

Class Lead

Job Description and Person Specification

November 2026

Salary	Hours	Location	Closing date
£47,951 - £58,133	**37.5 hours a week**	**Tram House Sixth Form, SW15 5LD**	**18 December 2026**

BeyondAutism

beyondautism.org.uk
Registered Charity No. 1082599

About BeyondAutism

Our vision

A world where every autistic learner belongs, succeeds and shapes their own future.

Our mission

To ensure every autistic child and young adult accesses the education and support they need to belong, succeed, and lead lives full of opportunity, choice and independence.

Founded by parents in 2000, we provide a continuum of support from Early Years through Post-19, alongside outreach, training, and our pioneering BeyondAutism Fast Responder service. We combine direct education for children with the most complex needs with national training, resources, and policy influence – creating a blueprint for inclusion that can be scaled across the country.

At the heart of our approach is a deep understanding of behaviour – recognising it as communication and as a reflection of environment and need. Too often, scientific principles have been misapplied in ways that prioritise compliance over the individual's voice. We reject any practice that seeks to suppress identity; instead, we celebrate individuality and apply behaviour analysis in a positive, ethical, and person-centred way – supporting choice, independence, and outcomes that enhance quality of life.

Our values

At BeyondAutism we are:

Dedicated to delivering excellence

Developing expertise, outstanding services and positive engagement, always seeking to go above and beyond expectations.

Committed to understanding behaviour

Contributing to research and ensuring our staff continually develop and share best practice that ensure aspirational outcomes are achieved for autistic individuals.

Respectful

Embracing diversity, showing integrity, acting with compassion and always treating people with dignity.

Proud to challenge

Listening, changing thinking, shifting attitudes and educating.

Job overview

The Class Lead is the first formal leadership role within services, forming part of the middle leadership team, and is accountable for learner outcomes within an allocated class.

The role is based within the classroom and leads the day-to-day running of the class, line managing the class team to ensure consistent, safe, and high-quality delivery. The Class Lead ensures that educational, behaviour analytic, and therapeutic programmes are implemented with fidelity, and that barriers to progress are identified and escalated promptly

Key accountabilities

- Accountable for learner outcomes within the class through effective leadership, consistent delivery, and timely escalation.
- Accountable for safeguarding culture, health and safety compliance, and safe practice within the class. They will be the Designated Safeguarding Person of their class, monitoring and recording attendance for their class.
- Accountable for quality assurance at class level, including addressing curriculum outcomes, monitoring progress, assessments and maintaining an accurate evidence trail.
- Accountable for creating and sustaining a transdisciplinary working environment in which all disciplines work collaboratively in the best interests of learners.
- Accountable for the day-to-day delivery and fidelity of all agreed programmes, including education, behaviour support and therapy.
- Accountable for operational leadership, organisation and coordination of the class team and teaching week.
- Accountable for formal line management (direct or through delegation within team) of TLPs, Teacher/Trainee Teacher, Behaviour Analyst/Trainee Behaviour Analyst, Therapists and Therapy Assistants allocated to the class.

Roles and responsibilities

Delivery / practice

- Lead daily routines, staff deployment, and expectations so that all staff understand their roles and priorities.

- Ensure that all agreed programmes are delivered consistently and with fidelity across the teaching week.
- Maintain an effective classroom environment, including the organisation of resources, equipment, and learning spaces.
- Support learners to access the full curriculum and wider school activities, including transitions and new learner integration where required.

Outcomes / planning

- Coordinate the class week plan and ensure that teaching, behaviour analytic, and therapeutic priorities are reflected in day-to-day delivery.
- Monitor learner progress, respond to barriers or lack of progress, and ensure plans are updated following professional direction.
- Oversee baseline assessments, Individual Education Plans, annual goals, and related reporting processes to ensure they are accurate, timely, and joined up.
- Lead or coordinate statutory and internal review processes relevant to the class, including annual reviews and end-of-term reporting.

Collaboration / transdisciplinary working

- Ensure that teaching, behaviour analysis, and therapy input is embedded in daily practice and that responses to learner need are joined up.
- Lead or coordinate transdisciplinary meetings to review progress, discuss barriers, and agree next steps.
- Build and maintain effective working relationships with parents, carers, and relevant external professionals in support of learner outcomes.
- Maintain professional communication with external agencies where required, including Local Authorities and other professionals involved in learners' education and welfare.

Leadership / supervision

- Conduct 1:1s, probation reviews, appraisals, and day-to-day coaching for staff allocated to the class.
- Address concerns early, provide feedback and support, and escalate capability or disciplinary matters in line with policy.
- Support staff development through modelling, feedback, and coordination of relevant class-based training.
- Promote professional conduct, accountability, and effective working relationships across the class team.

Quality assurance / documentation

- Maintain supervision records and ensure that class documentation, data routines, and reporting expectations are met.

- Ensure that learner records, assessments, and review documentation are accurate, up to date, and completed within required timescales.
- Oversee class-level tracking systems to identify progress, concerns, and actions required.
- Monitor the effective use of class resources and, where relevant, support adherence to agreed budget procedures.

Safeguarding / compliance

- Maintain safeguarding vigilance and ensure risk assessments and safe working practices are followed consistently.
- Act as the designated safeguarding person for the class, including monitoring attendance and ensuring concerns are recorded and escalated appropriately.
- Uphold learner welfare, dignity, safety, and independence at all times.
- Ensure that intimate care, medical care, and other support plans are clearly communicated to staff and followed consistently.

Training, development and progression criteria

- Mandatory Class Lead induction, including safeguarding, safer working, supervision skills, performance management, leading former peers, and transdisciplinary leadership.
- Leadership development and coaching / mentoring during the first year in role.
- Progression criteria to include sustained learner progress, strong delivery fidelity, effective people management, low unresolved quality issues, positive staff feedback, and a strong compliance record.
- Progression route into wider service or senior leadership opportunities.
- The post-holder will be expected to engage in ongoing professional development and contribute to service improvement within the scope of the role.

In the wider community

- To be an ambassador for the schools and represent its interests in an official capacity.
- To ensure that the schools promote effective links with the local community.
- To maintain professional communication working collaboratively with Local Authorities, Health authorities, the DfE, Ofsted and any other agencies responsible for learners' and their families' educational and pastoral needs.
- Maintain and develop inclusion opportunities for BeyondAutism School learners.

Person specification

	Essential	Desirable
Qualifications	• Must hold and maintain professional membership relevant to their discipline (e.g., Qualified Teacher Status (QTS), HCPC for Therapists, or BCBA/UKSBA Cert for Behaviour Analysts).	• Level 3 Safeguarding (Designated Safeguarding Person) or a willingness to complete this promptly on appointment. • Formal training in middle management or clinical supervision.
Experience, knowledge and skills	• Experience in autism education/specialist setting. • Evidence of leading practice and supporting staff. • Confidence in line management and performance support. • Strong organisational and communication skills. • Strong understanding of learner outcomes, assessment, planning, and review processes, IEP development, including the EHCP framework. • Ability to analyse learner progress, identify barriers or flatlines, and implement corrective action. • Expert knowledge of safeguarding policies, risk assessments, and reporting software (e.g., CPOMS/SchoolPod). • Ability to conduct 1:1s, appraisals, and manage staff performance/probationary periods. • Understanding of how education, behaviour analysis, and therapy intersect to support a learner.	• Experience of line management and appraisals. • First aid / safeguarding lead experience. • Experience monitoring class-level budgets. • Experience leading a team or coordinating the work of others in a clinical or educational setting. • Experience writing baseline assessments, annual reviews, and statutory documentation. • Experience handling sensitive communications with parents and external agencies (Social Workers, Local Authorities). • Experience of planning, staff deployment, weekly timetables, and managing competing priorities.
Attributes	• A strong sense of ownership over learner outcomes and class safety. • Enhanced DBS. • Completion of mandatory training. • Willingness to undertake further training (for example: Team Teach, first aid, fire warden) as required. • Ability to identify barriers to learning and create actionable solutions. • Ability to lead "former peers" and mediate discussions within a multi-disciplinary team. • Capacity to handle high-pressure safeguarding situations and medical emergencies. • Consistently demonstrating professional conduct and high standards of fidelity in program delivery. • A commitment to always upholding the dignity and independence of learners.	

What we can offer you

You can find a very rewarding career with BeyondAutism. As well as being part of a team delivering life-changing services, we offer multiple and generous benefits to employees.



Pension scheme *

We offer a competitive pension scheme via salary exchange of 3, 4 or 5% and match your contribution.



Hybrid and flexible working

Charity staff have the option of hybrid and flexible working. To be agreed with HR and the department head.



Season ticket loan *

We can loan you the cost of your season ticket, repaid through monthly salary deductions for the period of the season ticket or less. Maximum period 12 months. Maximum loan £5000.



Bicycle loan *

We can loan you the cost of purchasing a bike for the purpose of cycling to work, repayable over a period of 12 months or less.



Continuing Professional Development (CPD)

Further education opportunities including Masters, RBTs, diplomas and certificates; and opportunities for membership for relevant professional bodies.



Professional Membership fees

Reimbursement of the cost of annual professional membership fee where continued membership registration is a requirement of your role.



Onsite counsellor

One counsellor working across our sites offering confidential 1:1 counselling sessions.



Perkbox

Access to an online perk scheme which gives you your pick of over 200 great discounts and freebies such as a free monthly hot drink from Cafe Nero, discounts on high street shopping and great price cinema tickets.



Employee Assistance Programme

Free access to a 24/7 confidential counselling support, including opportunity for face-to-face support.



Employee Referral Programme

Generous £400 thank you payment when you refer somebody into one of our open vacancies.



Eye care vouchers

Vouchers to cover the cost of an annual eye examination and single-vision spectacles, if needed.

Benefits marked with (*) are contractual benefits open to staff who have been in post for three months or more.

Job information

SALARY SCALE:	£47,951 - £58,133
CONTRACT TYPE:	Full time, term-time only
HOURS:	37.5 hours, Monday to Friday 8:45am to 4:45pm, with 30 minutes lunch break. Occasional evening meetings or events outside normal working hours may also be necessary.
HOLIDAYS:	This is a term-time only role. Annual leave is incorporated into the salary and must be taken during school holiday periods. The role is not entitled to take leave during term time, unless in exceptional circumstances and with prior agreement.
LINE MANAGER:	Head of Sixth Form
LOCATION(S):	**Tram House Sixth Form**, 140 Woking Close, London, SW15 5LD
PROBATIONARY PERIOD:	Sixth months (where applicable)
CLOSING DATE:	18 December 2026
HOW TO APPLY:	Please send your CV and covering letter to **recruitment@beyondautism.org.uk**.

BeyondAutism is proud to be an equal opportunity workplace. We are committed to equal employment opportunity regardless of ethnicity, religion, sex, sexual orientation, age, marital status, disability or gender identity.

BeyondAutism is committed to safeguarding and promoting the welfare of children and young adults and expects all staff to share this commitment. An enhanced disclosure will be conducted for the successful applicant.