

ASPIRE ALTERNATIVE PROVISION

# KEY STAGE 3 CLASS TEACHER FOR ALTERNATIVE PROVISION (WITH A FOCUS ON PSHE)

We are looking for a creative and versatile individual for the role of Class Teacher at our Wycombe Grange KS3 Alternative Provision school. We want to find someone who is fun and caring, who is interested in implementing nurture and trauma-informed practices, and who will really enjoy working with our vulnerable, sometimes challenging and often wonderful young people.

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For more information, or to arrange a visit or conversation with one of our leaders, please contact [hr@aspireap.org.uk](mailto:hr@aspireap.org.uk)

## A MESSAGE FROM OUR CEO



*Debra Rutley has led Aspire since 2012, during which time it has been rated Outstanding by Ofsted four times. Debra is also a National Leader of Education.*

At Aspire, our aim is to help all children learn to flourish. We do this through developing different types of alternative provision that truly meet the needs of vulnerable young people who need extra support, care, or attention.

I am exceptionally proud of the education we provide for our young people. We give them access to a wide curriculum, taught by subject experts, in a range of subjects including academic GCSEs and vocational qualifications respected by the professions. We value art and creativity highly, as a way of helping young people learn about communication, self-expression, joy and discovery.

Aspire is a great place to work. It is a place where all staff are and feel valued, and where they can contribute to improving the life chances of disadvantaged young people.

We change lives. Our work matters. I hope you are interested in joining us.



# OUR AP SCHOOLS



Our Alternative Provision schools in Chesham, Aylesbury and High Wycombe are short-stay provisions for students who have been permanently excluded or who are at risk of exclusion.

Students come to us for a short period of time while we work with them, their families and their mainstream school, to identify strategies that will help them manage their emotions and be successful at school.



Sometimes our assessments indicate that mainstream is not the right place for a student, and in this case, we will work with them, their families and the local authority to help them move into a specialist setting.



The aim of Aspire's AP schools is to help students rediscover a love of learning, to help them learn and use strategies to regulate their emotions and manage their behaviour, and to help them identify and work towards a positive destination for their next steps in education and life.



If students join us in year 10 or 11, we think carefully about whether focusing on a return to mainstream is right, or whether a student would benefit from a stable and consistent placement until the end of KS4. If the family and all professionals working with a child agree, we will keep a child until the end of their year 11. In this situation, we focus instead on finding a positive post-16 destination and giving that student a supportive and successful transition into it.



## A SMALL AND NURTURING PROVISION

The Wycombe Grange is situated in a unique old building that used to be the Mayor's House. We cater for permanently excluded students as well as students who are at risk of exclusion who come to us for a 12-week placement. Classes are small (usually 6 students) and we focus on equipping students with the tools to successfully reintegrate into mainstream education. We are a predominantly Key Stage 3 provision with a small number of Key Stage 4 pupils. Our curriculum focuses on Reading, English, Maths, PSHE, PE and Art and includes some additional enrichment including Cooking, Outdoor Education and trips.

We believe that the young people who are referred to us need and deserve a loving and nurturing approach, clear and high expectations of their behaviour, social as well as academic development and carefully planned support and intervention that enables them to learn about and manage their individual difficulties.

Our aim at The Wycombe Grange is to help students rediscover a love of learning, to help them learn and use strategies to regulate their emotions and manage their behaviour, and to help them identify and work towards a positive destination for their next steps in education and life.



# THE ROLE OF KS3 CLASS TEACHER



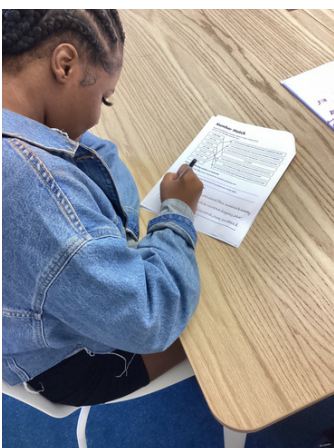
Our class teachers at The Wycombe Grange are responsible for overseeing the pastoral and academic progress of a class of six KS3 students. Our ideal applicant might already have experience in this kind of setting, or you might have worked with children and young people with behavioural difficulties in mainstream or other settings. We welcome applications from primary-trained teachers or from secondary teachers from any discipline. Either way, you will be excited to see what can be achieved in a different kind of setting. Our approach at Aspire is to find the right people, with the right attitude and personality, and we will train you to work with the rest of our staff to ensure all students are supported and able to achieve.

We are looking for a candidate who is excited to teach within our 'Finding My Voice' programme which aims to equip students with the tools that they need to return to mainstream education. We also ask all of our class teachers to contribute to the enrichment programme, according to their individual strengths and interests.

We are looking for someone who is creative and resilient, ready to get stuck into everything, and able to pull staff together as a team. You will need to be someone who is happy to do whatever it takes to ensure that all students make great progress academically as well as with their SEN or SEMH difficulties.

We are looking for someone who loves children and young people, who enjoys spending time with them, and who is excited to share learning with them. You will need to be someone who is able to stay calm under pressure, and maintain loving relationships with young people who may display challenging behaviour. At Aspire we believe that all behaviour is communication, and that children who present with challenging behaviour need additional love, care and support. We believe in taking a trauma-informed approach, as the majority of our students have had difficult lives.

We are looking for extraordinary people to join our team. We look forward to meeting you!



# PERSON SPECIFICATION



## Qualifications

- Good Honours First Degree or equivalent
- Qualified Teacher Status
- Evidence of continuing professional study in the field of education (desirable)

## Experience

- Excellent classroom teacher
- Experience of working with students with learning, challenging, emotional or behavioural difficulties
- Experience of working in mainstream and alternative provision settings (desirable)

## Knowledge

- Knowledge of a range of subjects
- Knowledge of current primary/secondary practice, including the National Curriculum and educational developments.
- Knowledge of legislation and practice in the field of education and Special Educational Needs
- Knowledge and experience of devising, developing and monitoring programmes to support the needs of young people with SEMH difficulties

## Skills

- The ability to prioritise, plan and organise yourself and others
- The ability to collaborate with other agencies
- The ability to establish trusting relationships with students, families and professionals
- The ability to communicate effectively both orally and in writing
- The ability to collate, analyse and interpret pupil data to inform planning and support

## Personal Qualities

- Confident and calm in difficult situations
- Loving and warm personality
- Creative, dynamic approach anticipating and solving challenges
- Flexible and team-orientated approach
- Able to motivate, inspire and challenge others

## Other Factors

- A commitment to Equal Opportunities
- Driving licence essential as is access to a vehicle

# WHY WORK FOR ASPIRE?

ASPIRE SCHOOLS IS COMMITTED TO SUPPORTING STAFF TO FLOURISH. WE WORK HARD TO CREATE THE CONDITIONS THAT SUPPORT STAFF WELLBEING AND CREATE AN ENVIRONMENT THAT ENCOURAGES BELONGING.

WE UNDERSTAND THAT WELLBEING CAN BE ACHIEVED WHEN WE FEEL WE HAVE THE SKILLS TO DO OUR JOBS, HAVE AUTONOMY WITHIN OUR ROLES AND FEEL WE BELONG

Skills	Autonomy	Belonging
<ul style="list-style-type: none"> <li>• Commitment to staff development and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Decision making based on our values and red thread 'what's best for the child'</li> <li>• Having a voice</li> </ul>	<ul style="list-style-type: none"> <li>• A warm and welcoming environment.</li> <li>• I can be myself</li> <li>• I am part of something greater than me</li> </ul>

ASPIRE IS ALSO COMMITTED TO ENSURING OUR WORKING ENVIRONMENT ALLOWS US TO DO OUR JOBS AND CONCENTRATE ON SUPPORTING CHILDREN TO FLOURISH. WE DO THIS BY:

	Flexible working where possible, including leadership roles		Optimise - a health and wellbeing app available to all employees		Coaching available for every member of staff
	Dedicated leadership time for ALL leadership roles		Access to an online 'Workplace Wellbeing' platform (Bucks Council)		Open door policy of all SLT
	Half-termly wellbeing committee meetings		Access to an online CPD library which includes courses focusing on wellbeing (Tes Develop)		Complimentary tea, coffee, sugar and milk at all sites
	Career development opportunities		Benefits for all staff including UNiDAYS staff discount, discounted gift cards by 'Extras' & a Cyclescheme		Working from home where job tasks allow, including PPA
	Flexible approach to enable attendance to family events etc.		Annual Revival Days		Annual Revival Days
	Access to an Employee Assistance Programme (TP Health)		2-week October half-term		2-week October half-term

# HOW TO APPLY

If you would like further information, or to arrange a visit or informal conversation with a senior leader, please contact our HR Manager via [hr@aspireap.org.uk](mailto:hr@aspireap.org.uk).

To apply for this role, please click 'Apply Now' via MyNewTerm.

Aspire is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. The appointment will be subject to an enhanced DBS check as well as a health questionnaire.

**Closing date: 10 May 2026**

