

Internal Alternative Provision Manager

Salary £33,142 - £37,279 (Actual £27,744 - £31,207)

+ Local Government Pension Scheme

37 hrs p/w term time only (8am – 4pm)(38 weeks)

Permanent Contract

Start date: ASAP

Closing date: 9am on 31 January 2026



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Welcome from Nigel Wright, Headteacher

Welcome and thank you for your interest in working with us at Oakmoor School. We are a growing school and need to expand our teaching team.

If the following interests you then do keep reading...

- An additional week holiday at October half term. You will never work more than 7 weeks in a row.
- Centralised detentions
- Significantly under directed time
- Supportive SLT who are present around school every lesson every day

Oakmoor is brand new, state of the art secondary school situated in a 22 acre tree lined site on the edge of the South Downs National Park.

We are a friendly, vibrant school with high standards and expectations. We pride ourselves on knowing every young person as an individual and challenging each of them to have the highest possible aspirations.

We are a highly collegiate staff with high expectations of ourselves and each other surrounded by like-minded, high calibre colleagues, who strive to provide the best education possible for our students. It is an exciting time to be joining our brand new, vibrant school where all staff are valued and their contribution to the organisation as a whole is recognised.

Teachers are very well supported by an excellent professional support team at all levels who share our goal of every child achieving their very best whilst enjoying a rich and varied curriculum with plenty of opportunities to excel outside the classroom.

Students at Oakmoor display excellent behaviour in lessons and around the school. Teachers plan highly engaging lessons tailored to the needs of our students allowing high levels of progress to be enjoyed. Students benefit from a wealth of extra-curricular activities, including trips and visits to enrich their experience at our school.

Our Plan-Deliver-Assess focus means that we have stripped away unnecessary bureaucracy and meetings allowing teachers to spend time on the 3 most important parts of their role. Teachers have time to plan great lessons, enjoy delivering their lessons and assess progress efficiently to inform the next stage of their planning to meet student need.

Four years' ago, one of our staff-led school improvement groups, piloted a new approach to assessing the work of students in their classes to inform their planning, rather than providing detailed feedback to every child individually. The pilot was highly successful and is now our whole school approach to assessing and planning.

Every teacher has saved a significant amount of time by no longer making detailed notes in every child's book which was having a limited impact on student progress. Teachers now use this time to plan more precisely to address misconceptions and tailor learning to their classes.

Removing other time-consuming activities which prevent teachers from doing their job effectively has also led to considerable student enjoyment and progress which has consequently improved GCSE outcomes for our students. It also means great teachers stay at Oakmoor and we have created an exceptional teaching staff here.

At Oakmoor we encourage staff to develop and many of our teaching and professional support team have been successful with internal promotion in recent years. This provides excellent continuity for the school and allows colleagues the opportunity to progress whilst remaining in the school they enjoy being part of.

We have cutting edge technology throughout the site and the latest specialist equipment for key areas such as science, technology and performing arts. Our main buildings surround a central court yard which includes covered areas for outside dining accessible from the dining hall and seating areas accessible from the learning resource centre for reading at break and lunch times.

There is an abundance of green spaces which include several sports pitches, an athletics track, a nurture garden and a forest school area for outside learning and activities. The whole site is bordered by mature trees providing a relaxing and inspirational backdrop to the learning environment.

We are a very successful school where high levels of respect and conduct prevail. Our success shows that when you couple high quality pastoral care with high standards and expectations, young people are able to flourish and to achieve their very best.

Visitors comment on our purposeful learning environment and our delightful students.

Let Oakmoor look after you and your career.

Working at Oakmoor School - A View from our Staffroom

There has been a real focus on reducing workload and unnecessary meetings. This has resulted in fewer after-school meetings. Even more significantly, we now have a whole-class feedback policy which has reduced time spent marking and given staff more time to focus on planning for progress.

Mr Denton, Mathematics Department

I have worked at Oakmoor School for over 20 years. In those years I have loved working here. We have a special staff team who are extremely supportive of one another. The students I work with are appreciative of the work I do and are always grateful for the time I give to help them.

I always said I would look to work in another school after 5 years of arriving but the wonderful students and staff have kept me here

Mrs Hale, Technology Department

Working at Oakmoor as a teacher is an absolute pleasure. This is my seventh year at Oakmoor School and feel so lucky to have such an amazing classroom environment. Everything a teacher could wish for, lots of cupboard space, visualizers, interactive whiteboards and space to create displays. The team at Oakmoor is supportive and it feels like a family".

Mrs Sutshall, Humanities Department

I have worked at Oakmoor School for almost 7 years. Oakmoor provides students with the necessary knowledge, skills and attitude for their development, which ensures a wider scope and prospective about education and what career choice to make in the future. My work colleagues are very supportive and friendly, which creates a sense of community and team spirit.

Mrs Kelly, Administrative Department

Professional Support and Development

At Oakmoor we offer a diverse programme of professional development to enable teachers to enrich their practice in areas that they have identified and want to develop. Professional development is closely linked to our school strategic plan and individual performance management to ensure that we are improving and enhancing the school as well as individual practice.

Throughout the school year, staff participate in a Twilight programme of professional development that has a focus on key areas. All staff are given the time and opportunity to choose a theme that they would like to research and study. The results of this work are then implemented to improve and enhance an area of their practice. There are also opportunities to share this knowledge with the whole school through our meeting and INSET programme and on many occasions whole school policy and practice has been influenced by the Twilight professional development programme.

Staff are also given the opportunity to work collaboratively with other staff and departments across the school through our meeting cycle. The collaborative meetings have a clear agenda that relates to sharing good practice to enhance provision through planned learning walks, work scrutiny opportunities and discussion and debate regarding learning, the curriculum, assessment, examination technique and classroom practice.

For Early Career Teachers (ECTs), our programme has been recognised as delivering the highest grading for guidance and support for our newly qualified teachers.

Our ECTs have a mentor who works in partnership with them to ensure that they continue to develop throughout the academic year. Their mentor observes lessons and provides regular feedback on the quality of their teaching as well as offering helpful advice on how to improve further.

This support programme continues once qualified teacher status has been achieved, as staff progress into our Recently Qualified Teacher (RQT) programme to ensure that support and development is on going, as we recognise that we have different needs at different stages of our career.

For professional services staff wishing to become teachers, we have a successful School Direct programme which is delivered jointly through our close link with the University of Chichester. This programme provides an opportunity to train with us for one year and includes a second placement in another school for one half term. When accepted onto our School Direct Programme, trainees are fully integrated into our staff team and are supported to ensure that they are given every opportunity to develop the skills required to become an outstanding teacher. To date, we have a 100% pass and employment rate and we expect to see this continue in the future.

University of Chichester Multi-Academy Trust

The University of Chichester Academy Trust ('the Trust') is uniquely placed to make a difference to the local education landscape. Schools who join our Trust do so because they wish to work with like minded schools who have a shared passion for pupil centred learning, and a desire to work together for the benefit of the wider community that we serve. The Trust is a member of the Confederation of School Trusts and The Queen Street Group.

The Trust has 15 academies in its education family, based in Hampshire, Portsmouth and West Sussex, and a SCITT. Although we share the same vision and values, each of our academies have their own identity which defines them within their local community. The Trust is strongly committed to valuing the uniqueness of each school and governance, through local governing bodies. We offer:

Co-Leadership Approach

The headteachers of our academies all lead their own schools and contribute to the wider leadership of the Trust. Our headteachers have a key role in driving the policies and procedures of the Trust and in leading areas of strategy and projects across our academies.

A Shared Vision

For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

A Shared Mission

To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning.

Achieve More, Challenge Thinking, Shape Futures

The collective strategic priorities of the Trust are outlined below. The Trust's Education Development Team have developed a programme, with the University of Chichester, to support all teachers, ensuring evidence-informed practice and professional enquiry promote and meet the strategic priorities.

Learning and Society

Ensure our curriculum offer allows all of our pupils to achieve more and identify with their school community and society as they journey through each of our schools and work closely with our University sponsor.

Strategic Leadership

Develop the leadership capacity and impact of our staff so that they are professionally developed in line with our Trust ambitions and their professional learning pathway.

Collective Responsibility

Invest in and support our staff so that they collaborate to strategically raise the standards all pupils reach and embed evidence-based practices that have an impact on pupils' learning and identity.

Trust Identity Ensure our Trust identify and narrative, including our Equality, Diversity and Inclusion commitment, is known to our communities within and outside of the Trust, so that they see, help shape and benefit from being part of the University of Chichester Academy Trust.

Together we make a difference

Our Promise to you:

- Be a member of a high performing team
- A school which is committed to continued rapid progress and the achievement of excellence
- Involvement in a brand new, purpose-built academy with carefully planned internal and external spaces, well-equipped ICT resources, learning resource area and state of the art technology

A focus on you:

- Opportunities for shared learning and collaboration across the University of Chichester Academy Trust and the wider network
- Extensive professional and personal development opportunities
- Access to current research and expertise from the University of Chichester

Reward and Benefits:

- A pay and reward package which values all staff and recognises the importance of staff in contributing to the achievements and success of the Academy and Trust
- Eligibility to join NUS Extra saving you £££'s on a range of goods and services
- Teachers' Pension Scheme
- 24/7 Employee Assistance Programme

Be part of something bigger:

- The support of the University of Chichester Academy Trust, its Board and colleagues from the University of Chichester
- Security of knowing you are joining an organisation whose sponsor has been promoting education for the past 150 years!

Staff Benefits:

- Teacher's Pension Scheme
- Employee assistance provision including 24/7 telephone helpline and counselling
- Lifestyle health and wellbeing programme
- Access to an extensive personal and career development programme
- Access to the University's vast Library resources and to the National College resource
- Generous leave entitlement
- Employee Discounts Platform, saving £££'s on a range of goods and services
- Eyecare Voucher Scheme
- Eligibility to join TOTUM (NUS Extra)
- Relocation allowance where eligible

Job Profile

Job Title: Internal Alternative Provision Manager

Reports to: Assistant Headteacher

Location: Oakmoor School, Bordon, Hampshire

Function of the post:

To manage, lead and deliver the internal alternative provision. This includes planning and delivering student programmes of learning and support. These programmes will cover co-curricular activities such as horticulture, community and outdoor learning and employability skills. These programmes will be delivered on and off site in planned collaboration with the Assistant Headteacher.

The post holder is responsible for working with and building relationships with a range of school professionals, external agencies and families. The Internal Alternative Provision Manager will work with all year groups in the school

The post holder will need to be a talented and committed practitioner who will work with a range of internal and external professionals to improve students' outlook and attitude and approach towards their educational journey. A key focus for this role will be to maintain a positive and well-managed learning environment in the Alternative Provision room ensuring students develop their ability to show high standards of behaviour and focus.

The post holder will also be responsible for developing and supporting alternative curriculum content for students to ensure the quality of the provision, setting high expectations which inspire, motivate, and challenge students to become the best they can be.

Principal Accountabilities:

1. Plan and prepare varied resources to meet each individual students' needs, this includes the co-curriculum activities the students, for example the external horticulture activities.
2. Continuously promote and facilitate independent learning, raising self-esteem and promoting confidence within the students.
3. Support students development liaising with Academic Progress Leaders, the pastoral team, other external agencies and parents as required.
4. Work alongside the Assistant Headteacher and Academic Progress Leaders to successfully support students back into lessons.
5. Collaborate and develop positive relationships with local community and stakeholders to support student progression and development.
6. Facilitate achieving school and wider Trust objectives and improvement initiatives related to student behaviour and attendance, and support the school and Trust policies in terms of behaviour, teaching learning, assessment, homework and behaviour management.

7. Identify and report safeguarding and child protection concerns following the procedure outlined in the School's Safeguarding Policy.
8. Ensure accurate recording of behavioural events, both positive and negative, on the school's management information system.
9. Support staff with understanding effective behaviour strategies, to support students in school. This will involve regular liaison with the Academic Progress Leaders and all relevant staff.
10. Engage with the students to secure positive family support and involvement with the tutor programme
11. Undertake training, attend INSET days and carry out relevant CPD to further develop understanding of students' social, emotional and mental health (SEMH) needs and resulting behavioural difficulties.
12. To model the highest professional standards of courtesy, respect, humility, integrity and self-discipline.
13. The duties in this job profile should not be regarded as exclusive or exhaustive, and you may undertake a range of other duties appropriate to the salary grade and in line with your role's context.

Other duties:

You are required to undertake such other duties appropriate to the grade and content of the work as may reasonably be required of you including to understand and actively embrace the Trust's distinctive sensibility, the qualities, values and characteristics expected of everyone working for our Trust.

The list of duties in this job profile should not be regarded as exclusive or exhaustive and require a flexible approach to work. Please note that, in consultation with you, the Trust reserves the right to update your job profile to reflect changes in, or to, your post. All staff have a role in supporting the Trust's People Strategy.

Inclusivity:

The Trust believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. The Trust is committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the Trust has a number of policies that you should ensure you are familiar with and compliant to. All policies are available on the Trust's portal. Any breaches may lead to termination of employment.

Health and Safety

Take responsibility for ensuring that workplace responsibilities within the Trust are carried out with full regard to, and in support of, the Trust's Health and Safety policies. This will include ensuring Health and Safety priorities reflect a post-COVID-19 period. This might include acting as Health and Safety Co-ordinator, Fire Warden, Risk Assessor, First Aider or other Health and Safety Representative.

Sustainability and Environment:

The Trust is fully committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of global, regional and local environmental issues. The Trust will continuously seek to improve its environmental performance and will comply, as a minimum, with all relevant environmental

legislation, regulations and codes of practice. All staff are required to support the aims of the Trust's Environmental & Sustainable Development Strategy.

Data Protection:

You will be responsible for ensuring that workplace responsibilities, within the Section, are carried out in compliance with the requirements of the Data Protection legislation and the Employment Practices Data Protection Code 2002, especially concerning confidentiality, treatment of personal information and records management.

Right to Work:

The current British and European Law states that the Trust cannot employ a person who does not have permission to live and work in the UK. Immigration guidance information is available on the HR Website for further information.

Safer Recruitment:

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

Disclosure Service Certification from the Disclosure and Barring Service:

This role does require you to hold an enhanced Disclosure Service certification from the Disclosure and Barring Service (DBS). The Trust is a registered body with the Disclosure Service, reference number 20537300005. New members of staff will be required to apply for Disclosure Service certification as part of the Trust's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs or from the Trust's Human Resources Department.

Principal Attributes and Person Specification:

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated, **or equivalent qualifications and/or experience.**

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements

Your application form will be assessed for literacy, accuracy and attention to detail.

	Essential	Desirable	Evidence
Knowledge and Qualifications			
Knowledge of working with young people including the ability to understand and empathise with young people.	✓		
Knowledge of a range of co-curricular activities, and an up to date demonstrable knowledge of the current educational and social landscape for young people.	✓		Application Interview
Education to A Level standard or equivalent	✓		
Degree level qualification, or equivalent knowledge is a relevant role.		✓	
Other relevant qualifications such as knowledge and training in safeguarding.		✓	

Skills			Application Interview References	
Excellent interpersonal and communication skills with the ability to communicate with a wide range of audiences and empathise with student situations	✓			
Excellent organisational skills in order to effectively manage the Internal alternative provision room	✓			
Ability to prioritise and multi-task in a fast-paced and high-pressure environment	✓			
Ability to identify triggers of poor behaviour and barriers to learning	✓			
An ability to work with students on an individual level to create personal plans that will engage them in school life	✓			
Well-developed behaviour management skills	✓			
Experience of using school IT systems e.g. SIMS		✓		
Experience			Application Interview References	
Working in a front-line service e.g. education, social care, police, healthcare	✓			
Experience of working collaboratively as part of a team	✓			
Experience of working with young people facing additional barriers and difficulties.	✓			
Working with challenging or vulnerable young people	✓			
Experience of creating bespoke learning plans for students		✓	Interview References	
Personal Attributes				
Realistic, honest and efficient approach.	✓			
An ability to foster an open, innovative, equitable culture, conveying conclusions clearly, positively and sensitively	✓			
An ability to collaborate and develop positive relationships with local community and stakeholders to support student progression and development.	✓			
Committed to enabling the academic, spiritual, moral, social, emotional and cultural development of pupils, recognising and valuing the richness and diversity of pupils needs and the school communities	✓			
Self-reflective and responsive to feedback from a range of sources that help to identify and inform future decision making	✓			
Positive attitude to change, with an adaptable and versatile approach	✓			
Enthusiastic, approachable and optimistic, with the presence to inspire confidence and trust, enabling others to feel empowered and motivated to achieve high goals	✓			

Application Procedure

Applicants should complete an Application Form and Equality Monitoring Form which can be downloaded from the school website www.oakmoor.hants.sch.uk or the Trust's website www.unicat.org.uk/find-job and submit it, so that it is received no later than the deadline.

Oakmoor School
Budds Lane
Bordon
Hampshire
GU35 0JB
Attention of Nicola McCool

T: (01420) 472132
E: n.mccool@oakmoor.hants.sch.uk

Application Form Completion

When completing the application form, please refer to the Job Profile and particularly the essential criteria within the Person Specification in the context of the accountabilities. You should provide examples which evidence how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work, or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

Equality Monitoring

All applicants will be required to complete an Equality Monitoring Form.

Selection Procedure

The shortlist will be drawn up soon after closing date. Further details will be sent to those candidates called for interview. Failure to send your application form to the above address may invalidate your application.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt.

Applications will be considered on an on-going basis between now and the closing date. Please submit your application at the earliest convenience as we reserve the right to withdraw the advertisement should a suitable candidate be successful.