



Lead Teacher (Inclusion) Middle Leadership

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 be recruiting a Lead Teacher - Inclusion (ideally a qualified SENCo) to join our Wider Leadership Team, taking a lead on SEND provision across ALP Sittingbourne. Working in close partnership with our Senior Management Team, the successful candidate will help shape and develop the way we support our learners, with the opportunity to take on progressive leadership responsibility as they grow within the ALP Schools educational model.

Alongside their leadership responsibilities, the post holder will teach across the school and a range of ages, modelling high-quality SEND practice in the classroom. The role includes overseeing provision maps and EHCP outcomes, supporting the planning and quality assurance of Annual Reviews, coordinating Section F provision and therapeutic support, and guiding teachers, tutors and LSAs in adapting their practice to meet individual needs.



ABOUT THE ROLE

APPLICATION

KEY RESPONSIBILITIES

Salary range/Grade	£36,000 - £42,000
Contract type	Full Time, 40 weeks per year
Responsible to	Senior Management Team
Contribution to the performance management of	Teachers, Tutors and LSA's
Base	ALP Sittingbourne 60 Bell Road Sittingbourne ME10 4HE

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

[Click here for our website!](#)



Job Purpose

The post holder will be a middle leader with responsibility for SEND provision across ALP Sittingbourne, working in close partnership with the Senior Management Team.

The role includes leadership of SEND with progressive responsibility once the successful candidate shows competency with the ALP Schools educational model.

Alongside leadership responsibilities, the post holder will deliver lessons across the school and a range of ages, modelling high-quality SEND practice in the classroom.

Key Tasks and Activities:

SEND Leadership

- Work in partnership with the SMT, WLT and all staff to oversee and develop SEND provision across the school.
- Support the implementation, monitoring and review of provision maps, ensuring strategies meet learners' EHCP outcomes.
- Provide guidance and support to teachers, tutors and LSAs in adapting provision and interventions.
- Assume increased responsibility for SEND leadership in line with experience and qualification progression.

Annual Reviews and EHCP Processes

- Oversee and support the planning, delivery and quality assurance of Annual Reviews.
- Monitor and maintain an Annual Review schedule, ensuring statutory timelines are met.
- Work collaboratively with parents/carers, external professionals and local authorities.
- Contribute to the development and review of EHCP outcomes and provision.

Section F and Interventions

- Monitor and coordinate Section F provision, including allocation of time and resources.
- Review the impact and effectiveness of interventions, adjusting provision as needed.
- Support staff in evidencing progress against EHCP outcomes.



Therapies and External Provision

- Coordinate therapeutic provision, including (but not limited to):
 - Speech and Language Therapy
 - Occupational Therapy
 - Counselling and wellbeing support
 - Wider School interventions
- Liaise with therapists and external professionals to ensure integrated, consistent provision.
- Support staff in embedding therapeutic strategies into daily practice.

Teaching and Learning

- Teach across the school and a range of ages, modelling high-quality SEND practice.
- Development and implementation of interventions in line with SEN Code of Practice and school policies
- Differentiate learning by understanding individual needs and EHCP outcomes.
- Plan and deliver lessons to Primary and Secondary aged learners as required.
- Facilitate learning through positive relationships, effective environments and resources.
- Develop pupils' skills and social abilities to support their development.
- Link learning to prior knowledge, challenge and inspire pupils.
- Lead by example and mentor staff involved in teaching and learning.

Quality Assurance and School Development

- Take an active role in school preparation for OFSTED and other quality assurance processes.
- Contribute to SEND-related quality assurance and internal moderation.
- Monitor learner progress, engagement and wellbeing with SMT.
- Support curriculum development and SEND systems.

Professional Development and Leadership

- Hold or be working toward the relevant SENCo qualification (NPQ or NASENCO)
- Work reflectively with SMT to develop leadership capacity and confidence.
- Mentor and support staff in developing SEND knowledge and practice.
- Promote a collaborative, solution-focused culture across the school.



Personal Development and Well-Being

- Uphold ALP Schools' values and ARRRTT philosophy.
- Maintain high expectations for learners and staff.
- Communicate sensitively and effectively with parents/carers and professionals.
- Demonstrate commitment to continuous improvement and inclusive practice.

Monitoring and Assessment

- Evaluate pupils' progress through assessment of teaching and learning.
- Monitor pupils' responses and modify teaching approaches accordingly.
- Monitor participation and progress, providing feedback and support.
- Maintain and analyse records of pupils' progress.

Knowledge and Understanding

- Understanding of the National Curriculum and/or Functional Skills.
- Familiarity with age-related expectations and assessment frameworks.
- Understanding of SEND legislation and the SEND Code of Practice.
- Knowledge of EHCP processes and statutory frameworks.
- Ability to use ICT innovatively.
- Strategies to promote positive behaviour and purposeful learning.



Key Performance Indicators

- Attendance and participation of learners & stakeholder satisfaction.
- Number of learners successfully making progress and having a positive experience at ALP Sittingbourne.
- Quality of assessment and internal moderation, as indicated in external moderation reports.
- Lead on OFSTED inclusion framework.

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 school, the post holder will also be expected to:

- Act as an ambassador for ALP Sittingbourne by supporting our values and expectations of learning.
- Be a significant presence and role model for students and staff and to meet 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 School's internal policies, following authorisation by the SMT
- This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record, in addition to SAFER recruitment checks

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.

ALP Schools seek to promote the employment of staff with disabilities and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable candidate with disabilities.

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.

A variety of training courses, some mandatory, on equality and diversity are organised through our Staff Development





Person Specification

Education and Qualifications

To have or be willing to work towards achieving a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework

Essential

To hold or be actively working towards Qualified Teacher Status or Qualified Teacher Learning and Skills

Essential

To hold or be willing to work towards relevant SEND qualifications

Essential

Hold or actively engage in NPQ SENCO training and professional development

Essential

Experience

Experience of working with clear guidelines, procedures and adhering to child protection and Data protection guidance

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 working with special educational needs and / or relevant paperwork for special educational needs.

Essential



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 managing a team or co-ordinating volunteers

Desirable

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

Willingness to keep up to date/complete relevant administration training as and when needed

Essential

Excellent interpersonal skills with both adults and children

Essential

Willingness and ability to work as part of a team

Essential

Ability to communicate effectively both verbally and in writing

Essential

Ability to prioritise and organise own work

Essential

Computer literate

Essential

Excellent interpersonal skills, inc active listening

Essential

Strong organisational, planning and time management skills

Essential



Knowledge of special educational needs and disabilities	Essential
Proactive approach to problem solving	Essential
Ability to work flexibly in a rapidly changing environment	Essential
Strong understanding of youth and wider community issues	Essential

Personality and Social Skills

To have a positive and professional approach to work	Essential
To enjoy working with young people	Essential
To be flexible, energetic, adaptable and can use initiative	Essential
Committed to raising standards and continuous improvement	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 work flexibly with reference to time and location and meet deadlines	Essential
Ability to cope with difficult interpersonal behaviour and language	Essential



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