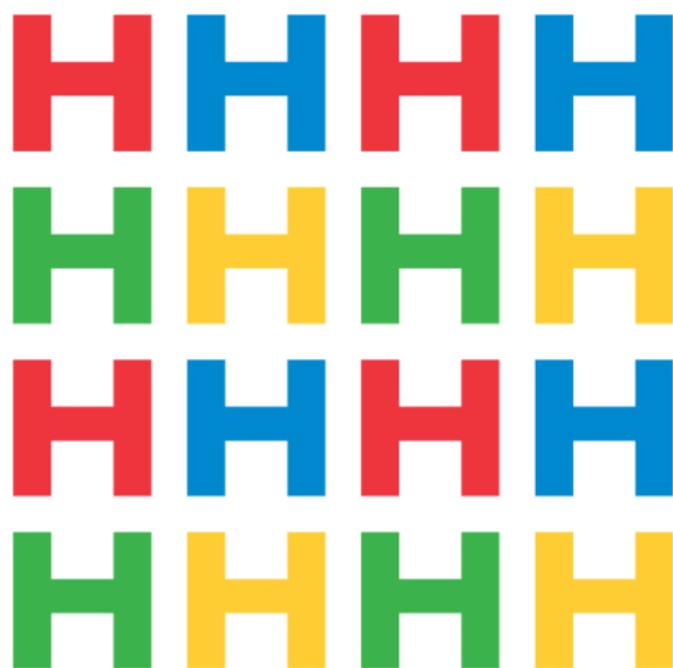


Briefing Pack for Applicants Internal Exclusion Manager



HANDSWORTH GRANGE
COMMUNITY SPORTS COLLEGE

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 Exclusion Manager
Location:	Handsworth Grange Community Sports College
Pay scale:	NJC Grade 5, point 15: £30,024 to 20: £32,597 gross per annum
Actual	
Annual Salary:	£25,824.68 - £28,037.81 (under 5 years of service)
Contract:	Permanent, full time 37 hours per week, term time 39 working weeks
Start date:	13 April 2026 or earlier if 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 an oversubscribed 11-16 school in the south-east of Sheffield. 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 strongly believe in work life balance and we work with our staff to actively promote and improve wellbeing.

We are seeking to appoint a committed, hard-working and highly organised individual to undertake the important role of Internal Exclusion Manager.

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

The closing date is at 9am on Wednesday 18 March 2026 and interviews will take place week commencing 23 March 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. 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 Alison Keeton- Headteachers PA via e-mail akeeton@handsworth-mlt.co.uk

The application form and information pack is available on the school website www.hgcsc.co.uk
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. 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 particular 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 Southeast 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.

S Mattock
Headteacher

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.

POST TITLE	Internal Exclusion Manager
GRADE/SALARY	NJC Grade 5, point 15 to 20
HOURS/WEEKS	37 hours per week, term time
LOCATION	Handsworth Grange Community Sports College
RESPONSIBLE TO	Pastoral Manager
RESPONSIBLE FOR	Responsible for the management and development of the internal exclusion room. To ensure appropriate work within the provision and liaise with subject teachers and the pastoral team.
PURPOSE OF THE JOB	Working within an agreed framework of supervision to complement the professional work of teachers by taking responsibility for agreed learning activities, including planning and preparation.
RELEVANT QUALIFICATIONS	Meet higher level teaching assistant standards or equivalent qualification or experience. Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.

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 Pupils

- Establish productive working relationships with pupil, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the internal exclusion room
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Organising for the Internal Exclusion Room

- Organise and manage appropriate learning environment and resources within the internal exclusion room
- Record progress and achievement in lessons/activities systematically
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in pupils' learning and contribute to/lead progress/achievement etc
- Report on specific intervention programmes for identified students
- To manage the internal exclusion room as directed by the pastoral manager
- To oversee the delivery of appropriate work within the provision and the agreed curriculum within the provision
- Liaise with teachers, subject leaders and senior leaders regarding pupil needs and support plans
- Liaise with the SEND department about students needs and support available
- Administer the agreed behaviour management and sanctions system within the provisions
- Respond to individual behaviour needs within the internal exclusion room
- To monitor and record student attendance and punctuality and ensure appropriate action is taken
- To ensure the internal exclusion room is set up every morning for the students each day and the reasons for the use of internal exclusion is clear to all students and parents
- To communicate with parents daily about the internal exclusion room and any students who may be in there
- To communicate with the pastoral team daily about internal exclusion room and any students who may be in there
- To work as part of a team, ensuring workload is both prioritised and distributed effectively

Support for the curriculum

- Deliver learning activities to pupils within agreed systems of supervision, adjusting activities according to pupil responses/needs
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use, when appropriate
- To ensure the curriculum is well planned alongside departmental needs and work alongside subject leaders to ensure all work completed is shared back with teachers
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests, language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment
- To build positive relationships with subject leaders and communicate concerns/issues

Support for the school

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher to support achievement and progress of pupils
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others

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 it's 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



Post title: Internal Exclusion Manager

Minimum Essential Requirements

Method of Assessment

QUALIFICATIONS AND TRAINING

Meet higher level teaching assistant standards or equivalent qualification or experience. Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths.

AF

Training in the relevant learning strategies e.g. literacy. Specialist skills/training in curriculum or learning area e.g. bi-lingual, sign language, ICT.

AF

KNOWLEDGE AND EXPERIENCE

Good understanding of child development and learning processes

AF/I

Working knowledge and experience of implementing learning programmes/strategies

AF/I

Must have excellent proven skills in current GCSE Maths and English

AA/I

Can manage behaviour of pupils in a reasonable manner

AA/I/R

Has experience of managing complex behaviour and has a range of strategies to engage all learners

AF/I

Can build positive relationships with parents to engage them into their child education

AF/I

PROFESSIONAL DEVELOPMENT

Constantly improve own practice/knowledge through self-evaluation and learning from others

AF

Willingness to participate in professional development

AF/I

Evidence of a commitment to continued professional development

AF/I

SKILLS

Excellent Interpersonal skills

AF/I

Can use ICT well to support learning

AF/I

Can complete and maintain pupil records

AF/I

Ability to complete and maintain pupil records

AF/I

Ability to relate well to children and adults and to build positive relationships

AF/I

Ability to use a range of strategies to support positive behaviour and self-regulation

AF/I

Has practical and organisational skills to prepare and manage educational resources

AF/I

Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	AF
QUALITIES AND ATTRIBUTES	
Ability to relate well to children and adults	AF/I
Can maintain trust and confidentiality where appropriate	AF/I
A pleasant disposition and ability to stay calm under pressure	AF/I
Demonstrate a positive team approach to work	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
A commitment to safeguarding students	AF/I
Suitability to work with children	AF/I
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 6: 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.