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1 Letter from the Headteacher

Dear Candidate

Thank you for your interest in joining our brilliant school team here at LEAP. 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.

These is a particularly exciting time to be joining our team - as we significantly increase our cohort and open our new satellite centre in the heart of the Isle of Dogs, we are expanding our already very high-functioning team of teachers and support staff.

We currently envisage that there will be employment opportunities for teachers at both our Stepney Green provision and at our new provision on the Isle of Dogs – in the following subject areas:

- English
- Maths
- Citizenship
- PSHCE
- Art
- Music
- PE
- Health & Social Care/Child Care

For full generic job description and person specification, see Section 2 following.

The persons taking up these new job opportunities will need to feel an absolute commitment to working with young people for whom – for whatever reason – conventional schooling simply does not work.

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

2 Job Description/Person Specification

Job Role:	Subject Teacher
Line managed by:	Subject Leader
Line managing:	N/A

Job purpose : Support line manager in securing the delivery of outstanding teaching and learning within the specific subject, ensuring excellent outcomes for all students.

Main responsibilities

- Deliver high standards of teaching and learning to all students in all classes taught.
- Monitor student progress, assessing achievement in accordance with agreed LEAP policy & procedure.
- Report on progress to parents/carers, in line with agreed LEAP policy & procedure.
- Meticulously record student attendance, as per agreed LEAP policy and procedure.
- Prepare students for internal examination and/or internal assessment as required.
- Monitor and appropriately supervise the work of any trainees or ECTs or assigned support staff.
- Manage student behaviour, in line with agreed LEAP policy and procedure.
- Contribute as appropriate to the wider life of the LEAP provision.
- Attend and participate actively in meetings as required, including parents'/carers' evenings and CPD.
- Keep fully up-to-date with local and national developments relevant to the subject(s) taught.
- Keep up to date with and familiarise self with the syllabus taught in the subject area(s).
- Participate as appropriate in the school's agreed Performance Management Programme.
- Demonstrate a commitment to own continuing professional development.
- Maintain awareness of and comply with all relevant policies and procedures – particularly any relating to Confidentiality, Safeguarding, H&S or Equal Opportunities.
- Undertake any additional duties or responsibilities, commensurate with the scope and grade of the post, as reasonably directed by the Head teacher.

Person Specification

Qualifications

1. Good honours degree in a relevant subject.
2. Record of appropriate Continuing Professional Development.

Experience

3. Proven experience of sustained good performance as a classroom teacher.
4. Proven experience of management of successful strategies to address under-achievement.
5. Proven experience of on-going commitment to own Continuing Professional Development.
6. Proven experience of successful team working.

Knowledge and Understanding

7. Understanding of and commitment to the London East Alternative Provision vision and the challenges and opportunities facing the organisation.
8. Understanding of the needs of students on roll at the London East Alternative Provision.
9. Understanding of curriculum and the key elements of good Teaching and Learning.
10. Understanding of inclusion and effective strategies for meeting individual student need.
11. Understanding of the importance of good operational systems.
12. Understanding of the need for & commitment to across the whole staff team of :
 - Flexible working
 - Excellent attendance and punctuality

Skills and Qualities

13. Technical competence in all areas relevant to the post.
14. Good command of standard software packages commonly used in school administration.
15. Good organisational, communication and interpersonal skills.
16. A positive attitude to work and life.
17. Committed to own continuing professional development and to supporting the continuing professional development of others.

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

From September 2023, we will be operating across four 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 three sites, the Tredegar Centre in Bow houses our Individual Tuition 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 either our Harpley or South Quay centres.

Our South Quay Centre on the Isle of Dogs will begin providing education to students of KS4 age from September 2023, thereafter gradually expanding to cater for the full age range, other than post-16.

Our Harpley Centre in 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 and LEAP Riverside)

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 and Primary (Harpley)

Our KS3 and Primary provisions are both 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, LEAP Riverside, 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 (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.

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