

Teacher (Secondary Alternative Provision)

Grade: Unqualified Teacher of general subjects

Responsible to: Assistant Headteacher / Head of School

Location: Hayes Campus

Hours: 2 days per week

Tenure: Permanent

Main Purpose of the Role

To provide high-quality teaching, learning and pastoral support for students accessing Alternative Provision, enabling them to achieve positive academic, social and emotional outcomes. The post holder will create a safe, supportive and engaging learning environment that removes barriers to learning, improves attendance, promotes positive behaviour and prepares students for reintegration, further education, employment or training.

The teacher will contribute to a whole-school approach that places safeguarding, inclusion and student wellbeing at the centre of practice and will work collaboratively with families, schools, external agencies and colleagues to improve outcomes for vulnerable learners.

Key Responsibilities

Teaching and Learning

1. Deliver high-quality lessons which are engaging, inclusive and appropriately differentiated to meet individual learner needs.
2. Plan, prepare and evaluate lessons in line with curriculum requirements and individual student pathways.
3. Develop personalised learning programmes for students with complex educational, behavioural, social and emotional needs.
4. Establish high expectations for learning, behaviour, attendance and personal development.
5. Regularly assess, monitor and record student progress, using assessment information to inform planning and interventions.
6. Track and report on student attainment, progress, attendance and engagement.
7. Contribute to the development, implementation and review of Individual Education Plans (IEPs), Personal Support Plans and EHCP reviews.
8. Set appropriate targets and support students to achieve their individual outcomes.
9. Prepare reports for parents, carers, commissioners and partner schools as required.
10. Promote literacy, numeracy and communication skills across the curriculum.
11. Deliver accredited and non-accredited learning pathways appropriate to student needs and aspirations.
12. Use a range of strategies to re-engage learners who have experienced disruption to their education.

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Behaviour, Inclusion and Personal Development

1. Create a positive, respectful and trauma-informed learning environment.
2. Implement behaviour support strategies consistently in line with school policy.
3. Develop strong professional relationships with students whilst maintaining appropriate boundaries.
4. Support students to develop resilience, emotional regulation, self-esteem and positive attitudes towards learning.
5. Promote student personal development, including preparation for adulthood, employability and citizenship.
6. Act as a form tutor or key worker where required, supporting attendance, welfare and personal development.
7. Celebrate achievement and encourage active participation in school life.

Safeguarding and Welfare

1. Safeguard and promote the welfare of children and young people at all times.
2. Maintain an up-to-date understanding of statutory safeguarding guidance, including *Keeping Children Safe in Education*.
3. Identify and report safeguarding concerns promptly and accurately through school procedures.
4. Contribute to multi-agency meetings and support plans where required.
5. Maintain accurate, confidential and professional records relating to student welfare and safeguarding.
6. Support students who may be vulnerable due to SEND, SEMH needs, exclusion, attendance concerns or other barriers to learning.

Attendance and Engagement

1. Promote excellent attendance and punctuality.
2. Monitor attendance concerns and work proactively with families, external agencies and colleagues to improve engagement.
3. Contribute to intervention strategies aimed at reducing persistent absence.
4. Support reintegration planning and transition arrangements for students returning to mainstream education or moving onto post-16 destinations.

Partnerships and Stakeholder Engagement

1. Develop positive relationships with parents, carers and families to support student progress.
2. Liaise effectively with commissioning schools, local authorities and external agencies.
3. Work collaboratively with pastoral, SEND and safeguarding teams to ensure coordinated support for students.

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4. Support transition and reintegration arrangements with partner schools and colleges.
5. Participate in multidisciplinary meetings, annual reviews and professional discussions as required.

Quality Assurance and School Improvement

1. Contribute to the school's self-evaluation and improvement planning processes.
2. Implement agreed school policies and procedures consistently.
3. Support the school's readiness for Ofsted inspections and quality assurance activities.
4. Engage fully in performance management, professional development and coaching.
5. Keep up to date with developments in curriculum, pedagogy, SEND, safeguarding and alternative provision practice.
6. Contribute positively to the wider life of the school.

General Responsibilities

1. Carry out the professional duties of a teacher as defined in the School Teachers' Pay and Conditions Document.
2. Promote equality, diversity and inclusion in all aspects of practice.
3. Maintain high standards of professionalism, attendance and punctuality.
4. Comply with Health and Safety policies and risk assessment procedures.
5. Use school information systems and technology effectively.
6. Undertake such other duties as may reasonably be requested by the Headteacher or Senior Leadership Team, consistent with the nature and grade of the post.

Person Specification

Essential

Qualifications

- Willing to work towards Qualified Teacher Status (QTS).
- Degree or equivalent qualification.
- Evidence of ongoing professional development.

Experience

- Successful teaching experience within a secondary setting.
- Experience supporting students with SEMH, SEND or additional learning needs.
- Experience managing challenging behaviour positively and effectively.
- Experience using assessment data to improve student outcomes.
- Experience working collaboratively with parents and external agencies.

Knowledge

- Understanding of safeguarding legislation and statutory guidance.
- Knowledge of behaviour management and trauma-informed approaches.
- Understanding of SEND practice and inclusive education.
- Knowledge of curriculum, assessment and quality assurance processes.
- Understanding of barriers faced by vulnerable and disadvantaged students.

Skills

- Excellent classroom management and relationship-building skills.

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- Strong communication and interpersonal skills.
- Ability to motivate and inspire disengaged learners.
- Effective planning, organisation and time management skills.
- Ability to work collaboratively as part of a multidisciplinary team.

Desirable

- Experience working within an Alternative Provision, PRU or specialist setting.
- Mental Health First Aid, Thrive, Price or equivalent training.
- Experience of reintegration and transition programmes.
- Experience delivering vocational or alternative curriculum pathways.

Safeguarding Statement

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to enhanced DBS clearance, satisfactory references, online checks and all relevant pre-employment screening in accordance with statutory guidance.