Head Teacher

Recruitment Pack: October 2026

WELCOME FROM THE EXECUTIVE HEAD TEACHER

Thank you for your interest in joining Pierview Academy. I hope the information in this pack gives you an insight into our school, our pupils and the opportunity this role offers.

Pierview is a special school for young people with ASD and/or SEMH needs, many of whom have experienced significant barriers to learning and disrupted experiences of education. We are committed to creating a safe, nurturing and ambitious environment where every pupil can build confidence, develop independence and achieve their potential.

Pierview Academy is a welcoming and ambitious school with a strong sense of purpose. We have high expectations for our young people and are committed to providing a consistent, nurturing and challenging environment in which they can thrive. Our staff understand the individual needs of our pupils and work together to provide the support and opportunities they need to succeed. We want our pupils to develop both academically and personally, with rich opportunities to broaden their experiences and build their cultural capital. We are proud of the progress Pierview continues to make and look forward to its future.

As Executive Headteacher, I am excited about the future of Pierview Academy. We have an opportunity to continue developing a school where young people feel a genuine sense of belonging, where staff are supported to grow and develop, and where high expectations and strong relationships go hand in hand.

We look forward to receiving your application and hopefully welcoming you to Pierview Academy.

Emma Chatzispyridou
Executive Head Teacher

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.

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ABOUT THE ROLE

THE SCHOOL

KEY RESPONSIBILITIES

Could you be the leader who takes our school to the next level? ALP Schools is looking for an inspirational, ambitious and values-driven Head Teacher to lead ALP Pierview into an exciting new chapter.

This is a fantastic opportunity for an experienced educational leader to shape the vision and direction of the school, drive meaningful improvement and make a lasting difference to the lives of our learners.

As Head Teacher, you will provide visible and inspirational leadership, champion high-quality teaching and learning, develop and empower staff, and ensure that every learner is supported to achieve their potential. You will play a key role in strengthening our school community, working closely with staff, learners, families, governors and wider partners.

We are looking for someone who:

- Has significant senior leadership experience within education.
- Has a strong understanding of SEND and alternative education.
- Is passionate about improving outcomes and creating exceptional learning experiences.
- Can inspire, motivate and develop a strong and committed team.
- Is confident in leading school improvement and managing change.
- Builds positive relationships with learners, families, staff and the wider community.
- Is resilient, strategic, approachable and an excellent communicator.
- Has the vision and drive to help ALP Pierview grow, develop and thrive.

Make your next move count. If you are ready for a leadership role where you can inspire people, shape a school's future and make a genuine difference, we would love to hear from you.

Come and lead the next chapter of ALP Pierview.

ABOUT THE ROLE

APPLICATION

KEY RESPONSIBILITIES

Salary range/Grade	H13 - H17 (S) £64,500 - £85,500 PA
Contract type	All Year Round
Responsible to	Executive Head Teacher
Base	Pierview Academy

How to Apply

Interested candidates are requested to apply online via:
https://recruit.sampeople.co.uk/Jobboard/Trust/alpschoolslimited/00004

Closing Date: Monday 2nd November

Interviews: W/C 9th November

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

School tours are warmly welcomed, giving you the opportunity to meet the team, see ALP Pierview and discover more about this exciting role.
To arrange a tour, please contact HR

HR Team

hr-support@alpschools.org

Click here for our website!

Job Purpose

To carry out the duties of a Head Teacher in providing professional leadership for the school, to secure its success and improvement, ensuring high quality education for all its learners and good standards of learning and achievement.

Key Tasks: Strategic Direction and Development of the School

1. To lead the school in clearly articulating its vision, in consultation with stakeholders, and to keep this vision under review.
2. To ensure there is shared responsibility and collaborative leadership through empowering others, thereby creating capacity in the school to move forward.
3. To lead on the formulation, monitoring, evaluation and implementation of the School Development Plan and Self Evaluation Framework.
4. To prioritise and plan the continuous professional development of staff, linked to the school improvement plan.
5. To work collaboratively with the Finance Director and Executive Head to plan and adhere to a balanced budget which meets the needs and addresses the priorities within the school improvement plan.
6. To work with the Finance Director and Executive Head to ensure that the school demonstrates effective financial management.
7. To manage referrals and take opportunities to generate new income that allows the school to grow and stabilise.
8. To ensure identified weaknesses are tackled decisively and statutory responsibilities are met, by providing timely and relevant information to the Executive Board and Local Management Group on:
   - progress against the school improvement plan
   - pupil attainment, progress and achievement
   - the quality of teaching and learning
   - actions arising from any recent audits
   - child safeguarding, bullying, exclusions, attendance and racial incidents
9. To keep under review line management systems in the school and their impact on effective communication.
10. To update, understand and create policies that guide the school and its staff.
11. To ensure compliance with all applicable school policies and procedures, guidance and advice, in consultation.
12. To provide all necessary information to the LA and DfE.
13. To consult with LA and DfE representatives as appropriate.
14. To keep up to date with and share knowledge of current issues in education.
15. To ensure all those involved in the school are committed to its aims and are motivated to achieve them, helping the school to thrive.

Key Tasks: Teaching and Learning

1. To ensure that the school takes account of local and national initiatives and policies relevant to teaching and learning and Special Educational Needs in the delivery of a broad and rich curriculum.
2. To ensure the ongoing monitoring and regular evaluation and development of the curriculum.
3. To ensure that there is a Curriculum Policy and an SEN Policy agreed and understood by all staff which sets out common standards, and that these policies are effective and meet the national requirements of an Independent School.
4. To set expectations for standards in teaching, learning, progress and attainment.
5. To ensure that there is regular monitoring of teaching and learning against agreed standards, with quality feedback to staff and learners.
6. To seek ways of sharing best practice.
7. To ensure that staff development and performance management has a strong teaching and learning focus.
8. To encourage innovative approaches to meet the individual needs of ALP learners to ensure the best possible outcomes.
9. To ensure that learner assessment is accurate and learner performance information is used regularly and effectively to inform planning.
10. To ensure that the Behaviour Management and Exclusions Policy and Code of Conduct of the school is implemented consistently and is effective.
11. To create and maintain an effective partnership with parents and carers to support and improve learners' achievement and personal development.
12. To assume teaching duties to cover absence.
13. To give due attention to your own professional development in teaching and learning.

Key Tasks: Leading and Managing

1. To take overall responsibility for the appointment of all staff of the school in collaboration with the CEO, Executive Head, Finance Director and HR.
2. To maintain high morale and to set an example of professional standards and leadership.
3. To share leadership and to bring out the potential for leadership in others through delegation.
4. To inspire, challenge and motivate all staff, so that they can continue to develop professionally.
5. To establish clear and constructive working relationships and give support and supervision to staff.
6. To lead the performance management of staff, hold them accountable for their performance and deal promptly and effectively with any poor performance.
7. To monitor and review staff deployment to ensure the most effective use of human resources.
8. To assist HR to maintain a single central record in line with current legislation.
9. To maintain links with organisations representing staff.
10. To ensure staff are able to raise concerns about poor or unsafe practice.
11. To ensure that the school environment is managed efficiently and that it meets the needs of the curriculum, health and safety and fire management requirements.
12. To keep in mind principles of best value in the deployment of resources.
13. To ensure that Assistant Headteacher(s) or another suitable person assumes responsibility for the discharge of the Headteacher's function at any time when absent from school.
14. To continue the development of good working relationships with the Senior Management Team and staff, Executive Board, pupils, parents/carers and the community.
15. To lead on ensuring the school's admissions policy is adhered to and that EHCP review meetings take place annually and are conducted in a professional manner in line with LA guidance.

Key Tasks: Strengthening the Community and Pastoral Care

1. To contribute to the marketing of the school and its positive profile by organising key events, promoting the school on the website and social media, and acting as an ambassador.
2. To take due regard for staff and student health, mental health and well-being.
3. To implement and review policies and procedures to promote high standards of behaviour and positive attitudes for all learners.
4. To ensure that a high standard of care for all learners is maintained.
5. To promote and safeguard the welfare of children and young people.
6. To promote and market the school within the community.
7. To develop and maintain positive and effective relationships with parents and carers and other community partners.
8. To fully support all aspects of the life and work of the school.
9. To lead the school's work to promote equal opportunities and tackle discrimination.
10. To maintain a culture in which all individuals feel valued and where personal endeavour and responsibility are encouraged and embedded within the school and wider community.
11. To maintain an environment where all members of the school community actively demonstrate their care and concern for everyone and fulfil the requirements of the school's equalities policies, paying particular attention to vulnerable learners and hard to reach families.
12. To arrange for parents/carers to be given regular information about the progress of their children and other educational issues.
13. To work with parents and carers to ensure learners have access to extended services, homework and other educational and social experiences.
14. To ensure that the school is an integral part of the local community.
15. To take account of, and respond to, feedback sought from learners, parents and the wider community.
16. To act as the school's deputy designated safeguarding lead (DDSL).

Key Tasks: Accountability

1. To develop a school in which all staff recognise that they are accountable for its success.
2. To present a coherent and accurate account of the school's performance in a form appropriate to a range of audiences, including school governance, stakeholders, parents, staff, learners, the local community, Ofsted and others, to enable them to play their part effectively.
3. To ensure that parents/carers and learners are well informed about the curriculum, attainment and progress, and about the contribution they can make in supporting their child's learning and achieving the school's targets for improvement.
4. To ensure the school meets its responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
5. To carry out any such duties as may be reasonably required by the Executive Board, Head of Schools or CEO.

Additional Responsibilities

1. To lead assemblies or staff meetings as appropriate.
2. To attend Board meetings and head teacher standardisation meetings.
3. To liaise as necessary with any other recognised bodies or agencies in furtherance of the school's needs, or those of any learner, employee or parent/carer.

Pierview Academy

Standard Practice in the School:

Teaching and Learning Activities

1. To use clearly structured teaching and learning activities that interest and motivate learners and advance their learning.
2. To communicate effectively and sensitively with learners to support their learning.
3. To promote and support the inclusion of all pupils in the learning activities in which they are involved.
4. To use behaviour management strategies, in line with the school's policy and procedures, which contribute to purposeful learning environments.
5. To advance pupils' learning in a range of settings, including working with individuals and small groups in community provision and from their homes where appropriate.
6. To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
7. To organise and manage safely the learning activities, the physical teaching space and resources.

Planning and Expectations

1. To plan and prepare lessons when required.
2. To select and prepare teaching resources that meet the diversity of learners' needs and interests.
3. To plan opportunities for pupils to learn in out-of-centre contexts, in accordance with the school's policies and procedures.
4. To create and update course files relevant to the subject criteria.

Monitoring and Assessment

1. To evaluate learners' progress through assessment of portfolios along with a range of other assessment activities.
2. To monitor learners' responses to learning tasks and modify their approach accordingly.
3. To monitor learners' participation and progress, providing feedback to teachers/tutors and management, and giving constructive support to pupils as they learn.
4. To contribute to maintaining and analysing records of learner progress.

Knowledge and Understanding

1. To have sufficient understanding of a variety of curriculum areas to support learning.
2. To be familiar with the curriculum, the age-related expectations of learners, the main teaching methods and the testing/examination frameworks in a variety of subjects and age ranges in which they are involved.

3. To demonstrate an understanding of the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved and understand the place of these in the related teaching programme.
4. To know how to use ICT to advance pupils' learning and use common ICT tools for their own and learners' benefit.
5. To know the key factors that can affect the way pupils learn.
6. To be fully aware of the statutory frameworks relevant to their role.
7. To know the legal definition of Special Educational Needs and Disabilities (SEND), and be familiar with the guidance about meeting SEND given in the SEND Code of Practice and SEN Framework.
8. To be able to deploy a range of strategies to establish a purposeful learning environment and to promote good behaviour.

Personal Development and Well-Being

1. To support the school's drive for high standards by treating students with respect and, in turn, promoting the school's ARRRTT philosophy.
2. 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.
3. To maintain high expectations of all pupils, respect their social, cultural, linguistic, religious and ethnic backgrounds, and be committed to raising their educational achievement.
4. To demonstrate the ability to liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.
5. To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

Key Performance Indicators

1. Ofsted rating
2. Level of satisfaction, gained from staff, pupil, parent and partner agency surveys
3. Key information as presented in the annual report
4. Key Performance Indicators for the school
5. Pupil progress

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 for the school, the postholder will also be expected to:

- Act as an ambassador for ALP Schools by supporting our values and expectations of learning within the community.
- Be a significant presence and role model for students and staff.
- 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 school policy.
- 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.

Pierview Academy

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.

Senior Management staff 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

Qualifications & Training	
Qualified Teacher Status / Qualified Teacher Learning and Skills status	Essential
Three years' senior management experience, e.g. deputy head	Essential
Experience of leading and managing a team	Essential
A thorough knowledge and understanding of SEN, alternative, primary/secondary and/or post-16 curriculum	Essential
A clear understanding of current curriculum and management initiatives	Essential
A degree or equivalent	Essential
Evidence of in-service training	Essential
Experience of working with governors	Essential

Competence Summary	
A proven ability to motivate, lead and interact with staff, students and parents/carers	Essential
Sound knowledge of special educational needs and disabilities	Essential
Ability to plan strategically with a sense of priorities	Essential
Able to use appropriate leadership styles in different situations	Essential
Ability to deal sensitively with people and resolve conflict	Essential
Able to demonstrate high level organisational skills	Essential
A record of involvement in school extra-curricular activities, school shows, educational visits, expeditions, residential courses, charity projects etc.	Desirable
Substantial experience of curriculum innovation and development that has resulted in raised standards	Essential
Substantial pastoral experience	Essential
Experience of financial management at a whole school level	Essential
The ability to analyse and present data and information coherently	Essential
Excellent oral and written skills	Essential
The ability to deploy effectively staff and resources	Essential

Work-related Personal Requirements	
Personal impact and presence	Essential
Integrity	Essential
Self-confidence	Essential
Adaptability to changing circumstances and new ideas	Essential
Emotional resilience	Essential
A willingness to embrace and develop the vision of the school	Essential
Good interpersonal skills	Essential
Good negotiating and diplomacy skills	Essential
An ability to work under pressure and meet deadlines	Essential
The ability to grasp and communicate a complex vision in simple and easily understood terms to a variety of audiences	Essential
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	Essential
Commitment to safeguarding and promoting the welfare of children and young people	Essential
A strong sense of accountability for fulfilling the requirements of this post on an ongoing basis	Essential

HR Team

hr-support@alpschools.org

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