

Job Description: Internal Alternative Provision – Curriculum Delivery Lead

Grade: NJC Scale 6 (18-22)

Reporting to: Reach Manager

Responsible for: Alternative Provision support staff (where applicable)

Location: Telford Park School

Core Purpose of the Role

To lead the delivery of high-quality curriculum provision within the school's internal alternative provision (AP), supporting students with SEMH needs and significant barriers to learning.

The postholder will deliver **engaging, structured academic provision**, including English, Maths, Functional Skills and ASDAN qualifications, ensuring alignment with the mainstream curriculum.

The role will ensure that students are supported to **re-engage with learning, improve behaviour, and successfully reintegrate into mainstream education** where appropriate. Provision will prioritise high expectations, strong relationships and measurable academic and personal progress so that all students **achieve, belong and thrive**.

Key Responsibilities

1. Curriculum Delivery and Design

- Lead the delivery of a **broad, balanced and ambitious curriculum** within the internal AP setting.
 - Plan and deliver high-quality lessons in:
 - English and Maths
 - Functional Skills
 - ASDAN or equivalent qualifications
 - Ensure curriculum content is:
 - aligned with mainstream schemes of learning
 - appropriately adapted to meet SEMH and SEND needs
 - focused on key knowledge, skills and qualifications
 - Maintain clear curriculum pathways for reintegration or accreditation.
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2. Quality First Teaching and Engagement

- Deliver high-quality, adaptive teaching that supports engagement and progress for students with SEMH needs.
- Use strategies that:

- reduce anxiety and barriers to learning
 - build routines, structure and predictability
 - support attention, behaviour and self-regulation
 - Ensure academic expectations remain high, with appropriate scaffolding and support.
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3. Intervention and Academic Progress

- Identify gaps in learning and deliver **targeted academic interventions** in literacy and numeracy.
 - Use diagnostic assessment to inform planning and intervention design.
 - Ensure interventions are:
 - structured, time-bound and regularly reviewed
 - closely aligned to curriculum content
 - Track and evidence progress over time.
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4. Behaviour, SEMH and Inclusion

- Support students with SEMH needs through consistent, relational practice.
 - Model and embed:
 - positive behaviour strategies
 - de-escalation techniques
 - trauma-informed approaches
 - Create a calm, safe learning environment that supports emotional regulation and engagement.
 - Work closely with pastoral and safeguarding teams to support individual needs.
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5. Reintegration and Pathways

- Support reintegration of students into mainstream lessons where appropriate.
 - Develop individualised pathways including:
 - phased return to mainstream
 - personalised timetables
 - alternative accreditation routes
 - Work with staff to ensure continuity between AP and classroom learning.
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6. Assessment, Data and Impact

- Assess and track progress in:
 - English and Maths attainment
 - Functional Skills / ASDAN progress

- engagement and behaviour
 - Use assessment information to adapt teaching and provision.
 - Provide clear evidence of impact through:
 - pupil progress data
 - case studies
 - reintegration outcomes
 - Contribute to reports for SLT, governors and external agencies.
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7. Staff Support and Collaboration

- Work collaboratively with teachers, SENCo and pastoral staff.
 - Support staff working within alternative provision to deliver effective practice.
 - Contribute to CPD on SEMH, engagement strategies and inclusive teaching.
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8. Inclusion and Student Support

- Build strong, trusting relationships with students.
 - Promote:
 - engagement in learning
 - independence and resilience
 - positive attitudes towards education
 - Support students to develop readiness for learning and future pathways.
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9. Professional Responsibilities

- Maintain accurate records of provision, attendance and progress.
 - Attend relevant meetings (e.g. behaviour panels, reintegration meetings, reviews).
 - Engage in professional development related to SEMH, behaviour and AP provision.
 - Uphold the school's values: **Be Prepared, Show Respect, Challenge Yourself**.
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Safeguarding Statement

Telford Park School is committed to safeguarding and promoting the welfare of children and young people. The postholder will:

- Act in accordance with **Keeping Children Safe in Education**.
 - Be vigilant to safeguarding concerns, particularly for vulnerable and high-risk students.
 - Report concerns promptly in line with school procedures.
 - Contribute to a safe and inclusive environment.
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Health & Safety Statement

The postholder is required to:

- Take reasonable care for their own health and safety and that of others.
 - Follow all school policies and procedures relating to health and safety.
 - Report hazards, incidents and near misses.
 - Support safe working practices, including behaviour management and risk assessment.
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Person Specification

Qualifications & Training

Essential:

- GCSE English and Maths (Grade 4/C or above)
- Relevant experience or qualification in education

Desirable:

- Level 3/4 Teaching Assistant qualification or equivalent
 - Qualification or training in behaviour, SEMH or alternative provision
 - Functional Skills / ASDAN delivery experience
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Experience

Essential:

- Experience working with students with SEMH or behavioural needs
- Experience delivering academic support or interventions
- Experience managing behaviour positively in a school setting

Desirable:

- Experience working within alternative provision
 - Experience delivering English and Maths or Functional Skills
 - Experience supporting reintegration into mainstream education
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Knowledge & Understanding

Essential:

- Understanding of:
 - SEMH needs and barriers to learning

- Behaviour and engagement strategies
- Inclusive and adaptive teaching approaches
- Knowledge of curriculum expectations in English and Maths

Desirable:

- Knowledge of:
 - Functional Skills and ASDAN qualifications
 - Alternative provision best practice
 - Trauma-informed or relational practice
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Skills & Abilities

Essential:

- Ability to engage and motivate hard-to-reach students
- Strong behaviour management and de-escalation skills
- Ability to plan and deliver structured learning
- Strong organisational and record-keeping skills
- Effective communication and teamwork

Desirable:

- Ability to support colleagues and model best practice
 - Ability to design personalised learning pathways
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Personal Qualities

- Calm, resilient and emotionally intelligent
 - Committed to inclusion and high expectations
 - Patient, adaptable and solution-focused
 - Reflective practitioner focused on impact
 - Strong relational approach with students
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Other Requirements

- Commitment to safeguarding and equality
- Willingness to undertake further training (SEMH, behaviour, AP)
- Flexible approach to meeting student needs