

JOB DESCRIPTION

Lead Teacher, Curriculum & Quality

Shine Learning & Training Centre Beds Ltd



Role title	Lead Teacher – Curriculum & Quality
Setting	Alternative provision supporting pupils from KS2, KS3 & KS4 who may require education away from mainstream settings
Reporting to	Managing Director / Head of Provision
Key relationships	Head of Provision, DSL/safeguarding team, teaching and support staff, referring schools, parents/carers, external professionals and local authority representatives
Contract / hours	Monday – Friday
Salary	£35,000 – £45,000 per annum, dependent on qualifications, experience and suitability for the role.

1. Purpose of the Role

The Lead Teacher – Curriculum & Quality will provide high-quality teaching whilst helping to shape the wider quality of education across Shine Learning & Training Centre.

This is a key leadership role within an alternative provision context. The successful candidate must understand that English at Shine is not simply a subject to be delivered. It is a route into communication, confidence, literacy, self-expression, employability and future opportunity.

Shine works with children and young people who may have experienced disrupted education, SEMH needs, anxiety, trauma, poor attendance, low confidence or barriers to learning. The postholder must therefore combine strong subject knowledge with warmth, structure, flexibility and high expectations.

The role will involve leading English and Functional Skills provision, supporting curriculum development, modelling effective teaching and learning, helping staff evidence progress and contributing to the wider quality of education across the centre.

The successful candidate will have strategic responsibility for English and NCFE Functional Skills provision, including supporting the delivery, monitoring and development of Functional Skills Maths programmes, ensuring students achieve meaningful outcomes, recognised qualifications and successful next steps.

Core principle

Success in this role will not be measured only by completed work or qualification outcomes. It will also be measured by improved attendance, engagement, confidence, communication, emotional regulation, independence, resilience and readiness for the student's next step.

2. What This Role Needs to Achieve at Shine

- **Rebuild trust in education:** create English lessons and learning experiences that help pupils feel safe, successful and willing to try again.
- **Raise literacy and communication outcomes:** identify starting points, close gaps, develop reading, writing, speaking and listening skills, and support relevant accreditation.
- **Make the curriculum meaningful:** link English to real life, employability, personal development, reintegration, post-16 preparation and the wider Shine curriculum.
- **Support staff practically:** help colleagues plan, adapt, resource and deliver learning that is realistic for pupils with complex needs and varied readiness to learn.
- **Strengthen operational consistency:** support routines, expectations, staff deployment, briefings, transitions, regulation and the calm running of the provision.
- **Evidence progress clearly:** ensure Shine can show academic progress, engagement, personal development and wider impact to pupils, parents/carers, referring schools, local authorities and quality assurance audiences.

3. Key Responsibilities

3.1 Teaching and Learning

- Plan and deliver high-quality English lessons that are structured, purposeful, engaging and adapted to individual starting points.
- Deliver English across a range of levels, including functional literacy, reading, writing, speaking and listening, GCSE readiness, Functional Skills and other appropriate accredited pathways.
- Use baseline assessment and ongoing formative assessment to identify gaps in learning and adapt teaching accordingly.

This job description is not exhaustive and may be amended in line with the needs of Shine Learning & Training Centre.

- Provide clear routines, boundaries and expectations while maintaining a calm, relational and nurturing classroom climate.
- Use practical, creative and relevant contexts to help pupils understand why English matters beyond the classroom.
- Support pupils to develop vocabulary, comprehension, confidence, self-expression, debate, discussion and communication skills.
- Adapt learning for pupils with SEMH, SEND, disrupted education, anxiety, low confidence, school refusal, trauma-related needs and emotional dysregulation.
- Use appropriate scaffolding, modelling, chunking, retrieval, repetition and feedback to help pupils experience success.
- Ensure learning is accessible without lowering ambition.

3.2 Curriculum Leadership and Planning

- Lead the development of Shine’s English curriculum so it is ambitious, flexible, inclusive and appropriate for an alternative provision setting.
- Generate themes, topics, planning ideas and resources that support meaningful learning across different placement lengths and student pathways.
- Maintain oversight of Functional Skills Maths provision, ensuring programmes are appropriately planned, delivered and monitored across the centre.
- Support staff delivering Functional Skills Maths through curriculum guidance, quality assurance, progress monitoring and assessment support.
- Work alongside Maths staff to review student progress, identify gaps in learning and support improvements in outcomes and achievement.
- Develop short-term and medium-term plans that can be adapted for pupils from primary age upwards, including secondary-aged pupils and those preparing for reintegration, college, training or employment.
- Ensure English links naturally with PSHE, employability, careers, wellbeing, social skills, safeguarding themes, communication, life skills and the wider curriculum offer.
- Build routes into accreditation where appropriate, including AQA Unit Awards, Functional Skills, GCSE preparation or bespoke learning outcomes.
- Create planning that allows for re-engagement, catch-up, personal development and academic progression rather than a narrow, mainstream-only model.
- Ensure reading, writing, speaking, listening, vocabulary, discussion and reflection are embedded across the English offer.
- Review and refine the curriculum in response to pupil need, staff feedback, progress data and quality assurance findings.

3.3 Potential Curriculum Themes and Planning Ideas

The postholder will be expected to develop and refine curriculum themes that are relevant, age-appropriate and adaptable. Examples include:

Theme	Potential focus	Possible outcomes / evidence
Identity, Voice and Self-Expression	Autobiography, personal writing, poetry, spoken word, role models, confidence in speaking, emotional vocabulary.	Personal profile, poem, presentation, reflective journal, letter to future self, AQA Unit Award evidence.
Communication for Life	Emails, phone calls, asking for help, formal and informal language, tone, body language, forms and instructions.	Formal email, complaint letter, job enquiry, role-play script, completed form, communication portfolio.
The World Around Us	Current affairs, social media, online safety, crime and consequences, equality, community, environment, sport and society.	News report, opinion article, debate, podcast script, persuasive speech, campaign poster.
Stories, Film and Imagination	Short stories, film clips, character, setting, suspense, alternative endings, graphic novels, storyboarding.	Short story, film review, character profile, comic strip, storyboard, creative writing portfolio.
Employability and Next Steps	CVs, cover letters, interviews, job adverts, workplace communication, personal strengths, goals and transitions.	CV, cover letter, mock interview, career research project, personal statement, employability portfolio.
Wellbeing, Resilience and Choices	Healthy relationships, conflict and repair, managing emotions, resilience, choices, trusted adults, reflection.	Advice leaflet, wellbeing poster, reflective writing, coping strategies guide, discussion record.
Reading for Confidence	Reading for meaning, vocabulary, inference, reading aloud, non-fiction, instructions, reading for pleasure.	Reading log, book review, vocabulary bank, comprehension evidence, paired reading record.

3.4 Supporting Staff with Teaching and Learning

- Support teaching and support staff with planning, lesson structure, resources, differentiation and delivery where needed.
- Model effective teaching approaches and share practical strategies that staff can use immediately.
- Help staff adapt tasks for different reading ages, attention spans, emotional readiness, confidence levels and learning needs.
- Support non-specialist staff to embed literacy, reading, vocabulary, questioning and communication across the wider curriculum.
- Provide constructive coaching, informal guidance and professional challenge in a calm, supportive manner.

- Support staff to use clear learning objectives, success criteria, scaffolds, targeted questioning and meaningful feedback.
- Help staff collect and organise evidence of learning, especially for pupils on short placements or bespoke pathways.
- Contribute to learning walks, book/folder reviews, reflective discussions and quality assurance activity.
- Help establish a shared understanding of what good learning looks like in the Shine context.

3.5 Operational Leadership

- Operate as an operational lead when required, supporting the Head of Provision and Managing Director with the safe, calm and effective running of the centre.
- Support morning briefings and end-of-day reflections so staff are clear on priorities, risk factors, pupil needs, deployment and responsibilities.
- Help coordinate staff roles, student groupings, learning spaces, cover arrangements and timetable adjustments as required.
- Be a visible, calm and reliable presence across the provision, particularly during transitions, unstructured times and moments of escalation.
- Support staff with pupil engagement, regulation, de-escalation and re-engagement back into learning.
- Maintain consistent expectations, routines, boundaries and relational behaviour approaches across the centre.
- Respond appropriately to operational issues as they arise and escalate safeguarding, welfare, behaviour, attendance or staffing concerns promptly.
- Support clear communication between teaching staff, support staff, the Head of Provision, senior leadership and external stakeholders.
- Contribute to a culture of professionalism, reflection, accountability and continuous improvement.

3.6 Assessment, Progress and Evidence

- Complete baseline assessments and gather information from previous schools or referring agencies to understand each pupil's starting point.
- Set realistic, personalised and measurable English targets linked to academic progress and wider development.
- Track progress in reading, writing, communication, engagement, independence, confidence and readiness to learn.
- Ensure evidence of progress is organised, purposeful and available for pupil reviews, referring schools, parents/carers, local authorities and quality assurance.
- Support the completion of progress reports, placement reviews, reintegration updates and accreditation evidence.
- Use assessment information to refine planning, identify barriers and agree practical next steps.
- Celebrate small steps of progress and help pupils recognise their own achievement.

3.7 Pastoral, SEMH and Personal Development

- Build strong, trusting relationships with pupils based on consistency, respect, warmth and high expectations.
- Understand that behaviour is often communication and respond with curiosity, calmness and professional judgement.
- Support pupils to develop resilience, self-esteem, emotional literacy, communication, self-regulation and independence.
- Work closely with pastoral, safeguarding and provision staff to understand each pupil's context, risk factors, strengths and barriers.
- Ensure English lessons provide opportunities for pupils to discuss, reflect, express views and develop a stronger sense of voice.
- Contribute to a culture where pupils feel safe, known, valued and supported, while still being challenged to grow.

3.8 Safeguarding

- Promote and safeguard the welfare of all children and young people at Shine.
- Follow Shine's safeguarding, behaviour, attendance, recording and information-sharing procedures at all times.
- Record and report concerns promptly, accurately and professionally.
- Work closely with the DSL and wider safeguarding team, maintaining professional curiosity and appropriate confidentiality.
- Recognise the additional vulnerabilities that can be present within alternative provision and respond accordingly.
- Ensure curriculum themes, texts, discussions and resources are handled sensitively and safely.

4. What Success Looks Like in the Role

- Pupils who previously struggled with English begin to attend, engage, attempt work and experience success.
- Pupils can communicate more confidently, read with greater understanding and write for real purposes.
- Staff feel better supported with planning, delivery, literacy, evidence gathering and pupil engagement.
- English, Maths and the wider curriculum are delivered consistently, with high-quality teaching, clear progression pathways and students making meaningful progress towards qualifications, personal development and successful next steps.
- The provision feels calmer, more consistent and better organised because the postholder contributes to operational leadership.
- Progress is evidenced in a way that captures academic achievement and wider personal development.
- Referring schools, families and external stakeholders can see the impact of Shine's work through clear communication and purposeful evidence.
- The postholder is seen as a trusted, calm and credible leader by pupils, staff and senior leaders.

5. Person Specification

Essential

- Qualified Teacher Status or a relevant recognised teaching qualification.
- Strong English teaching experience, including Functional Skills and/or GCSE English, alongside the ability to support the delivery, monitoring and development of Functional Skills Maths programmes.
- Strong understanding of how to adapt teaching for pupils with different starting points, needs and barriers to learning.
- Experience of planning purposeful learning and using assessment to inform next steps.
- A calm, relational and consistent approach to behaviour, engagement and classroom culture.
- High expectations for pupils who may have disengaged from mainstream education.
- Good understanding of safeguarding, child protection and professional boundaries.
- Ability to support, coach and guide colleagues with teaching and learning in a practical and constructive way.
- Confidence to contribute to operational leadership and the safe running of a provision.
- Strong organisation, communication, record-keeping and follow-through.
- Commitment to inclusive education and the belief that every child can make meaningful progress.

Desirable

- Experience working in alternative provision, PRU, SEMH, SEND, therapeutic education or a similar context.
- Experience delivering or evidencing Functional Skills, GCSE English, AQA Unit Awards, or other accredited pathways.
- Understanding of trauma-informed practice, relational behaviour approaches and emotionally based school avoidance.
- Experience working with referring schools, parents/carers, local authorities or external agencies.
- Experience contributing to curriculum development, quality assurance, staff coaching or operational leadership.
- Experience supporting pupils across a wide age range, including primary and secondary phases.

6. Personal Qualities Required to Succeed at Shine

Quality	What this means in practice
Relational but boundaried	Able to build trust while maintaining clear expectations and professional standards.
Calm under pressure	Able to regulate themselves first, particularly when pupils are dysregulated or situations change quickly.
Flexible but organised	Able to adapt to the needs of the day without losing sight of curriculum, routines, evidence and outcomes.
Reflective	Open to feedback, willing to review practice and committed to marginal gains rather than defensive practice.
Practical and solution-focused	Able to turn ideas into usable resources, clear plans and realistic next steps for staff and pupils.
Professionally curious	Looks beyond surface behaviour to understand context, risk, barriers and unmet need.
Credible with staff	Can support colleagues without judgement, model expectations and raise standards constructively.
Ambitious for pupils	Does not confuse nurture with low expectations and believes Shine pupils deserve high-quality learning.

7. Professional Expectations

- Uphold Shine's ethos, values, safeguarding culture and commitment to vulnerable learners.
- Maintain accurate records, planning, assessment information and evidence of learning.
- Work collaboratively and respectfully with colleagues, pupils, families, schools and external partners.
- Maintain confidentiality and handle sensitive information appropriately.
- Contribute positively to staff briefings, reflective practice, reviews and operational decision-making.
- Actively support the development of a safe, purposeful, nurturing and ambitious provision.

8. Overall Role Summary

The Lead Teacher – Curriculum & Quality will be a key middle leader within Shine Learning & Training Centre. They will combine excellent classroom practice with leadership of English, Functional Skills, curriculum development, teaching and learning, quality assurance and staff development.

Whilst leading on English and NCFE Functional Skills provision, the postholder will support the wider quality of education across the centre, helping to strengthen curriculum delivery, improve teaching practice and ensure students experience meaningful progress, achievement and success.

The role requires someone who can balance academic ambition with pastoral understanding. The successful candidate will recognise that Shine pupils need more than worksheets, but also more than care alone. They need excellent teaching, trusting relationships, clear routines, purposeful curriculum, consistent adults and carefully evidenced progress.

The successful candidate will support colleagues practically, contribute to a culture of continuous improvement and help ensure that teaching and learning remain ambitious, inclusive and responsive to the needs of young people in alternative provision.

At Shine, English should give pupils a voice. It should help them understand themselves and the world around them, communicate effectively, access future opportunities and believe that learning can be meaningful again. Through strong leadership of English, Functional Skills and curriculum quality, the postholder will play a vital role in helping students rebuild confidence, achieve recognised qualifications and prepare successfully for their next steps.