

LINCOLN COLLEGE GROUP

JOB DESCRIPTION

JOB TITLE & NUMBER

LC1462P: Learning & Teaching Advanced Practitioner for Inclusion

SALARY

£44,455 per annum

GRADE

Lecturer Pay Scale

HOURS

37

REPORTING TO

Programme Leader - NEET

DEPARTMENT

Student Services

LOCATION

Lincoln

BE READY...

Job Purpose:

The Advanced Practitioner for Inclusion will champion and embed a culture of inclusive practice across the Lincoln College Group, ensuring that all learners, particularly those with Special Educational Needs and Disabilities (SEND), High Needs, disadvantaged backgrounds and those facing barriers to learning and wellbeing, can access, participate in and succeed in their education.

Working collaboratively with curriculum, support and pastoral teams, the postholder will lead the development of evidence-informed inclusive teaching, learning and assessment practices that raise aspirations, improve learner outcomes and support positive learner experiences. The role will promote excellence in adaptive teaching, Universal Design for Learning (UDL), accessibility, trauma-informed practice and reasonable adjustments, supporting staff to develop the skills, confidence and knowledge required to meet the diverse needs of learners. This will include demonstrating strong digital literacy and confidence in using Microsoft 365, Artificial Intelligence (AI) tools and other digital platforms to support teaching, learning, programme delivery, learner engagement, tracking, reporting and continuous improvement.

The Advanced Practitioner for Inclusion will play a key role within the College's quality improvement cycle by evaluating the effectiveness of inclusive practice, identifying areas for development and leading initiatives that secure sustainable improvements in teaching, learning, behaviour, attendance, achievement, progression and learner wellbeing.

In addition, the postholder will contribute directly to learning teaching and assessment through the delivery of 6-8 hours of teaching per week within the CATCH (NEET) curriculum area, modelling outstanding inclusive practice and supporting learner success.

PRINCIPAL DUTIES AND RESPONSIBILITIES:

1. Provide strategic oversight for inclusive practice across the College, embedding a culture of high expectations, equity and learner success across all curriculum areas.
2. Act as the College's lead practitioner for inclusive teaching, learning and assessment, developing and promoting evidence-informed approaches that improve learner engagement, achievement and progression.
3. Support curriculum teams to design and deliver accessible, inclusive curriculum that meet the needs of learners with SEND, High Needs, disadvantaged learners and those facing additional barriers to learning.
4. Lead the implementation of adaptive teaching strategies, Universal Design for Learning (UDL), reasonable adjustments, assistive technologies and accessible learning practices across the College.
5. Provide specialist advice, guidance and support to staff on SEND, inclusion, statutory responsibilities and effective learner support strategies.
6. Design, deliver and evaluate staff development programmes, coaching and communities of practice that strengthen inclusive teaching, learning, assessment and behaviour management.
7. Model exemplary practice through the delivery of 6 to 8 hours of teaching per week within the CATCH (NEET) curriculum area.
8. Lead the sharing and implementation of innovative and effective inclusive practice, working collaboratively with curriculum leaders, Additional Learning Support and other cross-college teams.

9. Demonstrate strong digital literacy and confidence in using Microsoft 365, Artificial Intelligence (AI) tools and other digital platforms to support teaching, learning, programme delivery, learner engagement, tracking, reporting and continuous improvement.
10. Lead and contribute to quality improvement activities, including learning walks, thematic reviews, self-assessment processes and curriculum improvement planning.
11. Monitor, analyse and report on learner attendance, retention, achievement, progression and destination outcomes, identifying gaps and implementing targeted improvement strategies.
12. Undertake learner-focused reviews and case studies to identify barriers to learning, emerging needs and opportunities to improve learner outcomes and support provision.
13. Lead the development and promotion of restorative, relational and trauma-informed approaches that support positive behaviour, wellbeing and learner success.
14. Prepare reports, recommendations and impact evaluations for senior leaders and governors, ensuring inclusion remains a key priority within the College's quality framework.
15. Maintain high professional standards and comply with College policies relating to safeguarding, equality and diversity, health and safety, quality assurance and professional development.
16. To accept responsibility for the implementation of the College's Equal Opportunities policy throughout all personal contacts in the College and within this area of responsibility.
17. To maintain professional standards and expertise by undertaking relevant professional development, including ensuring that knowledge regarding changes to relevant legislation is kept up to date, and active participation in Golden Hours.
18. To maintain quality standards, appropriate to the post.
19. To conform with the Health and Safety requirements relevant to the post.
20. To be responsible for the safeguarding and promoting the welfare of children wherever applicable within the role.

N.B. This is not a complete statement of all duties and responsibilities of this post. The postholder may be required to carry out other lawful and reasonable duties as directed by a supervising manager.

PERSON SPECIFICATION

	Knowledge	PSM
1	Certificate in Education, PGCE or equivalent or the ability and willingness to obtain a level 4 teaching qualification within two years of commencing employment.	A
2	Knowledge of contemporary pedagogical theories, evidence-informed teaching and learning strategies and their application in planning, delivering and assessing high-quality, inclusive learning experiences that support learner engagement, achievement and progression.	A/I
3	Level 3 Award or Certificate in Special Educational Needs and Disability (SEND), or a willingness to work towards this qualification.	A
4	Evidence of continued professional development in SEND, inclusion, teaching and learning, or curriculum development.	A

	Skills/Abilities – Behavioural	PSM
5	Demonstrates a confident and engaging teaching presence that motivates learners and drives positive learning outcomes (Impact).	I/M
6	Communicates information clearly and effectively, adapting delivery to meet the needs of different audiences and ensuring understanding (Communication).	A/I/M
7	Maintains high standards of professional conduct, demonstrating integrity, accountability and up-to-date subject expertise (Professionalism).	I/M
8	Works effectively with colleagues, learners and external partners to support curriculum delivery and learner success (Collaboration).	I/M
9	Promotes a safe, inclusive and supportive learning environment that recognises and responds to individual learner needs (Wellbeing and Mental Health).	A/I/M
10	Provides clear guidance and constructive feedback to support the development of learners' knowledge, skills and behaviours (Coaching).	M

	Experience	PSM
11	Experience of working within SEND and/or experience of teaching, training or mentoring others.	A
12	Experience of planning, delivering or contributing to learning, training, coaching or skills development activities in an education or workplace setting.	A/I
13	Experience of supporting the development, progress or performance of individuals (e.g. learners, apprentices, trainees or team members).	A/I

	Work Related Circumstances	PSM
14	Ability and willingness to undertake relevant professional development to maintain up-to-date knowledge of relevant legislation, industry relevance and best practice.	A/I
15	Ability to work flexibly across sites, and delivery modes.	A/I

	Skills/Abilities - Other	PSM
16	Appropriate IT and digital skills (VLEs, Microsoft Office, online delivery tools).	A/M
17	Ability to work in a non-discriminatory and inclusive manner.	A/I
18	Demonstrates a proactive commitment to safeguarding by recognising concerns, taking appropriate action and following procedures to protect and promote the welfare of children and young people.	A/I
19	Embeds inclusive practice by designing and delivering approaches that remove barriers to participation and ensure equitable opportunities for all learners.	A/I/M

Prepared By:	Samantha Rees – Head of Student Services
Date:	September 2026

Proposed Selection Method Key (PSM)		
A = Application	I = Interview	T = Test

VISION 2030

LINCOLN COLLEGE GROUP STRATEGY 2025-30

OUR PURPOSE *BE READY...*

**REALISE ASPIRATIONS;
SHAPE FUTURES;
SERVE OUR COMMUNITIES.**

OUR CODE

Our Group Code sets the tone of how we behave and achieve our Purpose because **You Matter**.

We **CARE** deeply about achieving outcomes in the right way and expect staff and students to behave with...

COMMUNITY

We will prioritise empathy, compassion and wellbeing. Our goal is to develop a positive community where the mental and physical health of staff, learners, governors and key stakeholders is emphasised.

ACCOUNTABILITY

We will all act with integrity and transparency, take full ownership of our actions and deliver on our commitments, impacts and outcomes.

RESPECT

We will all create an inclusive environment where everyone is valued, trusted and treated with consideration, kindness and fairness.

EXCELLENCE

We will all drive innovation and pursue extraordinary quality through an "ambitious spirit", consistently striving for the highest standards in all we do.

OUR PRIORITIES

Over the next five years we will achieve "Our Purpose" by delivering on our strategic priorities set out in full detail in 7 strategic plans.

In summary we will:

