

# JOB DESCRIPTION AND PERSON SPECIFICATION

<b>Job Title</b>	Director of Internal Provision	<b>Location</b>	Weavers Academy
<b>Salary</b>	NJC Grade 9, point 29-32 - £39,862 - £42,839 (Actual £34,285 - £36,846)	<b>Hours</b>	37 hours, 39 weeks
<b>Department</b>	Inclusion	<b>Reports To</b>	Vice Principle of Inclusion

## JOB PURPOSE:

The Director of Internal Provision (POD) will provide strategic leadership, operational oversight, and quality assurance of the Academy's Internal POD provision as it expands in scale and impact.

The role is responsible for ensuring the Internal POD operates as a high-quality, trauma-informed, and outcomes-focused internal alternative provision, supporting students with behavioural, emotional, attendance, and wellbeing needs through targeted intervention and planned reintegration into mainstream lessons.

The post holder will lead on vision, staffing, systems, and reintegration strategy, ensuring the provision contributes measurably to improved attendance, behaviour, engagement, and long-term academic success.

## KEY RESPONSIBILITIES AND DUTIES:

### Strategic Leadership & Development of Internal Provision

- Provide strategic direction and vision for the Internal POD as a core part of the Academy's inclusion offer.
- Lead the expansion, development, and continuous improvement of the Internal POD provision.
- Design and oversee a clearly structured model of internal provision, including criteria for placement, length of stay, graduated reintegration, and exit pathways.
- Ensure the provision aligns with whole-school priorities, Behaviour for Learning Policy, Attendance Strategy, and Safeguarding Framework.
- Contribute to Academy and Trust-level discussions regarding internal alternative provision.

### Operational Oversight & Quality Assurance

- Maintain oversight of the daily operation of the POD, ensuring consistent high standards across all areas.
- Quality-assure pastoral practice, intervention delivery, reintegration planning, and record-keeping.
- Ensure the POD remains a calm, purposeful, and safe environment with clear routines and expectations.
- Monitor capacity, staffing patterns, and resource allocation to meet growing demand.
- Develop and implement systems to ensure consistent practice across the provision.

# JOB DESCRIPTION AND PERSON SPECIFICATION

## Line Management & Staff Development

- Line manage Internal POD Pastoral Managers and POD support staff.
- Provide supervision, coaching, and professional development to staff working within the POD.
- Lead recruitment and induction of new staff as provisioning expands.
- Set clear expectations and accountability frameworks aligned with Academy standards.
- Support staff wellbeing in what can be an emotionally demanding area of work.

## Student Case Oversight & Reintegration Strategy

- Maintain strategic oversight of all students placed in Internal Provision.
- Ensure high-quality individual support plans, behaviour plans, and reintegration pathways are in place for every student.
- Monitor reintegration outcomes and intervene where students are at risk of repeat placement.
- Ensure reintegration plans are realistic, graduated, and well-communicated to staff and families.
- Champion a culture of restoration, reflection, and learning rather than punishment.

## Attendance, Behaviour & Inclusion

- Lead on internal provision contributions to improving attendance, behaviour, and punctuality.
- Identify patterns, trends, and cohorts requiring targeted strategic intervention.
- Work closely with Attendance, SEND, Behaviour, and Safeguarding leads to reduce exclusions and persistent absence.
- Ensure provision meets the needs of students with SEMH and additional vulnerabilities.

## Safeguarding & Student Welfare

- Act as a senior safeguarding professional within the Internal POD.
- Work closely with the DSL to ensure concerns are identified, recorded, and escalated appropriately.
- Ensure safeguarding practices within the provision are rigorous, consistent, and compliant.
- Model best practice in professional boundaries, confidentiality, and student welfare.

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## Working with Families & External Agencies

- Lead on complex family engagement for students placed in Internal Provision.
- Represent the Academy in multi-agency meetings relating to POD students.
- Develop strong partnerships with external agencies supporting reintegration and wellbeing.
- Ensure communication with families is solution-focused, consistent, and supportive.

## Data, Evaluation & Reporting

- Oversee systems for tracking attendance, behaviour, engagement, safeguarding, and reintegration outcomes.
- Use data to evaluate effectiveness, inform strategic decisions, and drive improvement.
- Produce regular reports for senior leaders and governors on Internal Provision impact.
- Contribute evidence towards Trust-wide inclusion and behaviour evaluations.

## Professional Responsibilities

- Act as a senior role model for the Academy's values, behaviour expectations, and inclusive ethos.
- Engage in leadership CPD and contribute to whole-school training where appropriate.
- Attend relevant leadership, safeguarding, and inclusion meetings.
- Undertake any other duties commensurate with the seniority of the role.

JOB REQUIREMENTS:		
	Essential	Desirable
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Strong literacy and numeracy skills</li> <li>• Relevant level 3 qualification or equivalent experience</li> </ul>	<ul style="list-style-type: none"> <li>• Qualifications in child development, education, youth work or related fields</li> <li>• Safeguarding/ behaviour training</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Significant experience in pastoral leadership or inclusion.</li> <li>• Proven experience working with students with behavioural, emotional, or attendance needs.</li> <li>• Strong understanding of internal alternative provision and reintegration.</li> <li>• Experience of line management and staff development.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience leading or developing internal alternative provision.</li> <li>• Experience working with external agencies and multi-agency panels.</li> <li>• Knowledge of SEMH, SEND, and trauma-informed practice.</li> <li>• Experience of data-driven impact evaluation.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Strong safeguarding knowledge and judgment.</li> <li>• Excellent strategic, organisational, and communication skills.</li> <li>• Resilience, professionalism, and emotionally intelligent leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarity with CPOMS and Arbor.</li> </ul>
<b>KNOWLEDGE AND UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>• Understanding of the importance of education in transforming life chances</li> <li>• Knowledge of safeguarding responsibilities</li> <li>• Understanding of behaviour and attendance challenges affecting young people</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of SEND, SEMH needs and inclusive approaches</li> <li>• Knowledge of behaviour risk assessments and restorative practice</li> </ul>
<b>SKILLS AND PERSONAL ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• Ability to build strong working relationships with students, staff and families</li> <li>• Excellent communication and interpersonal skills</li> <li>• Ability to remain calm and constructive under pressure</li> <li>• Strong organisational and problem-solving skills</li> <li>• Emotionally resilient</li> <li>• Professional role model with high expectations</li> <li>• Ability to influence, coach and guide others</li> <li>• Strong IT skills for data monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to elevate impact of interventions</li> <li>• Confidence in managing high-level behaviour incidents</li> <li>• Ability to coordinate complex plans across multiple stakeholders</li> </ul>
<b>CREATIVE EDUCATION TRUST VALUES</b>	<p>All colleagues are expected to demonstrate the Creative Education Trust values in their work by:</p> <ul style="list-style-type: none"> <li>• Empowering Ambition: Supporting personal growth, innovation and high performance.</li> <li>• Championing Equity: Promoting fairness, inclusion and high expectations for every student.</li> <li>• Unlocking Opportunity: Helping create access to knowledge, experiences and networks that broaden horizons.</li> </ul> <p>These values should be evident in how the post-holder works, collaborates and contributes to the wider Trust community.</p>	
<b>EQUAL OPPORTUNITIES</b>	A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity	
<b>SAFEGUARDING</b>	An understanding of safeguarding and a willingness to learn	
<b>OTHER REQUIREMENTS</b>	High expectations for every student and a desire to make a difference to the learning and experiences of pupils inside and outside the classroom.	

**Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment.**

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**The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.**

