



Alternative Provision Manager

Closing Date: 9am Monday 14 October 2024

Interview Date: Week commencing Monday 21 October

Responsible to:	Deputy Headteacher and SENDCO
Responsible for:	Coordinate the SEMH provision
Salary:	Band H, Actual Salary £30,798 - £33,240 (FTE salary £34,314 - £37,035) depending on experience.
Working hours:	37 hours per week, permanent, term time at 192 days plus 3 additional training days (195 days in total)

Winterhill school is a forward thinking, multi-cultural school committed to an inclusive education where 'everyone succeeds'. The school has fantastic facilities, a dedicated staff team with a family ethos and strong support from the community it serves.

We are part of Inspire Learning Trust, a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School and Thomas Rotherham College.

We are looking to appoint a well-qualified candidate to join our enthusiastic, supportive team as an Alternative Provision Manager.

- You will be working under the direction of the Deputy Headteacher and SENDCO to manage the school's alternative provision, working with individuals and groups, in and out of the classroom.
- The successful candidate will support students with a range of difficulties to enable them to experience the broad and balanced curriculum.
- Provide stable leadership and coordinate the provision
- Support students with SEMH difficulties and provide intervention programmes.

- Support the Teaching and Learning within the specialist provision for students with SEMH needs.
- In particular, the successful candidate will be required to work with students who require emotional support and nurturing to empower them to access the curriculum.
- The successful candidate would also deliver bespoke pastoral support for students to overcome barriers, which may include social, emotional and mental health needs.

We offer a positive working environment, we care about our learners, and we care about our staff. The successful candidate will have the opportunity to be part of this, contributing to this culture and developing it further.

Applicants are required to apply via our online application form which is available on our website: <https://www.inspiretrust.uk/vacancies/>

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities



employer, and we undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre interview. Employees will be subject to a comprehensive vetting process including references from current and

previous employers, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website: <https://www.inspiretrust.uk/page-template/statutory-documents/>



Why work for us?



Employee Assistance Programme

24/7 confidential help covering counselling and practical and emotional help.



Support Staff Holiday Entitlement

Generous annual entitlement for all our professional support staff.



Accredited living wage

We are committed to ensuring staff rates of pay exceed the national minimum wage.



Student Admissions at OHS

Priority placing for children of staff, subject to length of service.



Specsavers Eye care voucher scheme

Obtain a free eye test and discounts on glasses



Flu jabs

Flu jab vouchers available on an annual basis.



Cycle to work Scheme

Salary sacrifice scheme on a brand new bike with Cyclescheme.co.uk



Free Parking

Free car parking at all sites.



Employee Referral Scheme

You could earn £500 for recommending an appointed friend or family member



Evening Language Classes

Access to modern foreign languages classes at a 25% discounted rate.



Onboarding for new starters

Bespoke onboarding process for all new starters, including an additional day's pay.



Pension contributions

Access Teachers and Local Gov pension schemes, contributions between 16% and 24%.



Gym and exercise classes

Gym membership and exercise classes at only £10 per academic year.



Urban Yoga

Access free yoga classes at Oakwood High School.



Sports Facility Hire

Reduced rates on our sports facilities and pitch hire.



Westfield Health Scheme

A salary sacrifice scheme that gives quality health cover.



Job Description and Person Specification

Main Purpose of Job

To work under the guidance of the Deputy Headteacher and SENDCO, to manage the school's alternative provision, working with individuals/groups, in and out of the classroom.. In particular candidates will be required to work with students who need support and nurture to empower them to access the curriculum.

**Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community.
We build upon our strengths – together!**

For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1. Main Duties and Responsibilities	A	L	O
1.1 To coordinate and manage the efficient deployment of resources and staff monitoring their effectiveness, whilst ensuring students receive the appropriate support to enable them to access the curriculum.		✓	✓
1.2 Facilitate and encourage a learning experience which provides students with the opportunity to realise their full potential and secure good progress and attainment.		✓	✓
1.3 To work as part of a team to support colleagues and contribute to the vision and ethos of the school.		✓	✓
1.4 To support students with SEMH needs by providing bespoke support and provide them with coping strategies to implement in lessons.		✓	✓
1.5 To assist with student welfare duties including the supervision of students at lunchtime/break under the agreed system for the school to ensure the safety and welfare of students.		✓	✓
1.6 Through personal example, open commitment and clear action, ensure diversity is positively valued, resulting in equal access and treatment in employment, service delivery and external communications.		✓	✓
1.7 To be fully conversant with statutory requirements and procedures relevant to the needs of students, and to provide advice about these to a range of stakeholders.		✓	✓
1.8 To monitor the systems in place to support students and report these to the appropriate SLT member and/or lead professional.		✓	✓
1.9 To monitor the progress of students, acting where appropriate to ensure effective interagency support for that individual.		✓	✓
1.10 To challenge and support school, governors, parents/carers and agencies to improve outcomes for students.		✓	✓



1.11 To liaise closely with schools and settings, and parents/carers to develop and provide packages of support for students.		✓	✓
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2. Other Professional Expectations	A	L	O
2.1 To uphold the school's ethos and expectations of professional standards as exemplified in the Staff Code of Code and by complying with the requirements of all school and Trust policies, especially those relating to safeguarding/child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.		✓	✓
2.2 To establish a purposeful learning environment where diversity is valued and where students' feel safe, secure and confident.		✓	✓
2.3 To recognise and respond effectively to equality issues as they arise in the classroom, challenge stereotyped views, bullying and harassment in accordance with school policy and procedures.		✓	✓
2.4 To promote the school/Trust positively and participate in promotional events such as open evenings and not to undertake any activities that may bring the school's/Trust's name in to disrepute.		✓	✓
2.5 To carry out the terms and conditions of employment as detailed in the employee's contract.		✓	✓
2.6 To ensure equality of opportunity is afforded to all persons both internally and external to the Trust and actively seeking to eliminate any direct or indirect discriminatory practices/behaviours.		✓	✓
2.7 To undertake other duties and responsibilities as required from time to time commensurate with the grade of the post.		✓	✓
2.8 To take a proactive approach to professional development and to participate in training opportunities, and other learning activities as required including participation in the school's Appraisal and Probationary procedures.		✓	✓
2.9 To attend and actively participate in regular team and school meetings.		✓	✓
2.10 To undertake personal development to improve own practice.	✓	✓	✓



3. Generic Duties and Responsibilities

3.1 Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.

3.2 All employees will be asked to work at their level on student/student interventions to meet the needs and targets of the Trust. For support staff this will include Basic First Aid (training will be provided).

3.3 Be aware of and support differences and ensure all students, students and staff have equal access to opportunities to learn and develop.

3.4 Participate and contribute to Talent Development and Service Frameworks and other plans.

3.5 All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.

3.6 Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.

3.7 Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.

3.8 Establish constructive relationships and communicate with others (inside and external to the Trust).

3.9 Organise and support school/college and Trust events as requested.

3.10 Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.

3.11 All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.



Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1. Qualifications / Training	Essential	MoA
1.1 English and Mathematics GCSE grade C or above (or equivalent).	✓	AF / CQ
1.2 Good level of further education.	Desirable	AF / CQ
1.3 Evidence of personal commitment to continued professional development.	✓	AF / I / R

2. Skills and Experience	Essential	MoA
2.1 Successful recent experience working with secondary aged children	Desirable	AF / I / R
2.2 Ability to deliver support and interventions to young people with SEMH	✓	AF / I
2.3 Ability to communicate accurately and effectively in different formats, to different audiences (particularly parents), and to use ICT confidently.	✓	AF / I / R
2.4 Ability to make decisions independently.	✓	I / R
2.5 Excellent time management and administrative skills.	✓	R
2.6 Experience of working successfully with other professionals, agencies and parents.	✓	AF / I / R
2.7 Ability to relate positively to students with SEMH difficulties.	✓	AF / I
2.8 Ability to motivate, inspire and have high expectations of students	✓	AF / I / R
2.9 Experience of working effectively as part of a team but also proven ability to work independently on given tasks.	✓	AF / I / R



3. Supporting Learning	Essential	MoA
3.1 Ability to think creatively and adapt work for students as necessary within lessons.	✓	AF / I / R
3.2 Ability to maintain a positive learning environment through effective support and behaviour management.	✓	I / R
3.3 Able to demonstrate knowledge; experience of inclusive teaching and learning strategies to support children with SEMH needs	✓	AF / I / R
3.4 Ability to communicate students' progress, attainment and attitude to learning in a sensitive, but accurate manner to parents, students, other teachers and professionals.	✓	AF / I / R
3.5 Able to demonstrate experience in tailoring future learning to ensure groups and individuals make expected progress.	✓	AF / I / R
4. Personal Qualities and Attributes	Essential	MoA
3.1 Able to maintain the highest standards of professionalism.	✓	AF / I / R
3.2 Able to develop and maintain appropriate and effective relationships with students, staff, parents/carers and other professionals.	✓	AF / I / R
3.3 Open and approachable with a dynamic and positive outlook.	✓	AF / I / R
3.4 Able to respond creatively and positively to new challenges and change.	✓	AF / I / R
3.5 Ability to work under pressure, prioritise and remain emotionally resilient.	✓	AF / I / R
5. Personal Qualities and Attributes	Essential	MoA
5.1 Suitability to work with, and ability to form and maintain appropriate relationships and personal boundaries with children.	✓	AF / I / R
5.2 A commitment to safeguarding and promoting the welfare of children, young people and/or adults.	✓	AF / I / R
6. Mandatory Requirements	Essential	MoA
6.1 A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust.	✓	AF/I/R



<p>6.2 Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.</p>	✓	AF/R
<p>6.3 References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of the candidate's families or acting purely as a friend.</p>	✓	AF/R

7. Physical Requirements	Essential	MoA
<p>7.1 Health and physical capacity for the role.</p>	✓	AF/I/R
<p>7.2 A good attendance record in current employment (not including absences resulting from disability).</p>		R

8. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

Seeing the Bigger Picture: Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.

Changing and Improving: Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.

Making Effective Decisions: Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively

Leadership: Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.



Communicating and Influencing: Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.

Working Together: Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.

Developing Staff and Others: Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.

Managing a Quality Service: Gain a clear understanding of student/student needs. Plan, organise and manage your own time to deliver a high-quality education to students/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.

Delivering at Pace: Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Learning Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.



**Inspire Learning Trust is committed to...
Educational Social Responsibility
We are committed to a value led educational provision.**

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its students and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**
- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, students, students and trustees, these are;

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***