



English Teacher

Recruitment Pack: September 2026





ABOUT US

WHO WE ARE

OUR APPROACH

Who We Are

ALP Schools are a chain of Independent Special Needs Schools. Each of our schools is Ofsted registered and caters for young people who have struggled in mainstream education due to their special educational needs. We also recognise the importance of building up routines, relationships, respect and trust in order to achieve successful teaching and learning. We are proud to offer a holistic and individualised approach to learning that truly empowers success.

Our Vision and Values

At ALP Schools, our vision is clear: *Empowering Success Through Holistic and Individualised Learning*. We hold a fundamental conviction that education can help every individual achieve their full potential, regardless of their ability. This isn't just a statement, it's the foundation of everything we do and the reason we exist.

Our approach is guided by our ARRRTT values, which underpin every aspect of our work with learners:

Attendance – We focus on improving each learner's attendance level to ensure they give themselves the basis to achieve.

Routine – Our tutors help learners gain routines adapted to their individual needs, ensuring they feel comfortable in the educational environment.

Relationships – Learners are supported in developing sound relationships with tutors and other service users, creating a foundation of trust and connection.

Respect – We work with learners and families in a holistic manner to maximize their life-chances and educational potential.

Trust – When pupils feel more secure and understood, they are empowered to take risks and grow in their learning.

Teaching – A formal, academic curriculum takes place, ensuring learners receive high-quality educational experiences tailored to their needs.

These values inform the decisions that we make and the interactions that we have, creating an environment where success is not just possible - it's expected.

This core belief drives our passion for working with learners and explains why our dynamic, bespoke approach successfully reaches so many disengaged and vulnerable young people. We understand that one size does not fit all, especially for children who face barriers to mainstream education.

Our unique strength lies in offering small class sizes where the curriculum is specifically tailored to each individual's needs. We recognise that successful teaching and learning are built on a foundation of strong routines, positive relationships, mutual respect, and trust, and we prioritise building these essential elements with every young person in our care.

From the moment of referral, we place the learner's special educational needs and disabilities (SEND) at the heart of our planning, alongside comprehensive family support, ensuring our educational interventions are both effective and appropriate.

ABOUT THE ROLE

THE SCHOOL

KEY RESPONSIBILITIES

Pierview Academy is rated Good by Ofsted, and we're proud of it. This is an exciting time to join us as we continue to grow, both in the number of pupils we support and in our reputation for delivering high-quality, needs-led education.

Pierview Academy provides continuity in learning for pupils with Education, Health and Care Plans. We are a short, medium and long-term provision for learners on the autistic spectrum or who have other special educational needs and challenging behaviour. We cater for young people in their secondary and post-16 school years. The overarching purpose of our provision is to work with learners so that they are able to overcome the barriers to learning that they have previously encountered. We aim to offer flexible, structured and supportive needs-led approaches.

We are looking for an English / Literacy Teacher to join our team, an ideal role for an Early Career Teacher or a qualified teacher looking to expand their skills and experience. You'll lead the teaching and learning of English to a small number of learners aged 11 upwards, bringing enthusiasm and a genuine passion for improving young people's life chances. You'll guide, direct and inspire a team of Tutors and LSAs working with both secondary and post-16 learners who have a range of special educational needs and disabilities, and contribute to the pastoral care of your form group, including liaison with parents and carers and tracking behaviour and interventions.





ABOUT THE ROLE

APPLICATION

KEY RESPONSIBILITIES

Salary range/Grade	£35,100 - £47,400
Type	Full time, Term Time Only
Responsible to	Head Teacher / Assistant Head Teacher / Lead Teacher
Performance Management of	Teachers and Tutors
Base	Pierview Academy

How to Apply

Interested candidates are requested to apply online or by email to the recruitment team. To download the application form, please visit www.pierviewacademy.co.uk/job-vacancies/ and email all completed applications to the recruitment team.

Closing Date: 23rd September 2026

Interviews: TBC

We are committed to the highest standards of safeguarding and all posts are subject to an enhanced DBS check.

 **Recruitment Team**

 recruitment.pierview@alpschools.org

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Job Purpose

This role would be ideal for an Early Career Teacher or qualified teacher looking to expand their skills and experience.

The post holder will lead the teaching and learning of English at Pierview Academy to a small number of learners aged 11 upwards. They will be an enthusiastic teacher with a passion for English and a desire to improve the life chances of young people. The post holder will actively promote the school's curriculum and assessment policies.

They will need to guide, direct and inspire a team of Tutor's and LSA's working with both secondary and post 16 learners who have a variety of special educational needs and disabilities.

Key Tasks and Activities - Role Specific:

- Develop schemes of work and lesson plans in line with curriculum objectives.
- To differentiate learning, gain an understanding of learners' individual needs and plan and deliver teaching and learning accordingly.
- Adhere to and actively implement the school's curriculum and assessment policy.
- Plan and deliver English lessons to all key stages, including functional skills.
- Facilitate learning by establishing a positive relationship with pupils, and by the organisation of learning resources and the classroom learning environment.
- Develop and foster the appropriate skills and social abilities to enable the optimum development of our pupils, according to their age, ability and aptitude.
- Assess and record progress and prepare pupils for examinations.
- Contribute to the pastoral care of learners including but not limited to: being a form tutor, effective liaison with parents and carers, completing well-being measures for those in the form, liaising with the behaviour specialist in tracking behaviour and interventions.
- Link pupils' knowledge to earlier learning and develop ways to encourage it further, and challenge and inspire pupils to help them deepen their knowledge and understanding.
- Lead by example and allow others to learn from your approach. Thus guiding tutor's and LSA's to develop their skills and knowledge.
- Adhering to the schools marking policy, providing students with regular feedback to improve student progress and inform planning.
- To put strategies in place to ensure all learners are on track to achieve and key people and organisations are kept up to date with their progress.
- Helping to develop and carry out initiatives that create a positive learning environment
- To carry out tasks requested from the Senior Management Team

Monitoring and Assessment

- To evaluate pupils' progress through different assessment methods and by adhering to the schools marking policy.
- To monitor pupils' responses to learning tasks and modify their approach accordingly.
- To monitor pupils' participation and progress, providing feedback to other staff and giving constructive support to pupils as they learn.
- To contribute to maintaining and analysing records of pupils' progress.

Knowledge and Understanding

- To have sufficient understanding, or the ability to develop knowledge of KS3 and KS4 English, including Functional Skills and GCSE.
- To be familiar with the curriculum, the age-related expectations of pupils, the main teaching methods and the testing/examination frameworks within English for learners aged 11 and over.
- To demonstrate an understanding of the aims and objectives of the school.
- To know how to use ICT to perform your duties.
- To be fully aware of the statutory frameworks relevant to their role.
- To know the legal definition of Special Education Needs and Disabilities (SEND), and be familiar with the guidance about meeting SEND given in the SEND Code of Practice.
- To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.
- To be able to adapt your teaching to ensure all students are able to access the lesson content.
- To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.

Personal Development and Wellbeing

- To support ALP School's drive for high standards by adhering to the ARRTT philosophy.
- To support and contribute to the school's commitment to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being
- To maintain high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
- To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in pupils' learning.
- To be able to improve your own practice, including observation, evaluation and discussion with colleagues.



Monitoring and Self-Evaluation

- Within the ALP Schools' policies and guidelines, to evaluate work to ensure that it consistently responds to the needs of learners, parents, staff and other stakeholders
- To act to share areas of strength and remedy any weaknesses

Key Performance Indicators

- Attendance and participation of learners
- Proportion gaining appropriate accreditation in allocated subject areas
- Student and parent/carer level satisfaction.
- Number of learners successfully gaining accreditation and having a positive experience at Pierview Academy.
- Level of provider satisfaction with Pierview Academy's overall service

Expectations and Values

ALP Schools are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work in the centre, the post holder will also be expected:

- Act as an ambassador for the school by supporting our values and expectations of learning.
- Be a significant presence and role model for students and staff and to meet fully the dress code.
- Follow and where appropriate enact all relevant policies, procedures and guidelines.
- Contribute to development through team planning and review meetings.



Special Factors

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or meets.

- The nature of the work may involve the post-holder carrying out work outside of normal working hours.
- The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
- Expenses will be paid in accordance with the Local Conditions of Service.
- This post is subject to a check being carried out at an Enhanced level by the Disclosure Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Equality and Diversity Statement

ALP Schools are committed to achieving equality for all those who learn and work with us, and wishes to develop a fair and supportive environment, which provides equality of opportunity and freedom from unlawful discrimination on the grounds of race, colour, nationality, ethnic origin, gender, gender identity (transsexuality), marital or civil partnership status, disability, sexual orientation, religious or political beliefs, age, social class or offending background.

Staff in Human Resources play a critical role in developing, maintaining and supporting equality and diversity in employment. All staff have a legal and personal responsibility to uphold the School's policies.

Equality of opportunity is embedded in the recruitment and selection of staff, training, promotion, performance and development management, induction, probation, and communication and elsewhere. We endeavour to treat people fairly on the basis of individual need and to build a workforce which is diverse.



Person Specification

Education, Qualifications & Experience

To hold or be actively working towards Qualified Teacher Status or Qualified Teacher Learning and Skills

Essential

To have achieved a qualification in English equivalent to at least A level, preferably degree level and to have achieved a qualification in Mathematics equivalent to at least a level 2.

Essential

Qualifications related to special educational needs and disabilities or challenging behaviour

Desirable

Educated to degree level

Essential

Experience

Relevant experience of addressing social exclusion, including but not limited to; youth work, alternative education provisions, community development, dealing with vulnerable people and those with complex needs.

Essential

Experience of working with clear guidelines, procedures and adhering to child protection

Essential

Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies

Essential

Understanding of working with people with challenging behaviour / complex needs / disabilities.

Essential

Ability to quickly establish relationships with young people, vulnerable people and families with complex needs

Essential

Experience of managing a team or co-ordinating volunteers

Desirable

Knowledge, Skills and Abilities

Knowledge of the National Curriculum and or alternative learning qualifications within English

Essential

Willingness to keep up to date in subject knowledge and national developments

Essential

Good Knowledge of special educational needs and disabilities

Essential

Ability to plan and teach effectively using a variety of strategies

Essential

Excellent interpersonal skills with both adults and children

Essential

Willingness and ability to work as part of a team

Essential

Ability to communicate effectively both verbally and in writing

Essential

Ability to prioritise and organise own work

Essential

Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines

Essential

Knowledge of Health and Safety procedures and their application

Desirable

Proactive approach to problem solving

Desirable

Ability to work flexibly in a rapidly changing environment	Desirable
Strong understanding of youth and wider community issues	Essential
Computer literate (Word, Excel, Google workspace and internet)	Essential
Excellent interpersonal skills, inc active listening	Essential
Strong organisational, planning and time management skills	Essential
Knowledge of social media	Desirable

Personality and Social Skills

To have a 'can do' philosophy	Essential
To enjoy working with young people	Essential
To be flexible, energetic, adaptable and can use initiative	Essential
To identify and develop opportunities	Essential
To carry out professional duties in a positive, helpful and courteous manner	Essential
To have high aspirations and expectations for their students and themselves	Essential
Committed to raising standards and continuous improvement	Essential



To be dedicated to the progression of the students, the school and themselves	Essential
An empathetic nature	Essential
Mature and professional approach to vulnerable people, families and other professionals	Essential
Ability to maintain confidentiality in the light of handling sensitive information	Essential
Good communication and social skills, with a good sense of humour	Essential
Ability to cope with difficult interpersonal behaviour and language	Essential
Demonstrate a consistent and positive attitude to challenges	Essential
Demonstration of a solution focussed and flexible approach to management	Essential
Other Factors	
Full and current driving licence with use of a vehicle for work	Desirable
Willingness to drive a company vehicle	Desirable



 Recruitment Team

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 <https://www.pierviewacademy.co.uk/>