

BEACON ACADEMY
JOB DESCRIPTION

Post Title: Specialist Teacher of Internal Alternative Provision (AP)
Reporting to: Assistant Principal
Contract: Full-time, Permanent
Start Date: September 2026
Salary within the range: Up to MPS/UPS + TLR and/or SEN Allowance (Commensurate with experience and qualifications)

Job Purpose:

To take strategic and operational charge of the school's Internal Alternative Provision (AP). You will lead the provision, design and deliver a bespoke curriculum, manage robust assessment frameworks, and lead a dedicated team to support our most vulnerable learners. A central focus of this role is maintaining an exceptional environment and proactive parental engagement to support students' successful reintegration and transition back into the mainstream building.

Key Responsibilities:

Leadership, Environment & Team Management:

- **Lead the Provision:** Take full operational accountability for the daily running, safety, and strategic direction of the Internal Alternative Provision
- **Team Leadership:** Lead, deploy, and line-manage the team of Academic Mentors, Teaching Assistants, or support staff working within the AP
- **Therapeutic Environment:** Establish and maintain a highly structured, calm, and nurturing learning environment that promotes positive behavior, emotional regulation, and academic focus

Curriculum, Teaching & Assessment:

- **Curriculum Design:** Develop and deliver a high-quality, bespoke, and adaptive curriculum that bridges the gap between mainstream education and alternative provision, ensuring no student falls behind
- **High-Quality Teaching:** Deliver specialist teaching tailored to small cohorts of students with complex behavioral, social-emotional, or academic needs
- **Robust Assessment:** Design and implement precise assessment systems to track academic progress and social-emotional development, using data to constantly refine interventions

Communication, Reintegration & Transition:

- **Parental Engagement:** Act as the primary point of contact for families, leading regular parental phone calls and meetings to build strong, trusting, and collaborative relationships
- **Transition & Reintegration:** Formulate and execute rigorous, phased transition plans to ensure students successfully and sustainably reintegrate back into the mainstream building and classrooms
- **Multi-Agency Liaison:** Work alongside internal stakeholders (SENDCo, Heads of Year) and external agencies to ensure holistic support for every student in the provision
- **Standard Duties in all Trust Job Descriptions**
- Show a commitment to diversity, equal opportunities, and anti-discriminatory practices
- Show a commitment to ensuring that children and young people learn in a safe environment
- Participate in relevant and appropriate training and development as required

Method of Working:

Wellspring Academy Trust expects all staff to work effectively and cooperatively as part of a team, delivering high-quality support. This requires dealing with people politely and tactfully, and in accordance with Trust guidelines, policies, and procedures. Wellspring team members are expected to respect confidentiality and safeguarding practices at all times.

Public Relations:

Considerable importance is attached to the public relations aspect of our work. Members of the team must project a positive image of the Trust at all times and through all activity.

DBS Certificate:

Wellspring Academy Trust takes its duty to safeguard the young people with which it works seriously. All Wellspring team members are required to undertake a Disclosure and Barring Service (DBS) check.

**Wellspring Academy Trust:
Person Specification:**

Section	Information	E/D
Qualifications	Qualified Teacher Status (QTS).	E
	Evidence of professional development in Alternative Provision, Behavior Management, or SEMH.	E
	National Award for SEN Coordination (NASENCO) / NPQ SEND or leadership qualification.	D
Experience	Proven track record of high-quality teaching within a secondary setting.	E
	Experience working with or leading a team in an Alternative Provision, PRU, or inclusion unit.	E
	Experience in developing bespoke curricula or adapting mainstream schemes of work.	E
	Experience managing successful student transitions and reintegration plans.	E
Knowledge	Deep understanding of the barriers to learning related to SEMH, trauma, and behavior.	E



	Strong knowledge of effective behavior de-escalation and positive intervention strategies.	E
	Clear understanding of standard secondary assessment frameworks.	E
Skills and Abilities	Exceptional communication skills, with a proven ability to handle challenging parental phone calls and meetings constructively	E
	Ability to analyze complex academic and behavioral data to drive student progress.	E
	Ability to lead, inspire, and manage a small team of support staff.	E
Additional Requirements	Operate with the highest standards of personal/professional conduct and integrity.	E
	Willing to work flexibly in accordance with policies and procedures to meet operational needs.	E
	Satisfactory DBS disclosure to work in an environment dealing with young people.	E
	A profound commitment to safeguarding and promoting the welfare of all pupils.	E

(Note: **E** = Essential, **D** = Desirable)