

# Briefing Pack for Applicants Internal Alternative Provision Manager



STOCKSBRIDGE  
HIGH SCHOOL

— This is Just the Start —

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: Internal Alternative Provision Manager**

**Location: Stocksbridge High School**

**Pay Scale: Grade 6, Scale Point 21: £30,825 to 26: £34,834 gross per annum pro rata Actual**

**Annual Salary: £26,513.65 to £29,961.93 (under 5 years of service)**

**Contract: Permanent, 37 hours per week x 39 weeks (term time)**

**Start date: As soon as possible**

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Ecclesfield School joined the Trust in December 2017 and, as a sponsored academy, is developing this partnership and making rapid improvements for our students and community.

Stocksbridge High School is an 11-16 secondary school with 800 students on roll. We are rooted in the community and build strong partnerships our students and their families. We are making a significant investment in the support and inclusion offered to our students and this position is part of this exciting development.

We are able to utilise a part of our building to create an onsite Alternative Provision – The Bridge, which caters for a small number of students who find accessing mainstream provision challenging. This post has been created to support the emotional and academic development of young people accessing The Bridge so that they can continue to receive a high-quality bespoke curriculum which best meets their needs, with a long-term aim of reintegration back into our mainstream provision.

Working as part of a wider and high-quality pastoral team, the post-holder will work with another colleague to supervise small groups of students in the Bridge to develop their academic learning and support their broader social/emotional development. The students will be identified through careful assessment and may well have anxiety or an emotional need acting as a barrier to better attendance or engagement in main site. Full training in delivery of emotional development will be made available.

The post-holder will be responsible for:

- Supporting other colleagues in the day-to-day operation of the Bridge.
- Act as a full-time key worker for children within the Bridge.
- Supporting students with their academic programmes of study.
- Organising, developing, and delivering personalised intervention activities, which enhance the learning of students .
- Work with colleagues in the assessment of need and the setting of appropriate, measurable milestones for success.
- Liaise with pastoral and SEND team to ensure that students receive an appropriate

developmental provision in the Bridge, continued into the school.

- Liaise with subject leaders and classroom teacher to ensure they have access to materials and resources to continue their academic progress.
- Deliver programmes of study to improve resilience, regulation and literacy skills.
- Be the key point of contact between home and school for students accessing The Bridge.
- Work across the inclusion team and facilities in school to develop expertise and programmes to meet the needs of students.

You will have:

- Excellent communication skills and building relationships with others will be a key strength.
- Excellent numeracy and literacy skills.
- A successful and proven track record in a similar role which supports students and parents/carers.
- Previous experience of working with young people.
- Academic and/or professional qualification appropriate to the level of responsibility and accountability with the role.

Candidates are encouraged to have an informal discussion about the role with Andy Ireland, Headteacher, arrangements for this can be made by contacting [headsPA@stocksbridge-mlt.co.uk](mailto:headsPA@stocksbridge-mlt.co.uk)

**The closing date is 9am on Tuesday 21 May 2024 and interviews will take place shortly afterwards.**

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.

Further information is available by contacting [headsPA@stocksbridge-mlt.co.uk](mailto:headsPA@stocksbridge-mlt.co.uk).

The application form and information pack is available on the Trust's and School's website. Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered.

## 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 across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapelton Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. 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 particular school.

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 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 to join the 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.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews  
**Chief Executive Officer**

## Section 3: Letter from the Headteacher

Dear Candidate,

I am delighted that you are considering making an application for this position at Stocksbridge High School. We are an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. You will find us to be open, friendly and welcoming with great students and a dedicated staff.

For many years the school has enjoyed sustained improvement in achievement and engagement, which was recognised by Ofsted as good in May 2022. This has been driven by a staff united behind an inclusive and ambitious vision for our school and our community. There have clearly been challenges over the last year as we have responded to the pandemic, national restrictions and lockdowns. I have to say, however, that the incredible responses of the staff teams through this time has done nothing but galvanise our strong leadership and resolve to make a difference to the young people we serve.

Every one of the young people we serve is entitled to thrive at school so that they may leave skilled, qualified and confident to make a success of their next steps in life. This is achieved through high quality leadership, teaching and support from our staff so that all students learn and progress well. Working at Stocksbridge High School means that you will always hold young people in high regard and have nothing but the highest of expectations for their learning, conduct and aspiration.

Opportunities for professional development and for sharing practice within the school and across the trust enable staff to continually develop their skills and experience.

We are here to make a difference to the young people and families of Stocksbridge and we aim to be recognised as outstanding in this endeavour. It is an exciting time to join our school and if you share that ambition and determination I look forward to receiving your application.



Andy Ireland  
Headteacher

## Section 4: About Stocksbridge High School

### ...THIS IS JUST THE START...

#### Our Mission

All Students will be challenged to build ambitious future plans. Working together we will develop their character, skills and capacity to make their ambitions a reality.

#### Our Vision

Our vision is based upon the principles of "Believe, Achieve, and Succeed".

- **Believe** - Students will have belief in their own potential. They make positive choices, can acknowledge and celebrate their successes and tackle obstacles to progress with hard work and determination.
- **Achieve** - Students are challenged in every learning experience, every day to produce the highest quality work, through which they achieve their personal and academic goals.
- **Succeed** - Successful students have high expectations of themselves and strive to meet these expectations every day.

#### Our Values

Our values underpin all that we do as a school and are brought to life in all areas of our organisation.

- **Be positive** - We will be positive in all that we do.
- **Be caring** - We care for and support each other.
- **Be courageous** - We make choices to enable us to succeed, even when those choices are difficult.
- **Be reflective** - We consider the impact of our actions on ourselves and others.

#### Our Beliefs

- We will celebrate the achievements of all members of our school community recognising that achievements are personal to each individual.
- We will create an environment in which all members of our school value and enjoy learning.
- We will work to remove barriers to learning for all our students.
- We will do all that we can to ensure all members of our school community are safe and happy.
- We will ensure that all learning experiences are of the highest possible quality.

## ABOUT US

Stocksbridge High School joined the Trust in December 2017. Our aim is to create and sustain educational excellence for all young people, whilst still developing the whole person, building in them the skills they need to be confident, happy and successful.

Based in a superb new building we are proud to offer a stimulating environment for learning. As a growing school we have a unique opportunity to get to know every child individually, enabling us to

develop and support them throughout their time at our school. We are driven as a school to constantly challenge ourselves and to accept the challenge of our parents to improve all that we do.

We want all students to make progress from their individual starting points and achieve outcomes that enable them to move on to the next phase of their education at the highest possible entry point.

To ensure this happens we:

- Are relentlessly positive with all students every day, believing they can and will succeed.
- Work tirelessly to remove barriers to learning for all students so that all students can be successful.
- Deliver high quality (quality first) teaching and learning experiences all day every day.
- Provide opportunities for all students to develop the skills required to be successful beyond their formal education.
- Ensure that students are safe at school.
- Work with students, parents, carers and the community to support our values of respect and tolerance.
- Celebrate the achievements of all students, recognising that achievements are personal to every child.
- Create an environment in which all staff and students' value and enjoy learning.
- Care for and support each other.

Our school is a popular, thriving 11-16 comprehensive. Our greatest asset lies in our people – a wonderful team of enthusiastic students, committed staff and supportive parents and governors. We value the contributions that each person brings. We are passionate about making school life enjoyable and challenging, providing varied opportunities for learning and securing the highest possible levels of achievement for each and every student. We believe our students deserve every opportunity to flourish, not solely in academic pursuits, but emotionally, socially, spiritually and culturally. We seek to ensure that every student develops vital transferable skills for life and work that will allow them to become active, informed and responsible citizens of the 21st century.

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: [Stocksbridge High School](#)

## Section 4: 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.**

<b>POST TITLE</b>	Internal Alternative Provision Manager
<b>GRADE/SALARY</b>	NJC Grade 6, points 21 to 26
<b>CONTRACT</b>	Permanent, 37 hours per week x 39 weeks
<b>HOURS/WEEKS</b>	32.5 hours per week, 39 working weeks
<b>LOCATION</b>	Stocksbridge High School
<b>RESPONSIBLE TO</b>	Assistant Headteacher for Behaviour and Attitudes
<b>RESPONSIBLE FOR</b>	Day-to-day direction of the designated Bridge Academic Intervention Mentor
<b>PURPOSE OF THE JOB</b>	To provide and coordinate, support and guidance to children, young people and those engaged with them, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.
<b>RELEVANT QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Minimum of NVQ Level 4 or equivalent qualification in relevant field</li> <li>• Excellent numeracy/literacy skills – equivalent to Level 2 in English and Maths</li> </ul>

## **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**

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.

#### **Support for Students**

- Assist students to make a successful transfer between mainstream school and The Bridge:
  - Support in the identification of the support needs of individual children and young people at the point of transfer through effective use of the school's Student Profiling System.
  - Be responsible for the speedy and effective transfer of information within school and between colleagues.
  - Take a lead role in the continuity of support to children and young people throughout the process of transfer and transition including participation in summer schools.
  - Contribute to the identification of existing and potential barriers to learning and progress and facilitate access to appropriate forms of mentoring support to overcome them.
  - Work with the Senior Inclusion Lead, SENDCO and/or senior leadership team to ensure the needs of students accessing the Bridge.
  - Identify the barriers to learning in relation to behaviour, motivation, aspirations and academic achievement and implement/deliver targeted intervention programmes to address them.
  - Take a lead role in the development of individual and group programmes to support children and young people to learn more effectively including the responsibility for delivery of out of school study support and activities.
- Take a lead role in developing and delivering personalised intervention activities and mentoring which enhances the learning and social and emotional development of students who are not engaging well with school working with them in small groups, and 1:1 situations in line with Bridge Provision
- Support students in the implementation of action plans and help them to overcome barriers to their learning.
- Develop productive 1:1 and small group working relationship with students, in a nurture based environment acting as a role model and setting high expectations.
- Encourage students to interact and work co-operatively with others.

- Use ICT effectively to support learning activities and develop student competence and independence in its use.
- Develop and/or deliver programme of social and emotional development for small groups of students.
- Provide feedback to students in relation to progress and achievement and where appropriate, meet with parents to encourage parental participation and ensure that they have full knowledge of student progress.
- Work across the inclusion team and facilities in school to develop expertise and programmes to meet the needs of students.
- In some cases, be prepared to work with students in their home where appropriate.
- Work alongside external agency provisions within the Bridge and wider school and support engagement with these when necessary.
- Contribute towards the development and delivery of a broad enrichment offer and careers programme which meets the identified needs of the individuals/group as a whole.
- Contribute to the monitoring of attendance and support action to tackle low attendance including development of initiatives to reduce absence.
- Help identify personal, community, family and school based issues which are having an adverse effect on individual children and young people.
- Contribute to the development and delivery of programmes which assist children and young people to develop positive attitudes towards themselves and others, encourage enhanced motivation, self-esteem and educational achievement.

### **Support for Teachers**

- Liaise with classroom teachers and individual students to agreed learning targets and devise action plans to support students' attainment, and social and emotional development.
- Support students to access the delivery of the academic delivery and help to break down barriers to learning.
- Liaise with other leaders within the school to ensure delivery of additional academic interventions to meet the needs of students.

### **Support for the Curriculum**

- Liaise with Senior Inclusion Leaders and Pastoral teams on a weekly basis and with other staff as necessary. Collaborate with staff to share best practice, monitor progress and evaluate initiatives.

- Keep careful records of interventions, undertake assessments, track students' progress and prepare reports as requested by the designated member of the school's leadership team.

## **Support for the School**

- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence and employing strategies to recognise and reward achievement.
- Contribute towards the development of effective system to monitor and report the academic, social and emotional impact of the provision for each students/the group as a whole.
- Participate in and contribute to in-school professional development programmes and undertake own research about appropriate and effective intervention strategies.
- Become familiar with and implement staff codes of conduct and relevant school policies including those for child protection, equal opportunities, inclusion, behaviour and homework.
- Attend and contribute to meetings which relate to the role.
- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Work closely with the school staff to ensure that the regulations and requirements of the external examination boards are met.

## **Communication and Liaison**

- To communicate effectively with parents/carers of students as appropriate.
- Where appropriate, communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as Open Evenings, Parents' Evenings, review days and liaison events with partner schools.
- Contribute toward the development of effective subject links with external agencies.
- The post-holder is required to work closely and liaise on a regular basis with:
  - The Senior Leadership Team
  - Curriculum Leaders
  - Senior Inclusion Lead and Lead Pastoral Manager
  - Pastoral and attendance team (weekly meetings)

- Staff
- Parents/carers
- MAST, Safeguarding and other external agencies
- Trust EWO

### **Management of Resources**

- Assist teachers and pastoral staff to identify resource needs and contribute to the efficient/effective use of physical resources.
- Cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

### **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.

### **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 5: Person Specification



# Minerva Learning Trust Person Specification



### Internal Alternative Provision Manager

Minimum Essential Requirements	Method of Assessment
<b>EXPERIENCE</b>	
Prior experience supporting young people in an educational setting	AF
Prior experience developing the learning of young people	AF
Prior experience contributing to the personal and social development of young people.	AF
Prior experience of using school based information systems.	AF
<b>QUALIFICATIONS</b>	
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
<b>KNOWLEDGE AND SKILLS</b>	
Knowledge and understanding of school or other education environment.	AF/I
Knowledge of Schools Management Information Systems (for example, SIMS).	AF/I
Good awareness of safeguarding children/child protection legislation.	AF/I
Excellent word processing skills (Microsoft Word).	AF/I
Experience in the use of electronic communications e.g. e-mail.	AF/I
Understanding of the educational sector.	
Ability to be creative to respond to a fast paced environment.	
<b>SKILLS/APTITUDES</b>	
Excellent verbal and written communication skills.	AF/I
Excellent interpersonal skills – able to deal effectively with a wide range of people at all levels	AF/I
Flexible and able to adapt to change	AF/I
A pleasant disposition and ability to stay calm under pressure.	AF/I
Demonstrate a positive team approach to work	AF/I
Methodical approach to work tasks with key emphasis on accuracy	AF/I
Ability to work on own initiative	AF/I
To have a willingness to participate in the whole school approach to	AF/I

mentoring students and play an active role as directed by line manager.	
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/R
A commitment to safeguarding students.	AF/I/R
Suitability to work with children.	AF/R
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

**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  
Complete the 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  
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.
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 [htaylor@stocksbridge-mlt.co.uk](mailto:htaylor@stocksbridge-mlt.co.uk) by the closing date.