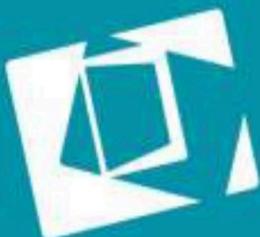


Manchester Communication Academy

Programme Leader- Internal Alternative
Provision



with you, for you, about you.

Dear Candidate,

Programme Leader – Internal Alternative Provision (Inclusion)

We are seeking an exceptional and highly motivated Programme Leader for Internal Alternative Provision to lead and develop our on-site provision for pupils who require a different approach to succeed. This is a high-impact leadership role at the heart of our school's inclusion strategy. You will work with pupils who may be at risk of exclusion, disengaged from mainstream education, or facing social, emotional and behavioural challenges. Our ambition is simple: Every child matters.

We are looking for a leader who combines strong relationships, high expectations and creativity, and who is passionate about building innovative pathways that re-engage young people in education.

The Opportunity

You will lead a developing provision purpose built within the school building with the opportunity to shape and innovate the curriculum, including the development of vocational pathways that connect learning to real-world careers.

This includes the potential to develop and expand programmes that support pupils to gain practical qualifications and skills in trades and vocational areas, such as:

- Plumbing and construction trades
- Hair and beauty
- Practical engineering or maintenance skills
- Catering and sports qualifications
- Employability and life skills

The successful candidate will have the freedom to develop creative, engaging provision that reconnects pupils with learning and prepares them for successful post-16 pathways.

The Role

You will:

- Lead and develop the school's internal Alternative Provision programme
- Build strong, supportive relationships with pupils who need a different approach to learning
- Design and implement innovative academic and vocational pathways
- Develop programmes that lead to recognised vocational qualifications and employability skills
- Coordinate staff and interventions within the provision
- Create structured reintegration plans for pupils returning to mainstream lessons
- Work closely with parents, carers and external agencies
- Contribute to the school's wider inclusion, behaviour and safeguarding strategy

We Are Looking For Someone who:

- Is passionate about inclusive education and transforming outcomes for vulnerable pupils
- Has strong experience in behaviour support, pastoral leadership or Alternative Provision

- Is motivated to build innovative vocational learning opportunities
- Can lead and inspire staff to deliver high-quality provision
- Builds positive relationships with pupils, families and external partners
- Maintains high expectations, consistency and strong boundaries

What We Offer

- The opportunity to shape and lead a developing Alternative Provision
- Support from a committed and ambitious leadership team
- Freedom to develop innovative vocational pathways
- Opportunities for leadership development and professional growth
- The chance to make a transformational difference to young people who need it most

If you believe that every young person deserves a pathway to success, we would love to hear from you.

Visits to the school are warmly welcomed.

The school is committed to safeguarding and promoting the welfare of children and young people. All appointments are subject to enhanced DBS and safeguarding checks.

Kind Regards



Susan
Watmough.
Headteacher
MCA

JOB DESCRIPTION

JOB TITLE	Programme Leader- Internal Alternative Provision
SALARY GRADE	A17 – A21 (£35,582-£38,202 FTE- £32,825-£36,012 TTO+3) *Qualified Teachers will also be considered for this role on the M1-UPS scale
RESPONSIBLE TO	Director of Learning
Start Date	September 2026 or earlier if possible
HOURS OF WORK	37.5 per week / Term Time Only, plus 3 weeks

Job Purpose

The Programme Leader for Internal Alternative Provision (AP) will lead and manage the school's on-site provision for pupils who require targeted support outside the mainstream classroom. The role is central to ensuring that vulnerable pupils remain engaged in education, achieve academically where possible, and develop the social, emotional and behavioural skills required to successfully reintegrate into mainstream learning or transition to appropriate pathways.

The Programme Leader will coordinate staff, deliver targeted interventions, liaise closely with parents/carers and external agencies, and ensure that provision is structured, purposeful and aligned with the school's inclusion and safeguarding priorities.

Specific areas of Responsibility

Leadership and Strategic Development

- Lead the design, implementation and continuous improvement of the school's internal Alternative Provision.
- Develop a clear vision for inclusion and intervention that supports pupils at risk of exclusion, persistent absence, or disengagement from learning.
- Ensure provision aligns with whole-school behaviour, safeguarding, SEND and inclusion policies.
- Monitor the quality and impact of provision, using data to inform planning and improvement.
- Contribute to the school's inclusion strategy and whole-school behaviour systems

Support for pupils

- Provide high-quality support and intervention for pupils who require placement in Alternative Provision.
- Build positive, trusting relationships with pupils with complex behavioural, emotional, or social needs.
- Deliver targeted programmes including:

- Behaviour intervention
 - Emotional regulation strategies
 - Social skills development
 - Restorative practice
 - Re-engagement with learning
- Support pupils to develop resilience, self-regulation, and responsibility for their learning.
 - Coordinate individual reintegration plans back into mainstream lessons where appropriate.
 - Monitor attendance, engagement and progress for pupils within the provision

Working with and supporting staff

- Identify, plan, deliver and assess all training and development needs of staff with regards to managing pupil behaviour, including providing INSET
- Line manage and coordinate staff working within the Alternative Provision (e.g., teaching assistants, mentors, behaviour support staff).
- Ensure consistent implementation of behaviour and pastoral systems.
- Provide guidance and training to staff on behaviour management, trauma-informed practice, and de-escalation strategies.
- Coordinate timetables, supervision and intervention programmes within the provision.
- Support staff to maintain high expectations for behaviour, learning and relationships
- Support staff with the use of individual behaviour plans, and any reviews of these plans
- Work with teaching staff to support the academic success of students within the alternative provision

Curriculum and Intervention

- Develop and oversee a flexible and engaging curriculum tailored to the needs of pupils in Alternative Provision.
- Ensure pupils continue to access meaningful academic learning alongside personal development.
- Coordinate literacy, numeracy and vocational interventions where appropriate.
- Monitor academic progress and ensure appropriate assessment and feedback systems are in place.
- Work with subject leaders to maintain curriculum continuity for pupils accessing AP.

Liaison with Parents and Carers

- Build strong, constructive relationships with parents and carers of pupils accessing Alternative Provision.
- Maintain regular communication regarding behaviour, progress and attendance.
- Lead reintegration meetings, review meetings and support planning with families.
- Provide advice and guidance to families on supporting behaviour, attendance and engagement with school

Behaviour, Safeguarding and Inclusion

- Promote a culture of high expectations, safety and respect within the provision.
- Ensure all safeguarding procedures are followed rigorously and in line with KCSIE
- Work closely with the school's Designated Safeguarding Lead (DSL) where concerns arise.
- Support behaviour interventions that prevent suspension or permanent exclusion where possible.
- Ensure all pupils receive appropriate pastoral and safeguarding support

Monitoring, reporting and administration

- Track behaviour, attendance and academic progress for pupils accessing Alternative Provision.
- Produce reports for senior leaders on outcomes and impact.
- Evaluate intervention strategies and adapt provision based on evidence and outcomes.
- Maintain accurate records of provision, interventions and communication with families and agencies.

Work with external agencies

Act as a key point of contact for external agencies supporting pupils in Alternative Provision.

Work collaboratively with professionals including:

Early Help services, such as:

- Social Care
- Educational Psychologists
- CAMHS
- Behaviour Support Services
- Alternative education providers

Attend and contribute to multi-agency meetings, reviews and safeguarding discussions.

Ensure appropriate referrals are made and support plans are implemented

Personal Specification

This person specification will be used when shortlisting candidates for interview.

	Essential /Desirable	Method of Assessment
Experience & Knowledge		
Qualified Teacher Status (QTS) or significant relevant experience in pastoral / behaviour leadership	Essential	AF, I
Strong behaviour management and restorative practice skills.	Essential	AF, I
Qualification appropriate to role	Desirable	AF, C
Experience of practitioner research	Desirable	AF, I
Evidence of supporting students to achieve	Essential	AF, I
Ability to work collaboratively with families and external agencies.	Essential	A,F, I
Effective partnerships with parents/ carers	Desirable	AF, I
Competencies – Personal Qualities, Skills and Attitudes		

The highest expectations for students irrespective of personal circumstance	Essential	AF, I
Able to anticipate barriers and find solutions	Essential	AF, I
To work with others where appropriate to bring about any necessary action or change	Essential	AF, I
Ability to design a creative, exciting and challenging curriculum	Essential	AF, I
Ability to forge successful partnerships to enhance student experience and outcomes	Essential	AF, I
Ability to reflect, develop, evaluate and disseminate best practice	Essential	AF, I
Values		
An understanding of the mission, vision, values and ethos of the Trust	Essential	I
A strong commitment to inclusion and equity in education	Essential	I
Possess drive, enthusiasm, integrity, determination and energy to contribute to improving the life chances and experiences of our students.	Essential	I
Commitment to continuous self-development	Essential	AF, I
Commitment to continuous service improvement	Essential	AF, I
Personal		
Enhanced DBS Clearance	Essential	PEC
Can evidence proof of right to work in the UK	Essential	I
Minimum of two appropriate references	Essential	AF, R

- AF – Application Form
- T – Test
- I – Interview
- C – Certificate
- R – Reference
- PEC – Pre-Employment Checks

Safeguarding

The trust is committed to safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.

This job description sets out the main duties and responsibilities of the post and each individual task may not be identified. The post holder will be expected to undertake such other duties as reasonably correspond with the general character of the post and are commensurate with its level of responsibility. This job description will be kept under review and may be amended from time to time, following consultation with the post holder, to reflect changing organisational needs.

When the post holder discloses that they have a disability, every effort will be made to supply all necessary aids, adaptations or equipment to allow them to carry out all the duties of the job. If, however, a certain task proves to be unachievable, job redesign will be fully considered.

DBS	This post requires DBS clearance and is subject to Enhanced clearance from the Disclosure and Barring Service as well as a range of other safeguarding checks.
Rehabilitation of Offenders Act 1974	The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website. You are not required to provide details of criminal convictions at application stage, however if shortlisted for interview you will be asked to supply further information, which will include spent convictions.
Online Searches	Any candidate selected for shortlisting may be subject to an online search as part of our due diligence. Online searches do not form part of our shortlisting process, however any issues of concern that come up during an online search may be discussed with the candidate at interview.

Probation period

Post holders who are not to the Trust will be subject to a probation period of 6 months. The probation period provides a structured framework to ensure employees are inducted into the Trust and understand the standards expected of them in terms of performance, attendance and behaviour.