

<b>Post title:</b>	<b>Onsite AP Lead Teacher</b>
<b>Salary and grade:</b>	<b>Main Scale – UPS (£32,916 - £51,048 + SEN Allowance £2787)</b>
<b>FTE:</b>	<b>Full-Time / Permanent</b>
<b>Line Manager/s:</b>	<b>Head of School</b>



### **Main Purpose of the Job:**

To lead and develop the On-site Alternative Provision (OAP), ensuring students who require additional support to remain engaged in education are able to succeed.

To establish a consistent, high-expectation environment through strong relationships, clear routines, and bespoke provision.

To take ownership of the day-to-day running of OAP, including the 'programme', behaviour and reward systems, and team coordination, ensuring clarity, consistency, and accountability.

### **Key Duties and Responsibilities**

Accountable to the Headteacher for:

- leading the effective day-to-day operation of the On-site Alternative Provision (OAP), ensuring a consistent, structured and purposeful environment;
- ensuring pupils accessing OAP make sustained progress in engagement, behaviour and learning;
- managing staff, resources and provision within OAP to meet pupils' individual needs;
- working with relevant staff and where necessary, external stakeholders to support pupil outcomes and successful reintegration into class where appropriate.

### **Strategic Direction and Development of the School:**

- To work with the Head of School and wider staff team to develop and sustain a clear vision for OAP as a high-quality provision within the school.
- To establish and embed clear aims, routines and systems that ensure OAP operates with consistency and high expectations;
- To contribute to whole-school priorities by ensuring OAP supports behaviour, inclusion and engagement strategies;
- To design and develop provision that meets the needs of pupils requiring additional support, including curriculum, intervention and pastoral approaches;
- To monitor and evaluate the impact of OAP, using this to refine practice and improve outcomes for pupils;
- To ensure staff working within OAP are clear in their roles, consistent in their approach, and supported to deliver effective provision;
- To promote a culture of high expectations, where pupils are supported to re-engage with learning and move forward successfully.

## Curriculum, Teaching & Learning

To lead and develop a responsive, individualised provision that enables pupils to re-engage with learning, improve behaviour, and make meaningful progress.

- To design and deliver a flexible, needs-led programme balancing academic learning, regulation, and personal development;
- To ensure provision is structured and matched to pupils' starting points, interests and barriers;
- To establish consistent routines that support engagement, behaviour and readiness to learn;
- To maintain a clear focus on progress in engagement, behaviour and learning;
- To implement behaviour systems aligned with whole-school expectations;
- To support staff to deliver high-quality, adaptive practice for pupils with complex needs;
- To monitor and review provision, adapting where pupils are not improving;
- To create an environment where pupils experience success, rebuild confidence and develop independence;
- To maintain links with mainstream curriculum and support reintegration where appropriate;
- To provide pupil-centred support that develops regulation, relationships and positive habits.

## Leading and Managing People

To lead, support and challenge staff within OAP to ensure a consistent, high-quality provision that meets pupils' needs and secures improvement.

- To build a strong, aligned team with clear expectations, where staff understand their role in supporting engagement, behaviour and learning;
- To plan, allocate and oversee work within the OAP provision, ensuring clarity of roles, responsibilities and daily routines;
- To support and develop staff through coaching, modelling and regular feedback, promoting consistent practice;
- To address inconsistency or underperformance directly, ensuring expectations are upheld;
- To contribute to staff appraisal and performance management in line with school systems;
- To ensure staff are equipped to work effectively with pupils with complex needs, including appropriate training and guidance;
- To promote a relationship-based approach that balances high expectations with support and understanding;
- To maintain clear communication within the team and with the wider school (and parents and carers) to ensure joined-up practice and smooth transitions for pupils.

## Efficient and Effective Deployment of People and Resources

To ensure staff, time and resources within OAP are used effectively to meet pupils' needs and secure positive outcomes.

- To deploy staff to provide consistent supervision, support and teaching – where appropriate - aligned to pupils' needs and daily provision;
- To work with senior leaders to identify staffing needs and contribute to recruitment where required;
- To ensure staff are effectively supported and utilised to maintain a safe, structured and purposeful environment;
- To ensure all activities are risk assessed and comply with health and safety requirements;
- To monitor and review the use of time, staffing and resources, adapting where provision is not effective;
- To promote relevant CPD that supports staff in working with pupils with complex needs, including behaviour, regulation and inclusion.

## Accountability

To be accountable for the effectiveness and impact of the On-site Alternative Provision (OAP), ensuring it supports improved outcomes for pupils.

- To provide clear, accurate information and professional advice to senior leaders on pupil progress, engagement and behaviour within OAP;
- To ensure robust tracking and evidence of impact, demonstrating improvements in engagement, behaviour and learning;
- To contribute to a culture where staff working within OAP understand and take responsibility for outcomes;
- To communicate effectively with staff, parents and relevant professionals to ensure shared understanding of provision and progress;
- To contribute to reporting for senior leaders, governors and external agencies, including Ofsted, where required;
- To ensure safeguarding procedures are consistently applied and upheld within OAP.

## Strengthening Community

To create a provision that respects and reflects the backgrounds, experiences and needs of pupils and their families;

- To promote an inclusive environment, actively challenging prejudice and supporting positive relationships;
- To build strong, consistent communication with parents and carers to support engagement and progress;
- To work closely with any relevant external agencies
- To ensure pupils access relevant off-site, vocational or community-based experiences where appropriate;
- To develop links with wider school staff to support reintegration and shared understanding of pupils;
- To ensure safeguarding and multi-agency working is effective in protecting and supporting pupils;
- To identify opportunities to enrich provision through community links, experiences and partnerships.

## Person Specification

		Essential	Desirable
<b>Qualifications, Skills &amp; Knowledge</b>	DfE recognised qualified teacher status (QTS).	•	
	Degree or equivalent.		•
	Good understanding of inclusive practice and supporting pupils with additional needs	•	
	Evidence of continuing professional development.	•	
	Other professional qualifications (e.g., NPQSL).		•
	Capacity to influence people and lead change.	•	
	Commitment to continuous improvement.	•	
	Good understanding of adapting curriculum and provision to meet diverse needs	•	
	Proven leadership and management skills.	•	
Evidence of strong person-centred vision and values.	•		
<b>Experience</b>	Appropriate qualifications and experience to establish credibility with staff and pupils within an alternative provision or inclusion setting.	•	
	Recent and relevant experience working with pupils requiring additional support to engage in education	•	
	Recent teaching or pastoral experience in a primary, secondary or specialist setting	•	
	Evidence of developing or leading provision for pupils with behavioural, social, emotional or additional needs	•	
	Experience of implementing behaviour systems and supporting improvements in engagement and conduct	•	
	Experience of multi-agency working (e.g. with safeguarding, SEND, or external support services)	•	
	Experience of working effectively with parents, carers and families to support pupil outcomes	•	
	Experience of planning and delivering personalised provision or support plans for pupils with additional needs	•	
<b>Thinking Ability</b>	Ability to influence practice and lead improvement within a small team and provision	•	
	Commitment to continuous improvement and reflective practice	•	
	Understanding of how to design and adapt provision to meet the needs of pupils with additional needs	•	
	Ability to apply behaviour, engagement and regulation strategies effectively	•	
	Evidence of a strong, pupil-centred approach underpinned by clear values	•	
	Knowledge of approaches that improve engagement, behaviour and progress for pupils requiring additional support	•	

		Essential	Desirable
	Ability to maintain high expectations while responding flexibly to individual needs	•	
<b>Personal Effectiveness</b>	Good communication skills.	•	
	Strong interpersonal skills	•	
	Ability to develop effective working relationships	•	
	Good organisation and management skills	•	
	The ability to inspire and motivate others		•
	Honesty and integrity.	•	
	Resilience and emotional consistency under pressure	•	
	Positive outlook and commitment to pupil success		•
<b>Interpersonal Relationships</b>	Clear vision for OAP and ability to communicate it to staff	•	
	Strong commitment to supporting and developing staff practice	•	
	Ability to set and maintain clear expectations for staff and pupils	•	
	Ability to evaluate provision and identify areas for improvement	•	
	Effective teamwork and collaboration skills	•	
	Ability to inspire and motivate others		•
<b>General</b>	Flexibility to meet the demands of the role, including responding to changing pupil needs and situations	•	
	No serious health problems that will likely impair or impact on job performance.	•	
	Good attendance record in current employment (not including absences resulting from a disability)	•	