
Candidate Information Pack

Contents

1. Advert
2. Letter from the Headteacher
- 3a. Job Description
- 3b. Person Specification
4. Vision, Ethos and Values
5. Our Sites
6. Our Approach
7. Our Curriculum
8. Outcomes
9. Home-School Agreement

1. Advert

Assistant Headteacher Leadership Scale L16-L20

Required for September 2026 or ASAP

'Leaders have created a school culture worthy of sharing with others. The school ethos ensures a relentless focus on excellent behaviour support, keeping pupils safe, and enabling pupils to achieve the best possible outcomes.'

(Ofsted June 2024)

London East Alternative Provision (LEAP) is a highly successful, high-achieving inner-city school delivering transformative education to children and young people from Primary through to Post-16. We educate more than 230 pupils across three sites and are proud to support some of the most vulnerable and hard-to-reach learners in our community.

We are seeking to appoint an outstanding Assistant Headteacher who is ambitious for young people, committed to inclusive practice and passionate about improving outcomes for disadvantaged pupils. This is an exciting opportunity for a talented, hardworking and inspirational leader to join our senior leadership team and play a key role in the next stage of LEAP's development.

The successful candidate will demonstrate a deep understanding of, and commitment to, the LEAP vision, ethos and values. They will bring the leadership, experience, integrity and compassion needed to help transform lives, support colleagues and ensure that every student is empowered to make informed choices and go on to lead a successful life.

A key aspect of this role will be leading our Key Stage 3 re-integration Centre and our Sixth Form Centre. We are looking to recruit an Assistant Headteacher who can provide strong strategic leadership for these areas, ensuring high-quality provision, excellent pastoral support and ambitious outcomes for students. The successful candidate will champion effective reintegration pathways for Key Stage 3 pupils and lead the continued development of our Sixth Form Centre so that young people are well prepared for their next steps in education, employment and adult life.

If you are passionate about inclusive education, believe in the potential of every child and young person, and want to make a genuine difference as part of a committed and values-driven leadership team, we would be delighted to hear from you.

Closing date : Friday 1st May 2026 at 9am

Interviews : Week beginning 11th May 2026

Please return your application form by no later than 9am on Friday 1st May 2026 to Kathryn Ryan, our School Business Manager at recruitment@londoneastap.org.uk

Should you wish to visit our school before deciding whether or not to apply, you will be most welcome. Visits also can be arranged by emailing Kathryn.

Ahead of applying, we also strongly encourage you to download the AHT Candidate Information Pack, available on both the TES and the school's websites.

London East Alternative Provision is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful candidate will be required to undergo safer recruitment checks, including an enhanced DBS disclosure and Barred List Checks. We are committed to equality of opportunity and to valuing diversity.

2. Letter from the Headteacher

Dear Candidate

Thank you for your interest in the role of Assistant Headteacher at our school. I have been Headteacher at LEAP since September 2020 - having previously been Deputy Headteacher here for 6 years – and I can say with complete confidence that this is a truly inspirational place to work. If you are interested in changing lives, this is the school for you.

If appointed, you will be one of three Assistant Headteachers, working with myself and two Deputy Headteachers. You will have full AHT responsibilities and access to quality professional development opportunities to progress your career to at least Deputy Headteacher level, should your career ambitions lie in that direction.

In addition to taking a full role in carrying out the generic responsibilities of an Assistant Headteacher, you will take on the responsibility of leading one or more of our provisions across the school.

The person appointed will work closely with the Deputy Head responsible for the day-to-day operational running of the relevant site but will also have a substantial role in relation to the either KS3, KS4 or KS5.

Our students come to us at various points during their secondary schooling – usually as a result of their previous school placement having broken down, whether through ill-health, behaviour issues or other difficulties – frequently feeling less than positive about themselves and their life chances.

Our job is to help get them back on track, either through a return to regular schooling or by their completing their schooling with us, emerging prepared and ready to make a positive contribution wherever they go next.

We aim to provide equality and equity for all students that we work with. We aim to be both a place of safety – a home-from-home for students - and an environment where students are empowered to learn effectively, make better life choices and enjoy success in the future.

If that challenge excites you as much as it continues to excite us, please apply.

We would love to hear from you.

Astrid Schon
Headteacher

3a. Job Description (Generic)

Job Description: Assistant Headteacher

Line Managed by: Deputy Headteacher

Line Managing: Key staff, as directed by the Headteacher

Job purpose: Support the Headteacher and Deputy Headteachers in securing the highest possible standards and best outcomes for all students at LEAP.

Generic responsibilities

Directly lead on one or more of the following strategic areas, as directed by the Headteacher and under the line management of one of the Deputy Headteachers:

- Inclusion
- Key Stage 3
- Key Stage 4
- Key Stage 5
- As required, take the role of Deputy Head of site at Harpley in support of the Deputy Headteacher responsible for the site.

Support the Headteacher and Deputy Headteachers in:

- Ensuring that staff are fully prepared to respond effectively to current and future educational demands.
- Securing effective delivery of LEAP's improvement plan and self-evaluation document.
- Securing effective day-to-day management of one or more of the LEAP main sites.
- Recruiting and retaining high calibre staff.
- Providing appropriate support and supervision of staff within the appraisal system.
- Ensuring all staff have high expectations of themselves and students.
- Maintaining high levels of morale and confidence.
- Ensuring all students have access to a curriculum and timetable that meets their individual needs.
- Ensuring that all students have access to equal opportunities in education and that inclusive practices are applied to all students within a remit of keeping children safe.
- Ensuring the highest levels of safeguarding and inclusion are maintained.

Undertake any other reasonable duties as directed by the Headteacher – as commensurate with the post - to support, develop and promote the work of LEAP in the light of new developments in education and/or demands upon the service to meet the changing needs of students, schools and the community.

3b. Person Specification

Adhere to the School's Equal Opportunities policies and ensure anti-discriminatory practice within the school.

Qualifications

- UK Qualified Teacher Status (or certified equivalent).
- Successful completion of a relevant leadership qualification.

Experience

- Extensive recent experience of successful working with students with diverse needs, in particular emotional and behavioural difficulties.
- Recent, relevant experience of successful leadership at senior middle leader level within a relevant organisation.
- Experience of delivering effective performance management and quality improvement and of reporting accountability against external quality frameworks.
- Experience of successfully using a range of data sources to plan, monitor and improve provision.
- Extensive successful experience in relation to the specific AHT post applied for.

Knowledge, Understanding and Commitment

Evidence of good knowledge and understanding of:

- Effective strategies to support students - who have had a disrupted educational history – with reengagement with learning.
- Current approaches to the effective management and development of students experiencing behavioural and emotional disorders.
- Recent relevant developments in both the wider school curriculum and the FE and work-based curricula to which learners may progress.
- Relevant inspection and performance frameworks.
- Relevant legal contexts and statutory guidance.
- The wider Children's Services offer and partnership strategies for delivery of the ECM outcomes.
- The educational, economic and social context of learning in Tower Hamlets and the challenges facing young people and families at greatest risk.
- Child protection and safeguarding procedures in the context of education and highly vulnerable learners.
- Evidence of unwavering commitment to:
 - LEAP vision, ethos and values.
 - Addressing equality gaps in educational access, experience or outcomes.

Skills and Qualities

- Ability to undertake challenging tasks under pressure and meet deadlines.
- to delegate and monitor tasks and to challenge, motivate and support others to perform effectively.
- Ability to integrate and use a range of data and information sources to evaluate and communicate performance outcomes and plan improvements.
- Ability to provide clear, positive and effective leadership.
- Ability to develop collaborative, productive and creative working relationships based on openness, trust and reliability and to build robust professional and community networks.
- Ability to work flexibly in order to use and develop a range of approaches, both in relation to working collaboratively as part of a team as well as working independently.
- Good organisational, communication and interpersonal skills.
- A positive attitude to work and life.

4. Vision, Ethos & Values

Our vision statement at London East Alternative Provision is ‘Securing Futures’.

Inclusion is at the heart of our vision, ethos and values. Our constant aims are to:

- Deliver equality and equity for all students that we work with
- Utilise our resources to enable students to make both academic and social & emotional progress.
- Be a place of safety for students
- Create an environment where students are able to learn effectively, in order to be empowered to be able to make better life choices and enjoy success in the future.

To achieve our vision, we prioritise:

- Accurately assessing current learning abilities.
- Identifying an individual learning pathway, for each student.
- Securing re-integration back into mainstream, wherever possible.
- Ensuring all students make expected or better progress in their chosen pathway across all subjects.
- Ensuring all students have access to post-16 education.
- Supporting our students’ social, moral, spiritual and cultural needs.

5. Our Sites

We operate across three sites. One of these, the Hospital School - based at the Royal London Hospital, Whitechapel - provides education solely to children who are hospitalised there for any significant period. The day-to-day running of this centre is managed largely in-house.

Of our other sites, the Tredegar Centre in Bow houses our Individual Tuition provision, our Primary provision and our Induction provision. Students attending for Individual Tuition will usually continue to attend the Tredegar Centre for the duration of their time with LEAP. Students attending for Induction will usually attend only for an initial first two weeks, following which they will transfer to our Harpley centre.

Our Harpley Centre at Stepney Green remains our largest centre, housing all of Post-16, all of Primary, all of our KS3, a significant majority of KS4 and our Short-Stay provision.

6. Our Approach

We offer a multitude of provisions for students who – for whatever reason - are struggling to function in a mainstream school setting.

For particularly vulnerable students - such as school refusers or those who are struggling with social interactions and anxiety-related issues - we offer small, inclusion group teaching that provides a therapeutic environment, coupled with specialist SEN teaching to further support any additional needs.

We also offer bespoke attendance strategies to re-engage students who have become disengaged from education.

We have also been particularly successful at engaging students with extreme anxiety, complex mental health issues, ASD or social care needs that have previously hindered them from both accessing education and from engaging with professional services.

For younger students, we prioritise strategies to support their reintegration back into mainstream schooling, via a bespoke curriculum, specialist behaviour support and assessments for students who are keen to give mainstream another try.

To maximise the likelihood of successful reintegration, we work cooperatively with mainstream schools.

We have an in-house, multi-disciplinary team, which includes specialists in:

- Speech, Language and Communication Needs
- Educational Psychology
- Music Therapy
- Counselling
- CAMHS Therapy
- Family Therapy
- Parental Engagement Team
- Social Care
- In-Depth Assessment of Learning and Behavioural Needs.

To support all students with their learning, we offer both 1:1 and small group literacy and numeracy interventions – and also specialist teaching to support students with a variety of behaviour and learning needs.

Being aware that our students often have not had access to opportunities that other students may have, we address this via partnership working with a variety of external agencies, including:

- Safe East
- Barts Health – NHS
- Headliners
- Kazzum
- Spotlight
- Think Forward- ICG links
- Work Experience - with NHS/Business links
- West Ham opportunities
- Equaliteach
- Enrichment: cultural trips/excursions to explore London and the society we live in

7. Our Curriculum

Post-16 (Harpley)

Our Post-16 provision offers students a long-term progression route into employment, work and training for students who would struggle in a mainstream environment and will benefit from some additional time to get ready for the world of work.

We have excellent work placement links with a number of providers with a real commitment to supporting our students, including:

- NHS
- West Ham United FC
- Think Forward
- Beyond Food
- Power 2

In addition to English, Maths and Citizenship, students have access to an extensive range of options, including Science, Art, Music, ICT, PE, Child Care, Food, Health & Social Care and Business – offering students the opportunity to gain qualifications by offering GCSEs, Functional Skills, BTECs etc.

KS4 (Harpley)

Our KS4 provision offers a similar mix of Core Skills (English, Maths, Citizenship, PSHE) and option courses, with the addition of a number of vocational courses such as construction, motorbike engineering, hospitality and catering and bike maintenance.

KS3 (Harpley)

Our KS3 is very much tailored to supporting reintegration to mainstream of as many students as possible, so follows as closely as possible a standard mainstream curriculum.

Creativity and Expression (Harpley and Tredegar)

Creative and expressive activities feature very prominently across our curriculum offer to all age groups. Our students generally welcome any opportunity to engage in creative or expressive activities, whether Art, Music, Cooking, PE or Sports.

Individual Tuition and Primary (Tredegar)

A significant number of our students are referred to us for individual tuition. These are students who, for whatever reason, need to be taught either individually or in very small groups.

Individual Tuition is run by a highly-experienced team, who carefully match tutors to students.

As with our KS3 provisions, or Primary provision is tailored to support reintegration to mainstream of as many students as possible.

Induction (Tredegar)

All students referred to LEAP for any period of more than a few days begin their time with us by attending one week of induction – allowing them time to adjust to their new situation and be signposted to the right provision and curriculum pathway.

Short-Stay (Harpley)

Students on Day 6 fixed-term exclusion are referred to our short stay provision. Students on short stay receive appropriate supervision and support from our dedicated staff team, whilst completing work set by their schools.

8. Outcomes

Whilst the outcomes we strive to achieve with our students are about so much more than exam results, we nevertheless remain very proud of our academic outcomes.

In 2022, we entered 97% of eligible students for both English and Maths GCSEs as well as Functional Skills exams. Nationally, the figure for students in Alternative Provision was 46%. Of our students entered, 85% gained at least one qualification either in English or Maths or both.

On average, 61% of our students make at least one whole GCSE grade of progress from their baseline in induction, while 80% of students make at least one grade progress in English. Many make several grades of progress while they're with us through tailored and adapted teaching, as well as the therapeutic support they receive to enable them to focus better on their education.

On average, our students - most of whom come to us with below age-appropriate reading skills - increase their reading age by 2 years from entry to exit during their time at LEAP. Our students also make significant progress when it comes to their attitudes to school and self, as well as the difficulties they experience outside of school. By the time they leave us, our students generally are better able to manage their emotions better, feel less isolated and better equipped to return to a mainstream environment - be that education, employment or training.

In addition, our NEET figures at 8% are significantly lower than the national AP average of 49%, demonstrating that our support for students has considerable impact on their ability to maintain education, employment or training placements once they leave LEAP.

9. Home-School Agreement

SAFETY

- Students have the responsibility to try to behave in a respectful and non-violent way
- Staff have the responsibility to support and manage students' needs to keep them as emotionally and physically safe as possible

RESPECT

- Students have the responsibility to treat all staff and other young people with respect
- Staff have the responsibility to respect other staff and young people
- Students and staff have the responsibility to respect personal space and boundaries

KINDNESS AND COMPASSION

- Students have the responsibility to welcome and include all students into the centre
- Staff have the responsibility to support students who are having difficulties
- Staff have the responsibility to listen to and care for all students

COOPERATION

- Students have the responsibility to listen and follow instructions given to them by school staff
- Students have the responsibility to try their best in their learning
- Staff have the responsibility to give students the opportunity to show their talents and work to their strengths
- Staff have the responsibility to recognise positive student choices and individual progress

At LEAP, staff :

- Seize every opportunity to be friendly and positive towards to students
- Avoid any action or behaviour which might seem to discriminate against an individual student or group of students on any grounds
- Avoid making personal remarks which could be regarded as patronising, disparaging or offensive
- Show respect for students' opinions and views
- Show respect for students by alerting them directly to any unacceptable behaviour on their part and giving clear instructions regarded what is required from them
- Maintain a calm and non-confrontational manner with the students.

At LEAP, staff do not :

- Raise their voice
- Shout at students no matter what the circumstances, other than if there is an urgent need to alert students to imminent danger
- Raise matters in public with students which could be more constructively discussed in private
- Swear in earshot of students or use other inappropriate language
- Crowd students or stand physically close to them or lay hands on them without very good reason
- Force students into a corner



**“At LEAP,
Inclusion is
at the heart
of everything
we do.”**

For more information and additional services we offer,
please visit our website:
www.londoneastap.org.uk

Please book a visit to see our modern facilities and meet our
specialist teaching and behaviour support team by contacting
recruitment@londoneastap.org.uk