

Post title

Deputy Lead for Re-Engagement Pathway
Provision (Alternative Provision)

Salary and grade:

Grade 5 (Pay point 15-22)
Actual salary - £25,727 - £28,877

**Line manager/s:**

Lead Re-Engagement Pathway

Main purpose of the job:

Our Re-Engagement Pathway (REP) is designed for students who require an intensified level of nurture, structure, regulation, and support to successfully access education. It is not a permanent destination, or a reduced curriculum- *'an alternative provision not an inferior provision'*. Instead, it provides a carefully structures pathway through which students can rebuild their relationship with education, develop confidence, and independence and – wherever appropriate- successful reintegrate into Endeavour's wider curriculum pathways.

The provision combines English, Maths, and wider academic learning with Professional Development, SEMH support, vocational learning, independent life skills, physical activity, careers, and work-related training for the preparation for adulthood.

We are seeking an exceptional Deputy Lead for our Re-Engagement Pathway (REP) to work alongside our REP Leads in developing a high-quality provision for some of our most vulnerable learners. This is more than a pastoral support role.

The successful candidate will help ensure that students experience a safe, predictable, and relational environment alongside an ambitious and purposeful curriculum. They will support colleagues to understand the barriers behind behaviour whilst maintaining high expectations for learning, participation, and progress.

A central part of the role will be helping students move forward. Success within REP is not simply about students being settled within the provision; it is about developing their regulation, engagement, independence, confidence, and readiness for future learning.

Key duties and responsibilities

Responsible for:

- Support the REP Leads in strategic and operational leadership of the REP.
- Help secure consistent, high-quality implementation of the REP curriculum across phases.
- Lead and model excellent relationship-focused practice, creating an environment characterized by safety, predictability, trust and high expectations.
- Support students to develop emotional regulation, communication, resilience, independence, and positive learning behaviours.
- Deliver and coordinate engaging learning across elements of the REP curriculum, including academic, personal development, vocational, and independent living experiences.
- Ensure that learning is ambitious but accessible, using adaptive teaching, modelling, scaffolding, and frequent checks for understanding rather than reduction of expectations.
- Work with colleagues to identify students' individual barriers, strengths, interests, and needs, and use these to inform appropriate support and curriculum provision.

- Monitor students' engagement, attendance, learning behaviours, regulation, and curriculum progress and contribute to appropriate intervention and target setting.
- Support the development of students' literacy and numeracy, recognising these as essential foundations for successful reintegration and future learning.
- Coordinate meaningful vocational, practical, life-skills and work-related learning opportunities that help students understand the relevance and purpose of education.
- Work closely with subject teachers and curriculum leaders to increase students' access to the wider curriculum as they become ready.
- Plan and support carefully graduated reintegration, ensuring that students are prepared for successful and sustainable transitions rather than being moved prematurely.
- Build strong relationships with families, colleagues, and external professionals to ensure a coherent approach around each young person.
- Support and develop colleagues working with REP, modelling effective practice and contributing to a culture of shared responsibility for student outcomes.
- Maintain the highest standards of safeguarding, health and safety, and professional practice.

Additional duties:

As appropriate, the post holder's duties must be carried out in compliance with the following:

- Equal Opportunities Policy and Strategy;
- Information and Data Security Policies;
- ESFA's Financial Regulations as set out in the Academy Handbook;
- Health and Safety at Work Act (1974) (and subsequent health and safety legislation);
- Data Protection Act 2018;
- Information Records Management Toolkit for Schools.

These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the post holder may be required to undertake other reasonably determined duties and responsibilities, commensurate with the grading of the post, without changing the general character of the post.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus MAT is committed to safeguarding and promoting the welfare of children and young people. The highest priority must be given to following the guidance and approaches to safeguard children and follow all safeguarding procedures outlined by the MAT and member schools.

Person Specification

		Essential	Desirable
Qualifications & Skills	Is confident supporting and delivering learning, including literacy, numeracy, personal development and practical/vocational activities.	✓	
	Can recognize when a student is ready for greater independence and wider curriculum access.	✓	
	Experience within SEND, SEMH, alternative provision or specialist education.		✓
	Relevant qualifications in education, youth work, SEND, behaviour, therapeutic practice, or vocational education.		✓
Knowledge & Experience	Has experience of successfully working with children or young people with SEMH and/or additional needs.	✓	
	Has a strong understanding of emotional regulation and can confidently support young people through dysregulations, challenge, and repair.	✓	
	Understands the importance of adaptive teaching and can break learning into manageable steps without unnecessarily reducing challenge.	✓	
	Is able to lead, support, and positively influence other members of staff.	✓	
	Experience of supporting successful reintegration or transitions between educational provisions.		✓
	Experience of vocational, outdoor, therapeutic, or practical learning.		✓
	Experience of careers, employability, independent living, or work-related learning.		✓
Personal Effectiveness	Can build exceptionally strong relationships with young people while maintaining appropriate professional boundaries and expectations.	✓	

		Essential	Desirable
	Is organised and able to contribute effectively to assessment, target-setting, record keeping, and monitoring students' progress.	✓	
	Is calm, resilient, reflective, and solution-focused when working within a complex and sometimes challenging environment.	✓	
Thinking Ability & Mental Demands	Is passionate about re-engagement through education, rather than seeing alternative provision simply as somewhere for students to be managed.	✓	
Interpersonal Relationships & Communication Skills	Understands that behaviour is communication whilst also recognizing the importance of clear boundaries, routines, and high expectations.	✓	
	Communicate effectively with students, families, colleagues, and external professionals.	✓	
General	Believes that students with additional needs are entitled to an ambitious, broad, and meaningful curriculum.	✓	
	Is committed to safeguarding and promoting the welfare of children and young people.	✓	
	Full UK Driving License.		✓