



Teacher

Recruitment Pack: July 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

ALP Schools are a growing chain of small independent schools catering to young people with special educational needs. ALP Sittingbourne is Ofsted-registered for 40 learners, with small class sizes ranging from one-to-one tuition to classes of up to six learners.

The school's vision is to empower success through holistic and individualised learning. We work with learners aged 7–19 years, ensuring that each individual's needs are met and that they are provided with a wide range of learning opportunities.

We care for the well-being of our learners and our staff team. All employees are provided with a BUPA Cash Plan scheme, annual well-being initiatives, termly perks, annual appraisals, and support for CPD to encourage career progression.

We are excited to announce that a Teacher position is currently available to join our team at ALP Sittingbourne. The successful candidate will participate in teaching and learning across primary, secondary and/or post-16 settings, working with small groups of learners with special educational needs and challenging behaviour. Post holders will specialise in a subject area whilst also teaching across the broader curriculum, planning, delivering and assessing a range of subjects to ensure every learner reaches their full potential. They will also provide performance management support to LSAs and Higher Level Tutors within the team.

Early Career Teachers are warmly welcomed to apply.





ABOUT THE ROLE

APPLICATION

KEY RESPONSIBILITIES

Salary range/Grade	£24,300 - £27,600: Unqualified Teacher £30,000 - £35,700: Qualified Teacher
Contract type	Full Time, 40 weeks per year
Hours	Monday 8:30-4:30, Tues, Wed, Thurs 8:30-4 and Fri 8:30-4 (3:30 if all duties completed)
Responsible to	WLT SMT & Headteacher
Day to day management of:	The support team (LSA's, Tutors & HLT's)
Base	ALP Sittingbourne 60 Bell Road Sittingbourne ME10 4HE
Benefits	Branded tshirt/hoodie, BUPA, staff lunches provided, sociable team events, air conditioned building

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.alpsittingbourne.co.uk/job-vacancies/ and email all completed applications to the recruitment team.

Closing Date: TBC

Interviews: TBC

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

 **ALP Sittingbourne Recruitment Team**

 sittingbourne.recruitment@alpschools.org





Job Purpose

The post holder will participate in teaching and learning at ALP Sittingbourne 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 will 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.



Monitoring and Self-Evaluation

- Within the ALP Schools' policies and guidelines, to evaluate work to ensure that it consistently responds to the needs of learners, parents, staff and other stakeholders
- To act to share areas of strength and remedy any weaknesses

Key Performance Indicators

- Attendance and participation of learners
- Proportion gaining appropriate accreditation in allocated subject areas
- Student and parent/carer level satisfaction.
- Number of learners successfully gaining accreditation and having a positive experience at ALP Sittingbourne
- Level of provider satisfaction with ALP Sittingbourne's overall service

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 Disclosure 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.



What our staff say about working at ALP Sittingbourne

- "I really like the opportunity to complete a Level 2 course every year to develop in an area of my choice."
- **"I feel supported in pursuing continued professional development. SMT provide opportunities for courses that improve my professional skills, and I appreciate that my suggestions are valued and considered."**
- "The school is supporting me through my PGTA, providing a strong foundation for my teaching career."
- **"I have never felt so supported, both professionally and personally by management in a school environment."**
- "SLT have everyone's interests at heart and they work hard to make sure everyone is happy and well managed."
- **"I have always felt that I could go to my line manager if needed."**
- "I don't have the Sunday night feeling :)"
- **"I still have never woken up in the morning and not wanted to come to work. I absolutely love this school and I am so proud of our students and what we achieve here."**
- "No Monday morning dread, ever!"
- **"I love the team here, it's a real family vibe and everyone is friendly and supportive... My confidence is growing daily, and I truly believe that I will flourish here."**
- "We all work well together, if you need someone, they are there. You are not alone."
- **"Everybody has the same goal - it's about our students. Everybody genuinely cares and wants the best for our students."**

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



 **Jennifer Thomason - Headteacher**

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