

Briefing Pack for Applicants Alternative Provision Manager



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Alternative Provision Manager

Location: Handsworth Grange Community Sports College

Pay scale: Grade 7 points 27-31 £39,481- £43,149

Contract: Fulltime Permanent

Start date: As soon as possible

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

Handsworth Grange Community Sports College is a popular 11-16 comprehensive school located in the Southeast of Sheffield. We are above average nationally for pupil progress. We have been nationally recognised for our work with Pupil Premium. We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We are the founding school within the Minerva Multi Academy Trust. We strongly believe in work life balance, and we work with our staff to actively promote and improve wellbeing.

We are seeking to appoint an Alternative Provision Manager to join our outstanding Pastoral Support at Handsworth Grange Community Sports College.

Candidates are encouraged to have an informal discussion about the role with S Ruczenczyn Assistant Headteacher sruczenczyn@handsworth-mlt.co.uk

The closing date is Monday 2 November at 09:00am. Interviews will take place w/c 9 November 2026.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

The application form and information pack is available on the Trust website [All Vacancies - Minerva Learning Trust](#). **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.** Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each school. We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Applicant,

Thank you for your interest in this role at our school. Handsworth Grange Community Sports College is a popular 11-16 comprehensive school located in the South East of Sheffield. Our mission is to provide an exceptional education for every student, every day.

To achieve our mission, we will:

- Provide a broad and balanced curriculum that challenges everyone.
- Provide care and support to break down barriers to learning.
- Improve our students' vocabulary, comprehension and reading skills.
- Demand high levels of progress and achievement from all students.

Here at Handsworth Grange, we understand the power of education to transform lives, communities, and society. In everything we do we aspire to achieve individual and collective excellence through nurturing every student's unique potential to make sure when they leave and enter the outside world, they are ready to succeed and make an invaluable contribution to the wider society.

We are fully inclusive and have a strong family ethos. Our student population is diverse, and we celebrate our beliefs and cultures which creates a rich, vibrant atmosphere. We have high expectations of everyone, staff, and students alike, and work hard to develop positive relationships to create a firm sense of togetherness. In doing so we promote the following values: Together we:

- Be Brave
- Be Kind
- Be Present

We are currently on a rapid improvement journey and are working collaboratively across the school and the wider Trust to make Handsworth Grange the number one school in Sheffield and the school of choice for both students and staff. We are passionate about our school and the progress of all our students, if you have the drive and determination to make a difference, this is the school to make that happen.

We founded the Minerva Learning Trust; as a result, we work collaboratively and share best practice with other schools in the Trust and local area. As part of that role we work collaboratively and share best practice with other schools in the Trust.

Our students are approachable and friendly. Please come and see for yourself; we welcome visitors to the school.

If you believe you have the necessary skills and experience to join our organisation and help us achieve our mission, then we look forward to receiving your application

Suzy Mattock
Headteacher

Handsworth Grange Community Sports College's Cultural Fit

Working in a school where you are not aligned with the culture and ethos can be a challenging and often miserable experience. So.... we both need to have alignment if you come to work here!

- We live by the values of caring for each other, laughing with each other, learning from each other and celebrating with each other.
- We believe that the needs of children come first.
- We believe that every child has ability, character and potential to improve.
- We believe that we all have a professional obligation to improve so that we can provide the best educational experience possible for our children.
- We believe that every child deserves a hero and that for some of our students "if we won't, who will?"
- We believe in a culture of the possible, where we can all make progress beyond what anyone could have imagined.
- We believe that hard work and positive relationship are the key to success for staff and students.
- We believe in growing our own staff through quality support and CPD.
- We believe that truly great teaching is that which improves students' progress.
- We believe an evidence informed approach to teaching and learning helps us identify what works best in the classroom.
- We believe that feedback should be timely and respond to the needs of individual students.
- We believe that good literacy and numeracy skills are essential to students making progress and that we have a duty to teach these skills as part of our curriculum.
- We acknowledge that we all make mistakes and learn from them to make us better.
- We are dedicated to preparing our children to thrive in the next stage of their education.

Suzy Mattock
Headteacher

Section 4: About Handsworth Grange Community Sports College

OUR MISSION, VISION, VALUES



HANDSWORTH GRANGE
COMMUNITY SPORTS COLLEGE

Our Mission:

Exceptional education for every student, every day

Our Vision:

Our vision is focussed on learner outcomes, with an exceptional education we trust that every student will:

- have the resilience, independence, determination and tools required to tackle obstacles.
- acknowledge and celebrate their successes and the successes of others.
- have high expectations of themselves and endeavour to meet these every day.

Be "Successful"

- behave in a sensible and considerate manner.
- move round school in a calm and safe way, ensuring everyone feels comfortable in school.
- show respect to each other and feel valued and protected in school.

Be "Safe"

- communicate with one another showing tolerance and understanding to the views of others.
- talk and engage with others in a kind and thoughtful way.
- celebrate other cultures and traditions.

Be "Sociable"

Our Values:

Our values underpin all the work that we do and the decisions that we make:

Be "Brave"

Be "Kind"

Be "Present"

We believe in:

demanding high levels of progress and achievement from all students

care and support to break down the barriers to learning

improving our students' vocabulary comprehension and reading skills

a broad and balanced curriculum that challenges everyone

ABOUT US

Handsworth Grange Community Sports College is a popular 11-16 comprehensive school located in the Southeast of Sheffield. We are above average nationally for pupil progress. We have been nationally recognised for our work with Pupil Premium. We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We are the founding school within the Minerva Multi Academy Trust. We strongly believe in work life balance, and we work with our staff to actively promote and improve wellbeing.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: Thank you for your interest in this role at our school.

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Alternative Provision Manager
GRADE/SALARY	Grade 7
HOURS/WEEKS	37 hours 39 weeks
LOCATION	Handsworth Grange Community Sports College
RESPONSIBLE TO	Assistant Headteacher for Behaviour
RESPONSIBLE FOR	HLTA/Learning Mentor
PURPOSE OF THE JOB	• To manage and oversee the Alternative Provision onsite, in its day-to-day operation, ensuring the provision is effective, appropriate and meets the needs of all students who access it. • Ensure the Alternative Provision at Handsworth supports the schools' behaviour policy. • Work alongside the Pastoral team to increase student engagement and reduce absence and exclusion rates, for some of our most challenging students. • To raise attainment for those students most at risk of underachievement, through the delivery of bespoke learning and enrichment programmes for these students, and reduce the number of students with limited qualifications who are vulnerable to becoming NEET. • To lead intervention sessions and mentor of students. • To lead the management and development of staff.
RELEVANT QUALIFICATIONS	• Level 2 English and Maths • Level 4 qualification in a relevant field

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

- To ensure the three areas of Alternative Provision at Handsworth is staffed, resourced for learning and operational on a daily basis.
- Line management of the support staff (AP HLTA/Learning Mentor) that work across the different areas of Alternative Provision.
 - a. Lead morning briefings to the team, outlining the staffing plan for the day, including any key focuses that are required from staff members within the different areas of provision and any other relevant items on the agenda for the day.
 - b. Direct the HLTA/Learning Mentor in their planning and delivery across each area of the provision to ensure successful outcomes are met for students from the interventions they carry out.
 - c. Lead half termly team meetings with the HLTA/Learning Mentor, providing feedback on the delivery from staff across the provision and agreeing on objectives going forward.
 - d. Respond to any staffing matters that arise day to day within the team.
- Ensure the AP supports the schools behaviour policy.
 - a. Support delivery of a Bespoke behaviour policy within the AP.
 - b. Hold regular reviews of the Bespoke behaviour and rewards system with the AP, gaining feedback from teaching and support staff who deliver within the areas, and implement any changes where required.
 - c. Ensure sanctions for poor behaviour within the areas of provision are agreed with year teams and communicated with parents.
 - d. Attend Re-admittance meetings for any students accessing the areas of AP, drawing up agreements with parents regarding action plans going forward.
- To write and update documentation in collaboration with the DHT for Inclusion and AHT for Behaviour which supports the smooth operation and routines of AP in school i.e. Alternative Provision Handbook and support where appropriate on behaviour and safeguarding policies.
- To lead a programme of interventions that support students engagement.
- Develop and maintain accurate records ensuring all children who access the different areas of provision have a clear and documented entry and exit pathway (where required).
- Monitor and track progress of all students accessing the different areas of provision, ensuring targets are set each half term and reviewed.
- Ensuring excellent communication and ongoing liaison with all staff (both teaching and support staff) that deliver in the different areas, to ensure the Alternative Provision runs effectively and students are making progress.
 - a. Meet with Curriculum leaders to support with curriculum planning across the different areas of provision, to ensure it meets the needs of the students placed in there.
 - b. In collaboration with the DHT and AHT to lead on sessions with teaching staff placed within the areas of AP, to offer guidance on inclusive and flexible approaches to

teaching within an AP model, in order to get the most successful outcomes for some of the most disengaged students within the school.

- Facilitating home/carer- school links, including daily/weekly phone calls, meetings and home visits, where agreed, to ensure barriers to learning are broken down and the behaviour is management of behaviour is effective.
- Promote high expectations of students and their emotional, social and behavioural well-being, based on clearly expressed and understood expectations of the students with the use of agreements and contracts as appropriate.
- To work collaboratively with the Inclusion and Safeguarding teams to ensure all student behaviour within the Alternative Provision is dealt with effectively and that students at risk are identified and any safeguarding concerns are raised and documented.
- To attend the Inclusion and RAP meetings to present feedback on student engagement and offer advice and guidance where needed for any new referrals being considered for Alternative Provision, where barriers to learning need removing.
- To communicate and collaborate with all stakeholders to reduce/eliminate fixed term exclusions, for students accessing the AP, and offer bespoke programmes to reduce the school's Permanent Exclusion figure.
- Ensuring appropriate, relevant, curriculum work is provided/delivered to students who access the different areas of AP.
 - a. Liaise regularly with CL's and AHT for Curriculum regarding course entries across each of the different areas, where decisions need to be made for the group or individual students around entries, to maximise opportunity for achievement and a positive level of engagement with learning.
 - b. Liaise with AHT and complete any paperwork where courses changes and withdrawals are required.
 - c. Ensure all students within the areas of AP are fully informed about curriculum changes and progress they are making against agreed targets each half term.
- Write and provide half termly reports across for all areas of Alternative provision to DHT for Inclusion.
- Write and provide an end of year report, for the different areas of AP, showing impact for key performance indicators, to DHT for Inclusion.

To support the DHT for Inclusion to quality assure all aspects of Alternative Provision.

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

The AP

- To manage and ensure that the timetabling is accurate on a daily basis and deal with any staff absence when it arises (both teaching and support staff), making temporary adjustments to the timetable where needed.
- Ensure that all staff working within the AP implement and uphold the Bespoke Behaviour and Rewards system for the AP, including: Individual target sheets each week, weekly reward prizes and arranging an end of half term reward trip.

- To oversee and ensure that the curriculum meets the needs of the students within the provision, through student voice and regular staff feedback.
- To oversee the planning and delivery of the D of E programme within the AP as part of the enrichment offer, and co-ordinate any external visits (including completion of all risk assessments) that take place as part of the programme.
- Provide individual and group support for students to develop self confidence and self-esteem and promote positive attitudes to learning.
- Mediating between students and staff where relationships have broken down.
- Providing moral guidance, acting as a role model and mentor.
- To monitor the attendance of students accessing the AP and provide immediate response in the event of any absence, such as phone call home, liaison with pastoral team or MAST worker involved.
- Make and manage the team, to carry out weekly phone calls (or daily if needed) to update parents on the progress their child has made and any areas of concern.
- To be on call for the AP throughout the day, where behaviour incidents have escalated and intervention is required to resolve a situation (removal of students where required).
- To arrange and attend parental meetings alongside the DHT for Inclusion for any new referrals to the AP, to ensure that the AP Behaviour Contract is discussed and signed by all stakeholders.
- To write a half termly report to ensure that the impact of the AP is documented, measuring progress against key performance indicators for each student. In addition to completing live case studies for a select number of students.
- To investigate opportunities and source external support to deliver programmes to students who access AP so that their wider personal development is enriched.
- To ensure that the AP audit is completed and up to date each half term, containing: subject overviews, subject specific targets and personal targets for each student.
- To arrange termly progress days, alongside the DHT for Inclusion with parents to update on student progress.

The Curriculum Plus Provision

- To create, review and update a timetable for the AP, taking into account Core teaching staff capacity.
- Overseeing the timetable on a daily basis and deal with any staff absence when it arises (both teaching and support staff), making temporary adjustments to the timetable where needed.
- To meet with CL's in Core departments re the requirements for curriculum delivery within this area of AP, to ensure the needs of the students are being met.
- To manage and co-ordinate the delivery of provision of the AP.
- To ensure effective student and parental feedback takes places against agreed targets each half term (or more often if required).
- Liaise with the Data team and AHT for Curriculum to ensure that all grading is inputting for each DC for these students accessing the AP, across all subjects, and to complete any withdrawal forms where necessary for these students, based on decision's reached in the RAP meetings.

- To plan (within the AP) for any examinations, and make arrangements for: daily parental contact where required, any pickups for exams where required and staffing for the rooms required.
- To ensure that all of the year 11's on timetable within the AP are provided with support during registration time for Sheffield Progress and one hour each afternoon is assigned to 'Careers focus time', where activities are planned by the HLTA's/Learning Mentor's delivering the session
- To manage and coordinate a meeting with the schools link for CYT to discuss the RONI referrals that will be made at the start of each school year, and co-ordinate across the year 11 pastoral team the completion of these referrals taking place.
- To complete any CYT referrals for any students accessing the AP.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.
- To ensure all the areas of AP are appropriately resourced and act as the Budget holder for the AP fund available (for stationary, IT equipment, rewards, trips etc).
- To complete all planning and risk assessments for any trips or site visits completed by the students accessing the AP as part of enrichment.
- To attend the Inclusion Year team meetings and RAP meetings to deliver feedback on the progress being made by any students accessing the provision and discuss any new potential referrals.
- Working alongside the AHT for SEND department to complete MyPlans and BIP's for any students accessing the areas of AP and attend any review meetings where applicable.
- Undertake home visits in partnership with pastoral team members for students accessing the AP where absence has become a concern and working closely with families and others to achieve regular attendance for these students.
- To attend TAF meetings (and at times CIN meetings/LAC reviews) for students that access the AP (where appropriate), to deliver feedback on student progress and any concerns that need raising around engagement.
- To complete the continuous professional development reviews with all of the HLTA's/Learning Mentor's ensuring all documentation is completed throughout the year and professional development opportunities are sought.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification

	Minerva Learning Trust Person Specification	
Post title: Alternative Provision Manager		
Minimum Essential Requirements	Method of Assessment	
QUALIFICATIONS AND TRAINING		
Minimum GCSE or equivalent level 2 in English and Maths	AF	
Level 4 qualification in a relevant field	AF	
Evidence of appropriate and recent professional development related to the nature of the post	AF	
Evidence of recent and continuous professional development	AF	
KNOWLEDGE, SKILLS AND EXPERIENCE		
Knowledge of statutory and regulatory safeguarding requirements including Keeping Children Safe in Education and Working Together	AF/I	
Understanding of the current Ofsted requirements for educational provision in school	AF/I	
Knowledge of update to date legislation and practice in supporting inclusion for disaffected students	AF/I	
Experience of supervising or managing a team of staff including monitoring and evaluation of performance	AF/I	
Recent experience of working with vulnerable and disaffected children within a school setting or similar	AF/I	
Experience of planning, preparation and assessment to support students in an educational setting	AF/I	
Awareness of Data Protection and confidentiality issues	AF/I	
Excellent word processing skills (Microsoft Word)	AF/I	
Knowledge and experience in the use of ICT systems (Microsoft Office)	AF/I/AA	
SKILLS		
Excellent verbal and written communication and presentation skills.	AF/I/AA	
Skills in the use of ICT systems to produce emails, letters, and reports as necessary	AF/I/AA	
Strong organisation and planning skills with attention to detail	AF/I/AA	
Excellent interpersonal skills – able to deal confidently and effectively with a wide range of people at all levels.	AF/I	
Ability to manage and direct staff to deliver the requirements of their roles	AF/I	
Ability to produce high quality, accurate, documentation including correspondence, reports and management information	AF/I/AA	
Ability to multi-task and manage changing priorities	AF/I/AA	

Ability to stay calm under pressure and manage difficult situations	AF/I
Ability to work effectively in a wide range of partnerships to deliver school improvement	AF/I
Ability to develop an understanding of the wider curriculum beyond school and create opportunities for students and the community	AF/I
Demonstrate a positive team approach to work.	AF/I
Ability to work on own initiative.	AF/I
To have a willingness to participate in the whole school approach to mentoring students and play an active role as directed by line manager.	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I/R
A commitment to safeguarding students.	AF/R
Suitability to work with children.	AF/R
A commitment to equal opportunities.	AF/R
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/R

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand, please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA akeeton@handsworth-mlt.co.uk

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to akeeton@handsworth-mlt.co.uk by the closing date.

Section 8: Visitors to Handsworth Grange Community Sports College

Satnav Address:

Handsworth Grange Community Sports College
Handsworth Grange Rd
Sheffield
S13 9HJ

Bus Routes to Handsworth

52 & 52A
30
95A

Approaching from the M1

By car (via M1)

At junction 31, take the A57 exit to Sheffield (SE)/Rotherham (S)
Follow A57 and B6200 to Sheffield
At the roundabout, take the 1st exit onto A57
At the roundabout, take the 2nd exit and stay on A57
At the roundabout, take the 2nd exit onto B6200
At the roundabout, take the 1st exit onto Sheffield Rd/B6200
Continue to follow B6200
Turn left onto Beaver Hill Rd/B6066
Turn right onto Handsworth Grange Rd
436 ft
Turn left
Destination will be on the left

Approaching from Sheffield Parkway

By Car

Take Rotherham Gateway/Sheffield Pkwy/A630, B6533 and B6066 to Handsworth Grange Rd in Sheffield
Head north on Rotherham Gateway/Sheffield Pkwy/A630
Take the B6533 exit towards Catcliffe/Advanced Manufacturing Pk/Sheffield/Business Pk
At the roundabout, take the 3rd exit onto Europa Link/B6533
At the roundabout, take the 1st exit onto Poplar Way/B6533
At the roundabout, take the 3rd exit onto Highfield Spring/B6066
At the roundabout, take the 1st exit and stay on Highfield Spring/B6066