



## Job Description

<b>Job Title</b>	Learning Area Manager of NEET and Pathways
<b>Department</b>	Learning Support
<b>Reporting to:</b>	Director of Inclusion
<b>Main Purpose of the role</b>	
<p>The LAM of NEET and Pathways provides strategic and operational leadership to ensure the College delivers high-quality, inclusive education and training pathways that enable all learners, particularly those who are NEET, at risk of becoming NEET, or with SEND—to participate, achieve and progress to sustain positive destinations.</p> <p>The postholder will lead the development of an ambitious and coherent curriculum and progression offer (intent), ensure its consistent implementation across provision, and secure strong impact through improved participation, retention, achievement and destinations. The role is central to ensuring learners develop the knowledge, skills and behaviors required for successful progression into employment, apprenticeships, and further learning.</p>	
<b>Key Tasks / responsibilities:</b>	
<ul style="list-style-type: none"> <li>• Lead the development and delivery of the College’s NEET prevention and reduction strategy</li> <li>• Design inclusive, well-sequenced pathways aligned to local labor market need and progression opportunities</li> <li>• Ensure high-quality implementation of provision across all campuses with a focus on participation, attendance and achievement</li> <li>• Drive effective recruitment, retention, attainment and progression</li> <li>• Lead timely intervention strategies for learners at risk of disengagement or becoming NEET</li> <li>• Monitor performance using accurate data to improve retention, achievement and destinations</li> <li>• Develop and maintain strategic partnerships with local authorities, schools, employers and external agencies</li> <li>• Expand high-quality work experience and employer engagement opportunities</li> <li>• Contribute to self-assessment and quality improvement planning (SAR/QIP)</li> <li>• Promote inclusive teaching, learning and assessment in collaboration with curriculum teams</li> <li>• Ensure compliance with SEND legislation, safeguarding and statutory requirements</li> <li>• Promote a culture of high expectations, inclusion and positive learner behaviors</li> </ul>	

<b>Role Dimensions</b>
<ul style="list-style-type: none"> <li>• Line management of Pathways Leads (indicative)</li> <li>• Cross-college responsibility (Filton, WISE, Stroud)</li> <li>• Accountability for learner outcomes including participation, retention and progression</li> <li>• Responsibility for effective deployment of resources to support vulnerable learners</li> </ul>
<b>Key Interfaces</b>
<ul style="list-style-type: none"> <li>• Curriculum departments across the College</li> <li>• Student support and inclusion services</li> <li>• Local Authorities</li> <li>• Schools and Alternative Provision</li> <li>• Employers and apprenticeship providers</li> <li>• Community and voluntary sector organisations</li> </ul>
<b>Supporting College Goals and Values – all roles</b>
<p>In addition to the particular requirements and characteristics of individual roles, all people employed by SGS College are expected to actively support the achievement of the College’s goals and, at all times, both internally and externally, to behave in a manner consistent with the College’s mission and values.</p> <p>This means:</p> <ul style="list-style-type: none"> <li>• Performing your role and delivering your service in a way that helps the College achieve its strategic objectives and annual development and improvement plans - taking account of available resources and national developments.</li> <li>• Promoting the image of the College as one that is committed to the highest standards of delivery and service.</li> <li>• Sharing the College’s commitment to safeguarding and prioritising the welfare of children, young people and vulnerable adults and demonstrating it in your day to day work.</li> <li>• Sharing and prioritising the effective implementation of the College’s Equality and Diversity Policy.</li> <li>• Promoting and implementing best practice in Health and Safety,</li> </ul>
<b>Measurable Performance Standards for this role</b>
<ul style="list-style-type: none"> <li>• Reduction in NEET figures across the College catchment</li> <li>• Improved attendance, retention and achievement rates</li> <li>• High levels of progression into employment, apprenticeships or further learning</li> <li>• Positive destinations for learners with SEND/EHCPs</li> <li>• Increased participation of vulnerable learners</li> <li>• Strong employer and stakeholder partnerships</li> <li>• Evidence of effective curriculum intent, implementation and impact</li> </ul>

<b>Level of Disclosure and Barring (DBS) disclosure required</b>					
Either: 1: Enhanced with barred list checks					
<b>Author and Date</b>					
Penny Chislett 1 <sup>st</sup> June 2026					
<b>Job Evaluation (<i>for HR Completion</i>)</b>					
<b>Score</b>		<b>Profile</b>		<b>Level</b>	

As the needs of the College change, so the above job profile, duties and location of the role within the College may be adjusted accordingly.

Where an employee indicates a disability, every effort will be made to make reasonable adjustments. If, however, a certain task proves to be unachievable, job redesign will be given full consideration.

## Person Specification

### Head of NEET and Pathways



Criteria	Essential	Desirable	Assessed by
<b>Qualifications and attainments</b>			
Degree or equivalent experience	a		Application form
Knowledge of Children and Families Act 2014	a		Application form
Knowledge of SEND Code of Practice (0–25)	a		Application form
Leadership or SEND qualification		a	Application form
<b>Experience and knowledge</b>			
Experience working with NEET or vulnerable learners	a		Application form/interview
Leadership experience in FE, skills or inclusion		a	. Application form/interview
Track record of improving participation and progression	a		Application form/interview
Experience of partnership working with external agencies	a		Application form/interview
Knowledge of local skills and employment landscape	a		Application form/interview
<b>Skills and abilities</b>			
Strategic leadership and operational delivery	a		Application form/ test at interview
Ability to design inclusive pathways	a		Application form/test at interview

Criteria	Essential	Desirable	Assessed by
Data analysis and performance monitoring		a	Application form/test at interview
Stakeholder and partnership management	a		Application form/test at interview
Strong communication	a		Application form/test at interview
<b>Essential College attributes</b>			
<b>Initiative:</b> Demonstrating the willingness and ability to use initiative – whether that means deciding on necessary action and following it through - or suggesting ways to work in a better way.	a		Application form/ interview
<b>Influencing skills:</b> The ability to persuade others.	a		Application form/ interview
<b>Interpersonal Skills:</b> The ability to communicate and interact with other people in a way that promotes cooperative relationships.	a		Application form/ interview
<b>Teamwork:</b> The willingness and ability to collaborate and work closely with colleagues in a mutually supportive manner.	a		Application form/ interview
<b>Circumstances of role (if applicable)</b>			
Ability to travel between campuses, and external stakeholders	a		<<Application form>>