

Application Pack

**Teacher of
Alternative Provision
Part time – 0.4 FTE
(2 days per week)**

Start date:
ASAP

Application closing date:
7th September 2026

Interview date:
To be confirmed



Welcome to our school

Dear Applicant,

Thank you for expressing an interest in a vacancy at Derby Cathedral School. On behalf of the whole school community, I extend you a very warm welcome.

I am delighted to welcome you to Derby Cathedral School, where I am proud to serve as Headteacher. Our school is a vibrant, values-led community built on high expectations and a belief that every child can achieve remarkable success. Inspired by John 10:10 – “I have come that they may have life, and have it to the full”, we are committed to ensuring our students experience life in all its fullness.

Learning here is shaped by both rigour and joy. Through our FAITH values, we set ambitious standards for behaviour and academic achievement, knowing that with clear structure, dedication, and support, every student can excel. Alongside academic challenge, we nurture character – fostering curiosity, resilience, and integrity so that our students grow into capable and compassionate contributors to society.

Our Alternative Provision supports students who, for a range of reasons, need a different kind of setting in which to re-engage with learning – whether that is due to social, emotional or mental health needs, medical needs, or the risk of exclusion from mainstream. This post is an opportunity to make a direct and lasting difference to some of our most vulnerable young people, helping them find a way back to success.

Derby Diocesan Academy Trust (DDAT) are committed to Safer Recruitment practices and use a variety of methods throughout the selection process to ensure we are satisfied with candidates' suitability working with children within our schools. Upon offer of employment, we will apply to the Disclosure and Barring Service (DBS) for an enhanced disclosure which will give details of a person's criminal record.

Please also note that if you have lived anywhere outside of the UK since the age of 18, you will require a certificate of good conduct from all the countries of residence.

Please do take some time to read the key information below about our vision for the school and this post. Further, more detailed information can be found on our school website.

The next few years will be a very exciting time as we grow and develop together and we are looking for staff with a flexible approach and a desire to be part of an excellent new educational provision.

Andy Brown

Headteacher

School Vision



Derby Cathedral School is a Christian community that welcomes students, families and visitors of all faiths and none. The diversity and richness of such a family brings depth and a vibrancy to our core.

Students of Derby Cathedral School are given every opportunity and challenged to be the best that they can be, demonstrating FAITH in all they do.

- **Fellowship** Collaborating with others, we treat everyone with respect, dignity and kindness.
- **Aspiration** We are ready to learn and grow, striving to be the best that we can be in every aspect of our lives.
- **Integrity** We demonstrate fairness, equality and honesty.
- **Tenacity** We are determined and resilient when faced with challenges.
- **Humility** We are gracious, calm and understand the importance of forgiveness.

All students will be well prepared for their next step into future education, training and employment. They will be happy, healthy, confident, life-long learners who 'experience life in all its fullness'

(John 10:10)

Job Description

Job Details

Job title	Teacher of Alternative Provision
Department	Alternative Provision / Inclusion
Reports to	Assistant Headteacher (Safeguarding & Attendance)
Hours of work	Part time, 0.4 FTE (2 days per week, days to be agreed)
Salary	Teacher's MPS / UPS (pro rata)

Job purpose

- Provide high-quality teaching and pastoral support to students placed in the school's Alternative Provision, including those at risk of exclusion, with social, emotional and mental health (SEMH) needs, or with medical needs that prevent full-time mainstream attendance.
- Secure high standards of engagement, progress and achievement for all students within the provision, recognising the individual barriers each student faces.
- Contribute to the development and realisation of the whole school core values, the aims, vision and ethos of the school, ensuring students in Alternative Provision feel a genuine sense of belonging to the DCS community.
- Work flexibly across subjects and key stages as required by the needs of the cohort, delivering core skills alongside enrichment and personal development.
- Ensure effective quality assurance and safeguarding practice within the provision, in line with the standards expected across the school.

Main duties and responsibilities

Teaching	• Teach an agreed timetable within the Alternative Provision, planning lessons that engage students, provide challenge, and are accessible given individual needs and starting points. • Be prepared to teach across subjects and key stages, including core skills (literacy and numeracy) and enrichment activities, according to the needs of the cohort. • Lead by example, achieving high standards of classroom practice, relational behaviour management, and de-escalation. • Monitor the academic and personal progress of all students and adapt strategies to address underachievement, disengagement or emerging risk. • Provide effective and timely feedback to students in line with school policy. • Set work and, where appropriate, homework in line with provision and school policy. • Register the attendance of students in every session and follow up on absence promptly, working closely with the Attendance team.
-----------------	--

Curriculum	• Contribute to the development and implementation of a curriculum for Alternative Provision that reflects the school's aims and ethos while meeting the specific needs of students. • Ensure that schemes of work and session planning are properly prepared and regularly reviewed. • Ensure the curriculum supports reintegration to mainstream where appropriate, and prepares students for their next steps into education, training or employment where reintegration is not the goal. • Ensure the planned curriculum includes wider aspects such as literacy, numeracy, SMSC, FBV and careers, adapted to the provision.
Students	• Ensure high standards of teaching, learning and engagement across the provision. • Manage assessment, monitoring and reporting for students within the provision, in line with school policy and procedures. • Work closely with the SENDCO, pastoral team and external agencies to ensure that students' additional and SEMH needs are met. • Maintain, develop and apply effective rewards, sanctions and relational approaches appropriate to the needs of the cohort, in line with the school's Behaviour Policy. • Support the planning and review of individual student passports, risk assessments and reintegration plans as required.
Parents	• Work with parents and carers through home/school correspondence, phone calls and meetings to ensure student wellbeing and academic success. • Maintain regular, sensitive communication with families where students face significant social, emotional or medical challenges.
Process management	• Where applicable, manage the processes for ordering, purchasing and maintaining resources and equipment for the provision. • Ensure appropriate risk assessments are completed and health and safety procedures are followed within the provision.
Performance management and personal development	• Co-operate with the appropriate member of the SLT to take part in performance management arrangements, in line with school procedures. • Build effective working relationships with colleagues across the provision and the wider school. • Participate fully in the school CPD programme, including training relevant to SEMH, trauma-informed practice and safeguarding.
Pastoral and safeguarding responsibilities	• Address issues relating to the wellbeing, personal development and academic progress of all students within the provision. • Monitor the behaviour, mood and wellbeing of students closely, escalating concerns promptly in line with the Safeguarding Policy. • Contribute to the pastoral programme and collective worship where relevant to the provision. • Liaise with parents/carers and external agencies about any concerns or points of praise.

Other professional requirements

- Be a role model for the school's vision and values, including our FAITH character values of fellowship, aspiration, integrity, tenacity and humility.
- Operate at all times within the policies and practices of the Trust and the school.
- Set a good example through personal presentation and personal and professional conduct.
- Contribute to the wider life of the school where working pattern allows.
- Participate in liaison with community partners, other agencies, and marketing or liaison opportunities relevant to the provision.

Person specification

Qualifications and training

Essential	Desirable
• Good quality Honours degree in an appropriate discipline • PGCE or equivalent in secondary education, or equivalent relevant experience • Qualified Teacher Status	• Evidence of CPD relevant to SEMH, trauma-informed practice or alternative provision

Experience

Essential	Desirable
• Successful experience teaching at Key Stage 3 and/or 4 • Experience working with students who present with social, emotional or behavioural challenges	• Experience of alternative provision, SEMH, PRU or special school settings • Experience developing curriculum, policies or practices for a specific cohort of students

Knowledge and skills

Essential	Desirable
• An understanding of what constitutes effective teaching and learning for students with additional or SEMH needs, and the ability to put this into practice • The ability to use data to monitor student progress and inform planning • The ability to put in place effective, personalised intervention for students at risk of disengagement or underachievement • Good behaviour management skills, with a relational and de-escalation-led approach • The ability to motivate and build trust with young people who may have had negative experiences of school • Good organisational skills and the flexibility to teach across subjects and key stages • Capacity to use ICT as an integral part of teaching	• Understanding of the particular needs of pupils with SEND • Understanding of current developments in SEMH practice and wider educational issues relating to inclusion • The ability to coach and mentor other staff (in due course)

Personal qualities

Essential	Desirable
• The ability to form good working relationships with colleagues, students and families • Emotional intelligence and resilience, with the ability to remain calm under pressure • The ability to prioritise and meet deadlines • A commitment to continued professional development • A commitment to safeguarding and to protecting and promoting the welfare of young people • An open mind to change and to the unique circumstances found in a growing and developing provision • A genuine passion for making a difference to the lives of young people who need it most	• A desire and commitment to contribute to the wider school and its community • A clear philosophy on inclusive teaching and re-engagement

Other

Essential	Desirable
• Good attendance/punctuality record • Enhanced DBS certificate and barred list check • Flexibility, including the ability to work with a challenging and changing cohort	

As per the updated guidance in Keeping Children Safe in Education 2024, online checks will be carried out on all shortlisted candidates, e.g. Google search, social media platforms, etc.

Job Review – This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.