



Internal Alternative Provision Lead

Candidate Application Pack

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Welcome from our Chief Executive Officer

Thank you for your interest in the role of **Internal Alternative Provision Lead** working within the Trust's Internal Alternative Provision. The Apex is our innovative provision designed to support secondary-age students at risk of exclusion or disengagement. Rooted in the principles of inclusion, equity, and emotional well-being, The Apex offers a structured, personalised programme that balances academic progress with social-emotional development in a nurturing environment.

We are an ambitious organisation of 10 schools, serving the educational needs of nearly 7,000 children and young people aged 3 to 19.

Our academies are based in a tight geographical area drawing students and employees from Kent and Medway in the South East of England.

We employ around 900 people in a range of roles designed to support children to be successful when they leave the Trust. We also rely on the time and commitment of over 100 volunteer Trustees and Governors, who share our ambitions for our schools and our students. These are expressed in our vision, our mission, and our values.

We have a strong belief in the value of lifelong learning and in our strategic plan, we set out to develop a Trust that fully prepares children so they have the skills, knowledge, values and character to be successful in the world beyond our doors. We also believe that our greatest asset as an organisation, is our people, and we are privileged to be involved with such courageous, committed and child-centred employees. Everything we do is aimed at providing our staff with the resources and leadership to achieve their best. We believe that a supported and motivated staff create the best environment and the best opportunities for students to achieve their full potential.

Welcome to Beyond.

Andrew Minchin
Chief Executive Officer



About the Beyond Schools Trust

Our vision is simple:

To be the most respected family of schools - trusted to provide the highest quality of educational experiences in our communities.

We believe that by working together, rather than in isolation, we can accelerate school improvement and embed our vision in our academies. In working and collaborating towards our common strategic objectives, we can create more opportunities for lifelong success for our students.

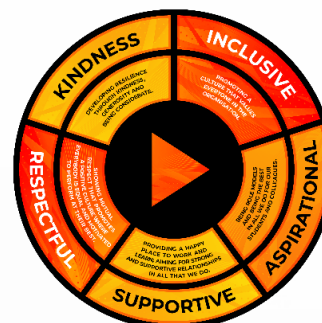
The fundamental philosophy behind the Beyond Schools Trust's vision and strategic plan is all about thinking beyond the present day; looking at what is right for our students and staff both now and in the longer term.

Put simply we strive to:

- Develop and retain the best employees that know how to provide the best educational experience
- Support, motivate and reward our employees to go above and beyond for our students
- Be responsive to our students' and employees' needs so they are prepared for a rapidly changing world.

Our Values

Everyone in our Trust has a part to play in bringing the ethos and culture of our values alive. We are committed to ensuring everyone knows why we should value each other and how we should value each other, so we can create a community where we all aspire to succeed. Our values are not the static states of play but things we are always striving to develop and uphold as part of our culture.



Our Mission

To provide opportunities for everybody to be the best they can be.

We want every one of our students, teachers, or Governors to be the best that can be.
We will work tirelessly to support them to reach their potential.



Beyond Schools Trust, Fort Pitt Grammar School, Fort Pitt Hill, Chatham, Kent ME4 6TJ



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Our Schools



Job Description – Internal Alternative Provision Lead

Reporting to: Headteacher/Trust Lead for SEND & Inclusion
Salary: Leadership scale L10-L14
Location: The Apex based at Walderslade & Greenacre Schools Partnership, 157 Walderslade Road, Chatham, Kent, ME5 0LP

Job Purpose:

To lead and develop the Internal Alternative Provision (IAP) for secondary students, ensuring it is a high-quality, inclusive, and positive environment that meets the needs of a dynamic and changing cohort. The role requires proactive leadership, continuous professional development, and strong collaboration with all stakeholders to improve outcomes for students at a high risk of disengagement.

Teachers are also expected to perform particular duties as may reasonably be assigned to them by the Headteacher.

Duties & Responsibilities

Curriculum

- Plan and deliver lessons tailored to IAP cohorts, ensuring flexibility to meet individual needs.
- Maintain some knowledge of the primary curriculum to support transition and reintegration.
- Continuously review teaching methods, schemes of work, and resources to ensure relevance and engagement.
- Support colleagues in implementing creative and inclusive teaching strategies.
- To advise and co-operate with the line-manager, other teachers and the Senior Leadership Team on the preparation and development of courses of study, teaching materials and resources, teaching programmes, methods of teaching, assessment and pastoral arrangements.
- To participate in relevant meetings which relate to the curriculum for the IAP or the administration or organisation of the IAP, including pastoral arrangements and transition packages
- To take part as required in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the IAP.
- To participate in arrangements for further training and professional development as a teacher.
- To contribute as appropriate to the selection for appointment and professional development of other teachers and support staff
- To co-ordinate and manage the work of the IAP team as appropriate.

Pupils

- To plan and prepare lessons.
- To teach pupils assigned, including setting and prompt marking of work carried out by pupils in school or elsewhere.
- To assess, record and report on the development, progress and attainment of pupils, according to relevant policies.
- To promote the general progress and wellbeing of individual pupils

- To provide guidance and advice to pupils on educational and social matters and on their future education and careers, including information about the sources of more expert advice on specific questions.
- To make records of, and reports on, the personal and social needs of pupils.
- To provide or contribute to oral and written assessments, reports and references relating to individual pupils and / or groups of pupils.
- To maintain good order and discipline among pupils and to safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere.
- To accurately register pupils at a.m. and p.m. registration and during lessons and at any other time necessary before, during or after school.
- To provide, as a Lead, the individual contact, knowledge and support for pupils within the allocated tutor group and to liaise with parents and other staff accordingly, as appropriate.
- To contribute to the personal and social education of pupils through the teaching of the PD programme.
- To support all colleagues in ensuring that high standards of uniform and behaviour are maintained within the school.
- To lead and support the team to ensure that there is a consistent approach in ensuring pupils abide by the IAPs code of conduct and expectations
- To oversee preparation and execution of transition plans
- To make relevant records and reports as necessary.

Parents and the wider community

- To communicate and co-operate with other persons and outside agencies as required.
- Communicate effectively and professionally with students, parents/carers, staff, and external agencies.
- Build positive relationships to ensure collaborative working and shared responsibility for student success.
- Provide guidance and advice to pupils on educational and social matters, including future education and careers.

Health and Safety

- To accept responsibility for own safety – as well as that of the pupils and colleagues with whom you work.
- To undertake Health and Safety training offered.
- To be aware of Health and Safety issues and the hazards associated with manual handling tasks, including the cumulative effect of repeated manual handling operations.
- To follow any control measures and care plans required by the generic or individual risk assessments.
- To be familiar with and use available equipment safely.
- To be aware of own limitations and inform your employer of any circumstances that may alter your ability to perform manual handling tasks.
- To report accidents and hazards.
- To report deficiencies in the employer's Health and Safety protection arrangements.

Leadership & Development

- Promote a positive vision of the IAP within the school and wider community.
- Lead strategic development of the provision to respond effectively to changing student needs and circumstances.
- Model professional growth by actively seeking opportunities to upskill and support staff development.
- Ensure provision reflects best practice in Trauma-Informed Practice (TIP) and SEMH support.
- Effectively communicate and liaise with designated staff in order to develop progress and manage behaviour accordingly to prevent exclusion.
- Effectively promote and reinforce positivity and social development by providing students with access to a variety of resources and new methods of learning.
- Provide and support colleagues with creating targets for development/implementation to show the progress that individual student's make socially, emotionally and academically.
- Liaise closely with all stakeholders to ensure progress of students within the IAP.
- Lead by example with positive outlook and relationships with students, colleagues and the whole school community.

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all students in the school
- Provide high-quality CPOM accounts in line with the behaviour policy and CPOM training.
- Be DDSL and work closely with the Designated Safeguarding Lead

Other Specific Duties

- Engage in our Professional Growth Model—a continuous development approach that replaces traditional appraisals with regular, structured feedback and support.
- Benefit from ongoing professional development, clear career progression pathways, and a culture that values collaboration and innovation.
- Be part of a high-performing, empowered workforce focused on improving outcomes for all pupils through shared learning and growth.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) or as requested by the Headteacher if not mentioned in the above
- To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and students to follow this example
- To comply with the School's Health and Safety policy and undertake risk assessments as appropriate
- To adhere to the School's Dress Code – smart/professional
- To ensure confidentiality and comply with Data Protection Regulations
- To comply with Trust policies and procedures

Generic duties relevant to all members of staff

It is expected that all staff work collaboratively as members of the Trust to share good practice, resources, and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct".

As a member of the Trust, your role will be based at the Trust Head Office. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Equality and Inclusion

The Trust is dedicated to creating an environment free of bullying, harassment, victimization, and unlawful discrimination, promoting dignity and respect for all, and where individual differences and the contributions of ALL staff are recognised and valued. It is therefore the responsibility of staff to conduct themselves to help the Trust provide equal opportunities in employment, and prevent bullying, harassment, victimisation, and unlawful discrimination. All staff, as well as the Trust, can be held liable for acts of bullying, harassment, victimisation, and unlawful discrimination, in the course of their employment, against colleagues/staff, pupils, contractors, stakeholders and members of the public.

Safeguarding

Beyond Schools Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations put in place. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures as set out by Beyond Schools Trust. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Safeguarding Lead at the site where you are located.

ICT

All staff will be expected to utilise ICT and to improve communication and reduce paper use where possible. Security procedures must be followed when using ICT systems and particular care and attention should be taken with any communications that may result in a breach of GDPR.

All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

Employees are required to work in compliance with the Trust's Health & Safety Policies and under the Health and Safety at Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.

In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training, and supervision necessary to accomplish those goals.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust and the Director of Human Resources. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

Person Specification

Categories	Essential	Desirable
Education/Qualifications and Training		
QTS and experience of teaching at KS 3 and 4.	✓	
Evidence of appropriate continued personal and professional development.	✓	
Recent participation in a range of relevant in-service training.	✓	
Knowledge Skills & Experience		
Excellent communication and interpersonal skills.	✓	
Leadership Experience (at least MLT)	✓	
Secure knowledge of the characteristics of effective learning, teaching and assessment	✓	
Strong understanding of SEMH difficulties and evidence-based support strategies.	✓	
The ability to implement clear, consistent, and effective approaches to learning, securing excellent relationships and behaviour.	✓	
Knowledge of Trauma-Informed Practice and its application in education.	✓	
Ability to lead and motivate staff, fostering a culture of professional growth.	✓	
Some knowledge of primary curriculum to support transition and adaptive teaching	✓	
Capacity to adapt quickly to changing cohorts and circumstances	✓	
An excellent understanding of pupil assessment and target setting for individual pupil improvement and how that analysis contributes to high standards.	✓	
Personal Characteristics		
Resilient, adaptable, and solution-focused.	✓	
Committed to promoting a positive image of the provision.	✓	
Passionate about inclusion and improving outcomes for vulnerable learners.	✓	
Energy, drive, and enthusiasm.	✓	
Ability to lead and motivate others.	✓	
Ability to analyse information and use sound judgement in complex situations.	✓	
Ability to support a team culture.	✓	
Ability to plan and organise time effectively, work under pressure and meet deadlines while keeping equilibrium.	✓	
A sense of humour, cheerful demeanour, and positive, can-do attitude.	✓	
A capacity for hard work and willingness to “go the extra mile”.	✓	

Beyond Schools Trust is committed to safeguarding and protecting the welfare of children and young people as its number one priority. The commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust.

This post is subject to an Enhanced DBS Disclosure, Children's Barred List and where applicable Disqualification under the Childcare Act check

Summary of Terms & Conditions

Start date: 20th April 2026

Contract Type: Full-time permanent

Place of Work: The Apex based within the IAP unit at Walderslade & Greenacre School Partnership with travel to other schools within the Trust

Hours & days of work: Leadership role, therefore, not subject to directed time

Salary: Leadership scale L10-L14 £64,691-£71,330

Induction Period: This post has a 6-month induction period.

Pension: Membership of the Teacher Pension Scheme for teaching staff

Notice period: As per Conditions of Service for School Teachers – Burgundy Book

Car insurance: Trust employees who use their private vehicles in the course of their duties must be covered with their insurers to cover business liability

Benefits

Care First

Access to **Care First** Employee Assistance Programme. Care First provides independent and professional employee support services from qualified counsellors and information specialists designed to help you with a wide range of work, family and personal issues.

Benenden Healthcare:

Non- contributory membership of Benenden Healthcare Scheme, which includes immediate family access to 24/7 GP service.

Professional Growth:

“We don’t appraise. We grow” We believe professional growth is not a once a year event but an everyday commitment. That’s why we’ve replaced the traditional annual appraisal with our **Professional Growth Model**, designed to foster meaningful, continuous development for all staff.

The Professional Growth Model promotes:

- Continuous learning
- Regular feedback,
- Collaborative development

All through collaboration, constructive dialogue and structured meetings with line managers.

Key benefits for staff include:

- Ongoing support for personal and professional development
- Clear pathways for career progression
- Regular, constructive feedback to enhance performance
- Opportunities to contribute to team and Trust-wide improvement
- A culture that values collaboration, innovation, and growth

We believe this approach helps build a high-performing, empowered workforce focused on improving outcomes for all pupils.

Continuing Professional Development

A comprehensive induction programme for all staff with a commitment to continuing professional opportunities across the Trust.

We invest in our staff by encouraging continuing professional development and enabling opportunities for career progression. An example is that staff have access to collaborative coaching across the Trust. Feedback from staff (May 2023) includes the following:

“It has been brilliant to speak to people who are in a similar position and have similar expectations in regards to the whole educational environment”

“The time to speak to our colleagues across the Trust and to go on this journey together has been welcomed”.

“I have learned so much during these workshops and I am extremely grateful for them”

"Learning the skills to become an effective leader for when I become a middle leader"

"I feel more confident in my people skills and how I motivate and converse with my team in order to achieve our shared goals".

Staff Wellbeing:

Whole Trust approach to well-being.

Pension Scheme:

All teachers will automatically be enrolled into the **Teachers' Pension Scheme**. Contribution bandings are based on actual salary. Contribution rates from 1st April 2025 are as follows:

Annual Salary Rate	Member contribution Rate
Up to £34,872.99	7.4%
£34,873 to £46,943.99	8.9%
£46,944 to £55,660.99	9.9%
£55,661 to £73,768.99	10.5%
£73,769 to £100,590.99	11.6%
£100,591 and above	12%

Other Benefits:

Two-week, half-term break in October

Employee Referral Scheme:

Up to £500 payable for a new employee referral across the Trust

Family Friendly Policies:

The Trust offers generous family friendly policies including maternity, paternity, shared parental leave and adoption.

Cycle Scheme:

The Trust is a member of the Cycle to Work Scheme.

Car Parking:

Free onsite parking (we are in a ULEZ free zone)

Catering:

On site catering at affordable prices

Employee Discounts Schemes:

20% discount off membership for Avenue Tennis
[Medway Gym & Fitness Centre | Avenue Tennis](#)

Access to Civil Service Sports Council, by becoming a member you start enjoying thousands of exclusive discounts, including free, unlimited, year-round family entry to English Heritage and Kew Gardens, a Tastecard and many more discounts.

Free will writing service provided by Accord Legal Services

Blue Light Card discount scheme [Blue Light Card](#)

The Recruitment Process

Closing date: Friday 30th January 2026 at 9am

Interview date: Week commencing Monday 9th February - To be confirmed

We reserve the right to bring forward the closing date and/or interview date where interest and applications received are high, therefore we encourage early applications.

To apply please complete an application form which can be found on The Trust's careers page [Our Vacancies | Beyond Schools Trust](#)

If you wish to discuss the role, please contact [Jola Studniarz-Thring](#) via email at jstudniarz-thring@beyondschools.co.uk

The application form: Please complete the application form as fully as possible. Gaps in employment do need to be explained, therefore please provide as much information as possible. For example, if you undertook a gap year or had a period of unemployment, please state this. You will be unable to submit your application if there are any gaps.

All applications will be acknowledged, and you will be contacted thereafter of next steps.

Right to work in the UK: Unfortunately, if you do not have right to work in the UK, we are unable to process your application. If you are invited to attend an interview, you will be asked to produce original and up-to-date documentary evidence of your right to work in the UK.

Safeguarding: Safeguarding is our highest priority; therefore, pre-employment checks will be undertaken prior to a successful candidate joining. This includes references from current or most recent employer, an enhanced DBS with children's barred list check, and original certificates of qualifications will also need to be provided. It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children. If you are shortlisted for interview, you will be required to complete a self-disclosure form this will be sent with your invite to interview and must be completed, signed, and returned prior to interview. The Trust will also undertake an online search as part of its safeguarding duties at offer stage.

The schools safeguarding Policy can be found [here](#)

CV: We do not wish to see your CV so please do not include it.

Supporting Statement:

Your supporting statement is important and will be the basis of our shortlisting and progressing your application, therefore you need to ensure you answer the following as concisely as possible:

- Why you believe you are a strong candidate for the position.
- Set out impact you have made in your current/previous positions.
- Make reference to the job description and person specification to set out how you meet the criteria.

Additional skills:

Aside from your professional skills relevant to the role you are applying for we are interested in you as an individual, therefore do share with us any additional skills, hobbies, and abilities that you would like us to know about

References:

Do provide referee details as outlined, please ensure you indicate whether references can be taken up before interview.

Equal opportunities monitoring:

This will be kept separate from your application and used only for monitoring purposes by the HR department

Special arrangements:

Please do set out in the application form any special arrangements we should try to make if you are invited to interview.

Retention of Personal Information:

Any information supplied by an unsuccessful candidate will be destroyed six months after date of shortlisting.

Any data about you will be held securely with access restricted to those involved in dealing with your application in the selection process. By signing and submitting your application form, you are giving consent to the processing of your data.

Our Privacy policy is available [here](#)

Equality and Diversity:

We recognise the benefits of a diverse workforce. We are committed to eradication of discrimination in the workplace, becoming an employer of choice, for all staff to believe that they have a voice and be empowered to make a difference.

Criminal Convictions:

All education establishments in the UK are exempt from the Rehabilitation of Offenders Act 1974. In practice, this means that all applicants must inform on all spent and unspent convictions on the application form and when completing a Discloser and Barring form. Failure to provide this information may result in dismissal. A Children's Barred List check is also obtained on anyone who will be working on or coming into contact with children; and must be received by the school before employment can commence.

Living and working in Medway

On the banks of the River Medway from which it takes its name, Medway is the second largest conurbation (after Brighton) between London and continental Europe. This combined with its comprehensive transport links, makes Medway a gateway to the capital, the county of Kent and the continent.

With its regeneration programme providing a variety of new homes and growth for all, Medway is already one of the South East's fastest growing areas. Its ambitious vision provides economic and housing opportunities across all five major towns – all of which act as a magnet for a diverse range of businesses, property hunters and investors.

“Its comprehensive transport links make Medway a gateway to the capital, the county of Kent and the continent.”

Families and commuters are attracted to Medway by the choice of accommodation and facilities in Medway and can live close to schools, railways, and town centres, including Rochester's historic high street. Not only does Medway boast the biggest regeneration zone within the Thames Gateway, but it is surrounded by award-winning green spaces and world-renowned heritage sites.

Living in Medway

Medway's housing landscape is very diverse – from Victorian period properties and cottages to newly-developed modern builds and suburban developments. There is something for everyone from families big and small to couples and individuals wanting to find their perfect home.

Medway has the lowest council tax in Kent and one of the lowest rates in the M25 corridor.

A multi-million-pound regeneration programme is currently transforming Medway's landscape bringing 29,000 new homes, many of them stunning riverfront developments.

Medway is a place in which you can enjoy both living and working. A thriving business location but also within an easily commute to London and yet beautifully green with seven green flags accredited parks. It's a great place to put down roots and make a life.

More than 80% of Medway schools have an OFSTED rating of good or better and is home to four universities.

Internal Alternative Provision Lead



Salary: Leadership Scale L10-L14 £64,691-£71,330
Start date: 20th April 2026
Hours: Full-time
Location: The Apex based within the IAP unit at Walderslade & Greenacre School Partnership with travel to other schools within the Trust
Closing date: Friday 30th January 2026 at 9am
Interview date: Week commencing Monday 9th February 2026 - TBC

Join Us in Shaping Inclusive Education Across Our Trust

Are you ready to make a transformative impact in the lives of young people and lead the development of our new Internal Alternative Provision (IAP)?

The Apex is our innovative provision designed to support secondary-age students at risk of exclusion or disengagement. Rooted in the principles of inclusion, equity, and emotional well-being, The Apex offers a structured, personalised programme that balances academic progress with social-emotional development in a nurturing environment.

We are seeking a talented, driven, and inspirational **IAP Lead** to spearhead the strategy and growth of this exciting initiative. If our vision of *“Creating inclusive pathways for success, belonging, and reintegration”* resonates with you, we would love to hear from you.

What we’re looking for:

- A passionate leader with a strong track record in education and inclusion
- Strategic thinking and the ability to turn vision into reality
- A commitment to fostering belonging and success for every learner
- A commitment to building strong working relationships with professionals, families and the wider community, enhancing trust and engagement.
- Open mind, adaptability and positive outlook

In return we offer:-

- an incredibly supportive group of colleagues and leaders
- comprehensive induction programme with a commitment to CPD
- Care First employee assistance programme
- non-contributory membership of Benenden private health care cover
- membership of the Teachers’ Pension Scheme
- two-week, half-term break in October
- cycle to work scheme

For further details on this role and to apply please visit The Trust’s careers page [Our Vacancies | Beyond Schools Trust](#)

Visits to the Trust are strongly encouraged. For further information and to arrange a visit, please contact **Jola Studniarz-Thring** via email at jstudniarz-thring@beyondschools.co.uk

We reserve the right to bring forward the closing date and/or interview date where interest and applications received are high, therefore we encourage early applications.

Safeguarding commitment

Beyond Schools Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All post holders in a regulated activity are subject to appropriate vetting procedures and a satisfactory "Disclosing and Barring Service (DBS) Enhanced check".

Equality & Inclusivity Statement

At **Beyond Schools Trust** we strive to be a diverse and inclusive workplace where we can ALL be ourselves. We particularly encourage applications from under-represented communities, including but not limited to those who identify as Black, Asian or from a minority ethnic background.

Our Location

Beyond Schools Trust
Fort Pitt Grammar School
Fort Pitt Hill
Chatham
Kent
ME4 6TJ

Tel: 01634 888115

www.beyondschoools.co.uk

What three words - <https://w3w.co/maps.onion.cowboy>

