
Job Description for Alternative Curriculum Pathway Lead (KS3/KS4)

Responsible to: Deputy Headteacher / Head of Inclusion

Based at: Dinnington High School

Paid on: MPS-UPS £32,916 - £51,048 plus TLR 1a (£10,174)

OVERALL PURPOSE OF THE POST

The Alternative Curriculum Pathway Lead will work in close partnership with the Assistant Headteacher for Behaviour and Standards and the SENDCO to provide dynamic, hands-on leadership within the Alternative Curriculum Pathway.

This is a pivotal role, shaping the strategic direction and driving excellence for both staff and students accessing the Alternative Curriculum Pathway. The postholder will lead the design and delivery of a high-quality, adaptive curriculum tailored to students with Social, Emotional and Mental Health (SEMH) needs and complex behavioural profiles—ensuring every learner is supported to re-engage with education, make meaningful progress, and transition successfully.

They will champion high expectations, inspire best practice, and cultivate a culture of ambition and inclusion. Through robust leadership, they will ensure that all students benefit from qualified, passionate educators delivering impactful teaching and learning. Where performance falls short, they will provide clear, constructive challenge and support to drive improvement.

This role is also about talent development—identifying, celebrating, and sharing what works well, and building a strong, collaborative team ethos. The successful candidate will be instrumental in embedding a culture of continuous improvement, ensuring the Alternative Curriculum Pathway is a beacon of innovation, inclusion, and success.

MAIN DUTIES

Specific Responsibilities

- To sustain a learning and achievement culture, leading the day-to-day operation of the Alternative Curriculum Pathway for KS3 and KS4 students.
- To ensure systems are in place to ensure high quality teaching and learning from all members of staff that result in good and outstanding outcomes for students.
- Provide leadership to relevant staff to develop and implement routines and protocols to support effective alternative curriculum.
- Manage and coordinate the day to day running of the Alternative Curriculum Pathway. Establishing clear expectations and constructive working relationships among staff involved in the provision through team working and mutual support, devolving responsibilities and delegating tasks as appropriate.
- Be responsible for the day-to-day management of staff working supporting the Alternative Curriculum Pathway site and act as a positive role model.
- Be accountable for student progress and development within the specific areas within the provision
- Ensure that there is a timetabled curriculum offer that promotes broad, relevant and engaging programmes of study.
- Assist with individuals and small groups of students to further develop their literacy, numeracy, ICT, problem solving, social, emotional literacy and study skills.

- Ensure each child within the Alternative Curriculum Pathway has the maximum access to all learning activities and adapt activities where necessary.
- Collaborate with curriculum leads and subject specialist staff to assess individual needs and ensure an appropriate curriculum offer.
- Assess, track and monitor individual children accessing the pathway and provide support for staff to ensure individual needs are known, understood and supported
- Ensure consistent behaviour management with the provision so that effective learning can take place, creating and maintaining a positive and welcoming environment.
- Ensure effective development of students' knowledge and skills to support reintegration to mainstream education
- Use of strategic leadership skills to ensure that staff within the specific area aware of the required expectations regarding student achievement, progress and standards.
- To have sound knowledge of SEND Code of Practice and Alternative Provision guidance to ensure all provision is compliant and meets the individual needs of students
- Liaise with the SENDCo regarding any students identified as SEN Support and those requiring and EHCP

Quality Assurance

- Ensure the effective operation of quality control systems in adherence to those within the Academy/Trust/ DfE Guidance.
- Lead all aspects of quality assurance of the provision through data, lesson visits, student voice and staff voice.
- Ensure the Academy/Trust/ DfE quality procedures are implemented within the specific area.
- Ensure the specific area's quality procedures meet the requirements of self-assessment.
- Contribute to the Academy/Trust procedures for lesson observation.
- Monitor and evaluate the specific area in line with agreed Academy/Trust procedures including evaluation against national benchmark data and performance criteria.
- Seek/implement modification and improvement where required.
- Develop the effectiveness of teaching and learning styles within the Academy and develop common standards of practice in line with the Academy's TLE Model.
- Challenge underperformance within the specific area, whilst disseminating and promoting ideas of best practice.
- To have oversight and ensure that any external alternative provision is commissioned and quality assured, and all safeguarding processes are in place as per trust and DfE guidance.

Operational planning

- Following direction from the AHT/DHT, to lead the development of appropriate specification/syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies within the Alternative Curriculum Pathway.
- Develop, line manage and direct staff within the provision, delegating tasks where appropriate.
- Work with the AHT/DHT to formulate objectives and plans for the faculty which have coherence with the objectives and plans of the Academy/Trust.
- Ensure that health and safety, safeguarding and PREVENT policies and procedures are fully implemented within the faculty, and Trust policies more widely.

Staffing

- Work with and develop any staff who require improvement, implementing HR policies where appropriate.
- Undertake examination reviews with colleagues within the specific subject areas in the Autumn term prior to reviewing departmental examination performance with senior leaders.
- Undertake appraisals and examination reviews for the specific subject areas, taking effective action where evidence suggests underperformance at departmental or individual teacher level.
- Promote teamwork and to motivate staff to ensure effective working relations.

Management Information

- To make highly effective use of analysis and performance data.
- To identify and take appropriate action on issues arising from assessment data.

Teaching

- To consistently promote outstanding teaching and learning within the faculty, including your personal classes.
- Direct and lead staff in achieving outstanding levels of teaching and learning.

Other

- You will be committed to the safeguarding and wellbeing of children and young people.
- To observe at all times confidentiality appropriate to the post and to work within Trust guidelines of Data Protection.
- Perform other duties as assigned by your line manager.

All staff and senior post holders have a duty for safeguarding and promoting the welfare of young people. Staff must be aware of the Trust procedures for raising concerns about students' welfare and must report any concern to the designated officers without delay. Staff must also ensure that they attend the appropriate level of safeguarding training identified by the Trust as relevant to their role. The post holder's duties must at all times be carried out in compliance with the Trust's Equality and Diversity Policy, and the post holder must take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety Act.

All staff are expected to support the achievement of the Trust's vision and strategic objectives and to demonstrate its values through their behaviour.

Person Specification for Alternative Curriculum Pathway Lead (KS3/KS4)

There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> Proven experience teaching in a PRU, SEMH setting, or alternative provision Experience working with students with complex behavioural needs and SEMH Experience in curriculum adaptation and personalised learning 	<ul style="list-style-type: none"> Experience of leading curriculum development or whole-school initiatives Experience working with external agencies and multi-disciplinary teams
Education and Training	<ul style="list-style-type: none"> Qualified Teacher Status (QTS) 	<ul style="list-style-type: none"> Additional qualifications in SEMH, counselling, or therapeutic approaches
Special Skills and Knowledge	<ul style="list-style-type: none"> Strong understanding of the SEND Code of Practice and SEMH strategies Knowledge of trauma-informed and restorative approaches Ability to lead and manage a team effectively Skilled in behaviour management and de-escalation techniques Ability to assess, monitor, and track pupil progress using data Excellent communication and interpersonal skills Proficient in using ICT to support learning and record keeping 	<ul style="list-style-type: none"> Knowledge of PSHCE and vocational pathways
Personal Skills and Qualities	<ul style="list-style-type: none"> Resilient, empathetic, and solution-focused High expectations for all learners Commitment to inclusive education and safeguarding Ability to build trusting relationships with vulnerable learners Reflective practitioner with a commitment to ongoing professional development 	
Additional Factors		