Bower curriculum vision of 'Believe You Can':

- Experiential Pathway: For learners with PMLD and sensory needs. Learning is sensory-rich, physical, and highly personalised.
- Exploratory Pathway: For semi-formal learners who benefit from structured, sensory, and practical approaches to learning.
- Investigative Pathway: For formal learners with SEND who access subject-specific learning in a differentiated, inclusive environment.

Each pathway is underpinned by the principles of Preparation for Adulthood, Personal Development, and Skills and Experiences for Life.

In addition to the responsibilities outlined in the Class Teacher Job Description, a Middle (Pathway) Leader will be expected to:

#### **Leadership and Management**

- Report to the Head of School(s) on daily operations, including timetabling and staffing within the pathway.
- Act as the first point of contact for parents and carers, supporting transitions and ongoing communication.
- Maintain oversight of safeguarding, attendance, and behaviour for all pupils within the pathway.
- Line manage and mentor teachers, modelling best practice and supporting professional development.
- Attend and lead regular middle leader and pathway meetings and briefings, ensuring effective communication and collaboration.

#### **Curriculum Responsibilities**

- Lead the design and implementation of a progressive, sequenced, and personalised curriculum aligned with the Avalon and Polden Bower School Curriculum's intent, implementation, and impact model.
- Ensure curriculum planning reflects the key concepts and learning strategies appropriate to each pathway, including sensory engagement, structured exploration, and formal subject knowledge.
- Embed literature as a hook for learning, and ensure cross-curricular links support communication, independence, and wellbeing.
- Promote inclusive pedagogy, including the use of White Rose Maths, Sounds-Write phonics, and project-based learning.

### **Assessment Responsibilities**

- Oversee assessment systems within the pathway, ensuring they are robust, meaningful, and learner-centred.
- Monitor and support the consistent use of the Evidence for Learning app to track and evidence progress towards EHCP outcomes and Personal Learning Goals (PLGs).
- Lead progress meetings, analyse data, and report on outcomes to senior leaders and Governors.
- Ensure assessment practices reflect the 'Learning for Life' and 'Believe You Can' ethos, focusing on independence, engagement, and preparation for adulthood.

### **Professional Development and Collaboration**

- Develop and deliver training for teachers and support staff within the pathway.
- Contribute to research-informed practice and engage with external networks such as SENse and SWALSS.
- Support the development of a collaborative learning culture and research across the federation.

### **Enrichment and Community Engagement**

- Coordinate enrichment activities, including educational visits and community-based learning.
- Promote opportunities for learners to generalise skills across contexts and engage meaningfully with the wider community.

Note: Dedicated time will be allocated to the Middle (Pathway) Leader to fulfil the responsibilities associated with this role.