



# Teacher

Recruitment Pack: March 2026





# ABOUT US

WHO WE ARE

OUR APPROACH

## Who We Are

ALP Schools are a chain of Independent Special Needs Schools. Each of our schools is Ofsted registered and caters for young people who have struggled in mainstream education due to their special educational needs. We also recognise the importance of building up routines, relationships, respect and trust in order to achieve successful teaching and learning. We are proud to offer a holistic and individualised approach to learning that truly empowers success.

## Our Vision and Values

At ALP Schools, our vision is clear: *Empowering Success Through Holistic and Individualised Learning*. We hold a fundamental conviction that education can help every individual achieve their full potential, regardless of their ability. This isn't just a statement—it's the foundation of everything we do and the reason we exist.

Our approach is guided by our ARRRTT values, which underpin every aspect of our work with learners:

**Attendance** – We focus on improving each learner's attendance level to ensure they give themselves the basis to achieve.

**Routine** – Our tutors help learners gain routines adapted to their individual needs, ensuring they feel comfortable in the educational environment.

**Relationships** – Learners are supported in developing sound relationships with tutors and other service users, creating a foundation of trust and connection.

**Respect** – We work with learners and families in a holistic manner to maximize their life-chances and educational potential.

**Trust** – When pupils feel more secure and understood, they are empowered to take risks and grow in their learning.

**Teaching** – A formal, academic curriculum takes place, ensuring learners receive high-quality educational experiences tailored to their needs.

These values inform the decisions that we make and the interactions that we have, creating an environment where success is not just possible—it's expected.

This core belief drives our passion for working with learners and explains why our dynamic, bespoke approach successfully reaches so many disengaged and vulnerable young people. We understand that one size does not fit all, especially for children who face barriers to mainstream education.

Our unique strength lies in offering small class sizes where the curriculum is specifically tailored to each individual's needs. We recognise that successful teaching and learning are built on a foundation of strong routines, positive relationships, mutual respect, and trust—and we prioritise building these essential elements with every young person in our care.

From the moment of referral, we place the learner's special educational needs and disabilities (SEND) at the heart of our planning, alongside comprehensive family support, ensuring our educational interventions are both effective and appropriate.

# ABOUT THE ROLE

THE SCHOOL

KEY RESPONSIBILITIES

Start date: September 2026 or before

ALP Nuneaton were judged as Good by Ofsted in November 2024 and are keen to continue to develop on their journey. This is an exciting time as we are growing both in numbers of pupils and in our positive reputation as a provider for excellent education to children with Special Educational Needs.

ALP Nuneaton provides continuity in learning for pupils with Education, Health and Care Plans. We are a provision for learners on the autistic spectrum or who have other special educational needs and challenging behaviour. We cater for young people in their primary, secondary and post-16 school years.

The overarching purpose of our provision is to work with learners so that they are able to overcome the barriers to learning that they have previously encountered. We aim to offer flexible, structured and supportive needs led approaches.

We are looking for a teacher to participate in teaching and learning at ALP Nuneaton to a small group of learners of up to 8. We welcome applications particularly from those who have worked with children who are non-speaking/ pre-verbal.

The successful candidate will have the opportunity to train/gain funded qualifications in the following areas: Makaton, Phonics, Level 5, PGCE, National Professional Qualifications, QTLS/QTS and other relevant training options are available linked to the post and the school development plan.





# ABOUT THE ROLE

APPLICATION

KEY RESPONSIBILITIES

<b>Salary range/Grade</b>	£25,800 - £36,300
<b>Contract type</b>	Full Time, 40 weeks per year
<b>Responsible to</b>	Phase Manager
<b>Base</b>	ALP Nuneaton, Holman Way, Nuneaton, CV11 4PN

## How to Apply

Interested candidates are requested to apply online or by email to the recruitment team. To download the application form, please visit [www.alpschools.org](http://www.alpschools.org) and email all completed applications.

Closing Date: TBC

Interviews: TBC

We are committed to the highest standards of safeguarding and all posts are subject to an enhanced DBS check.

 **Nuneaton Recruitment Team**

 [nuneaton.recruitment@alpschools.org](mailto:nuneaton.recruitment@alpschools.org)





## Job Purpose

The post holder will participate in teaching and learning at ALP Nuneaton to small groups of learners in either primary, secondary or Post-16. They will actively promote the curriculum policy within the school by planning, delivering and assessing a range of subjects.

They may specialise in a subject area and teach other subjects across the curriculum to progress learners with SEND and challenging behaviour to ensure they are achieving their full potential.

## Key Tasks and Activities - Role Specific:

- Develop schemes of work and lesson plans in line with curriculum objectives and the curriculum policy.
- To differentiate learning, gain an understanding of learners' individual needs and plan and deliver teaching and learning accordingly.
- Adhere to and actively implement the school's curriculum and assessment policy
- Plan and deliver lessons to all key stages, including life skills
- Facilitate learning by establishing a relationship with pupils, and by the organisation of learning resources and the classroom learning environment.
- Develop and foster the appropriate skills and social abilities to enable the optimum development of our pupils, according to their age, ability and aptitude.
- Support the Senior Management Team in recording progress and preparing pupils for examinations.
- Link pupils' knowledge to earlier learning and develop ways to encourage it further, challenge and inspire pupils to help them deepen their knowledge and understanding.
- Lead by example and allow others to learn from their approach.
- To put strategies in place to ensure all learners are on track to achieve and key people and organisations are kept up to date with their progress.
- Liaise with key people in the school to ensure that interventions are in place to allow learners to engage and progress.
- To monitor and update learner files.
- Helping to develop and carry out strategies and initiatives that create a positive learning environment and help learners to stay engaged and motivated.
- To carry out tasks requested from the Senior Management Team



## Monitoring and Assessment

- To evaluate pupils' progress through assessment of teaching, learning and portfolios along with a range of other assessment activities.
- To monitor pupils' responses to learning tasks and modify their approach accordingly.
- To monitor pupils' participation and progress, providing feedback to Tutors and Higher Level Tutors, and giving constructive support to pupils as they learn.
- To contribute to maintaining and analysing records of pupils' progress.

## Knowledge and Understanding

- To have sufficient understanding or the ability to develop knowledge of Functional Skills, Vocational Learning and Alternative Education Programs.
- To be familiar with the curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved.
- To demonstrate an understanding of the aims and objectives of the school.
- To know how to use ICT to perform your duties.
- To be fully aware of the statutory frameworks relevant to their role.
- To know the legal definition of Special Education Needs and Disabilities (SEND), and be familiar with the guidance about meeting SEND given in the SEND Code of Practice.
- To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.

## Personal Development and Wellbeing

- To support ALP School's drive for high standards by adhering to the ARRRT philosophy.
- To support and contribute to the school's commitment to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being
- To maintain high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in pupils' learning.
- To be able to improve your own practice, including observation, evaluation and discussion with colleagues.



## Expectations and Values

ALP Schools are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work in the centre, the post holder will also be expected:

- Act as an ambassador for the school by supporting our values and expectations of learning.
- Be a significant presence and role model for students and staff and to meet fully the dress code.
- Follow and where appropriate enact all relevant policies, procedures and guidelines.
- Contribute to development through team planning and review meetings.

## Special Factors

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or meets.

- The nature of the work may involve the post-holder carrying out work outside of normal working hours.
- The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
- Expenses will be paid in accordance with the Local Conditions of Service.
- This post is subject to a check being carried out at an Enhanced level by the Data Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

**This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.**

## Equality and Diversity Statement

ALP Schools are committed to achieving equality for all those who learn and work with us, and wishes to develop a fair and supportive environment, which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, gender identity (transsexuality), marital or civil partnership status, disability, sexual orientation, religious or political beliefs, age, social class or offending background.

Staff in Human Resources play a critical role in developing, maintaining and supporting equality and diversity in employment. All staff have a legal and personal responsibility to uphold the School's policies.

Equality of opportunity is embedded in the recruitment and selection of staff, training, promotion, performance and development management, induction, probation, and communication and elsewhere. We endeavour to treat people fairly on the basis of individual need and to build a workforce which is diverse.





## Person Specification

### Education, Qualifications & Experience

To hold or be actively working towards Qualified Teacher Status or Qualified Teacher Learning and Skills	Essential
To have achieved a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework.	Essential
Qualifications related to special educational needs and disabilities or challenging behaviour	Desireable
Educated to degree level	Desireable

### Experience

Relevant experience of addressing social exclusion, including but not limited to; youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs.	Essential
Experience of working with clear guidelines, procedures and adhering to child protection	Essential
Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies	Essential
Understanding of working with people with challenging behaviour / complex needs / disabilities.	Essential
Ability to quickly establish relationships with young people, vulnerable people and families with complex needs	Essential



Experience of managing a team or co-ordinating volunteers	Desirable
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**Knowledge, Skills and Abilities**

Knowledge of the National Curriculum and or alternative learning qualifications in various subjects, including Literacy, Numeracy and Personal and Social Development	Essential
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Willingness to keep up to date in subject knowledge and national developments	Essential
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Good Knowledge of special educational needs and disabilities	Essential
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Ability to plan and teach effectively using a variety of strategies	Essential
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Excellent interpersonal skills with both adults and children	Essential
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Willingness and ability to work as part of a team	Essential
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Ability to communicate effectively both verbally and in writing	Essential
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Ability to prioritise and organise own work	Essential
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Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines	Essential
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Knowledge of Health and Safety procedures and their application	Desirable
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Proactive approach to problem solving	Desirable
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Ability to work flexibly in a rapidly changing environment	Desirable
Strong understanding of youth and wider community issues	Essential
Computer literate (Word, Excel, Google workspace and internet)	Essential
Excellent interpersonal skills, inc active listening	Essential
Strong organisational, planning and time management skills	Essential
Knowledge of social media	Desirable

**Personality and Social Skills**

To have a 'can do' philosophy	Essential
To enjoy working with young people	Essential
To be flexible, energetic, adaptable and can use initiative	Essential
To identify and develop opportunities	Essential
To carry out professional duties in a positive, helpful and courteous manner	Essential
To have high aspirations and expectations for their students and themselves	Essential
Committed to raising standards and continuous improvement	Essential



To be dedicated to the progression of the students, the school and themselves	Essential
An empathetic nature	Essential
Mature and professional approach to vulnerable people, families and other professionals	Essential
Ability to maintain confidentiality in the light of handling sensitive information	Essential
Good communication and social skills, with a good sense of humour	Essential
Ability to cope with difficult interpersonal behaviour and language	Essential
Demonstrate a consistent and positive attitude to challenges	Essential
Demonstration of a solution focussed and flexible approach to management	Essential

**Other Factors**

Full and current driving licence with use of a vehicle for work	Desirable
Willingness to drive a company vehicle	Desirable



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 **Bradley Rowley - Headteacher**

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 <https://www.alpnuneaton.co.uk/>