



Alternative Provision Manager Applicant Pack

PROUD TO MAKE SUCCESS HAPPEN

Dear Applicant,

Thank you for your interest in applying to work at Uxbridge High School. It is a privilege to lead this school, and I am excited to share my ambition to provide a gold standard education. This appointment is crucial in fulfilling that ambition.

If you possess determination, drive, and moral integrity, we offer an exciting opportunity to be part of a fantastic school with a golden future. Uxbridge High School is a highly successful co-educational academy for students aged 11-18. The school is very popular and has grown considerably over the years, reflecting a rising trend in educational achievement. As the new Principal, I have chosen the colour gold for our logo to symbolise our ambition and commitment to the highest standards in everything we do. Our enrolment now stands at over 1,300 students, including 220 in our sixth form. We are a school of choice and are oversubscribed in all year groups.



We have much to celebrate, including a strong local reputation and a diverse, happy student body. Our staff are highly committed, enjoying very high levels of support, professional development, connection to a common purpose and a sense of community. We are based on an open and green campus which includes a range of state-of-the-art buildings and facilities.

At the heart of the school is its distinctive ethos and vision. Our **PROUD** values of positivity, respect, open-mindedness, uniqueness, and determination define our work. These values provide aspiration and structure for every student, whatever their starting point. We are proud to be a truly comprehensive school preparing students for life in modern Britain.

Academic performance is very good, across the school including the sixth form. We continue to recognise the importance of ensuring all students fulfil their ambitions and potential whatever these might be. They leave school as **PROUD** students with doors open for a bright future.

We have created a culture where staff and students are determined and committed to creating an environment where all can thrive. We hope you relish the opportunity to lead in a school which all stakeholders are proud to be involved with. We need leaders who are committed to nurture the ambitions of all students, right through the school until they are committed to their own aspiration and have the independence to apply to university, work as an apprentice, or excel in a unique field of their choice. Every endeavour and every aspiration are valued and celebrated. As a leader, you will ensure our teachers deliver lessons which give students the knowledge and skills, they need to be successful, but also create experiences that build character, positivity, and happiness. You will ensure students have positive attitudes in the classroom and beyond.

If our school priorities align with yours, I would welcome your application to join a school that creates optimism for the next generation. I very much look forward to reviewing applications in our search for the right person to lead Uxbridge High School into the future.

On behalf of the school, thank you for your interest in Uxbridge High School.

Louisa Seymour
Principal

Our School

Uxbridge High School is a vibrant, forward-thinking school that celebrates the academic, social, and emotional growth of each student. We take pride in our diverse, committed student body, supportive staff, and strong relationships with the wider community. As a truly comprehensive and multicultural school, we embody the spirit of modern Britain, valuing every child's unique journey and success.

At Uxbridge High School, our **PROUD** values, Positive, Respectful, Open-minded, Unique and Determined, guide everything we do.

Uxbridge High School Academy Trust believes in creating an environment that allows employees to be at their best. This is known by the community as our **gold** standard. Our commitment to our people, how we value and treat staff is set in our [People Strategy](#).

The Department

Our Alternative Provision Department plays a vital role at Uxbridge high school through supporting students who require a more personalised therapeutic, or specialised approach to learning. The department provides a structured and aspirational environment for students experiencing **SEMH difficulties, behavioural challenges, disengagement from learning, neurodiversity-related needs, or barriers linked to undiagnosed SEND**. The department strived to make sure that each and every student has a smooth integration back into mainstream school.

The Role

The Alternative Provision & Inclusion Manager is responsible for the **operational leadership, coordination, and overall quality** of Uxbridge High School's on-site Alternative Provision (AP).

The postholder leads the daily running of the AP and the RESET behaviour intervention room, overseeing staff deployment, routines, behaviour systems, curriculum delivery, and intervention planning. They model trauma-informed and relational practice, develop personalised behaviour and support plans, and use behaviour and engagement data to drive improvements. A key part of the role involves managing reintegration pathways for students returning to mainstream lessons,

Closing Date: Friday 6th March, midday

Start Date: Immediate

Contract: Permanent, Full Time

Salary: UHS SPR 40-43, Actual salary £52,276- £55,294 per annum, inclusive of London weighting (36 hours per week, 42 weeks per annum)

How to Apply:

Completed application form on our [website](#) Include in the application your supporting statement (two A4 pages) outlining why you believe that you have the right skill set to undertake this role successfully. Please be sure to relate to the person specification and include examples of impact and evidence.

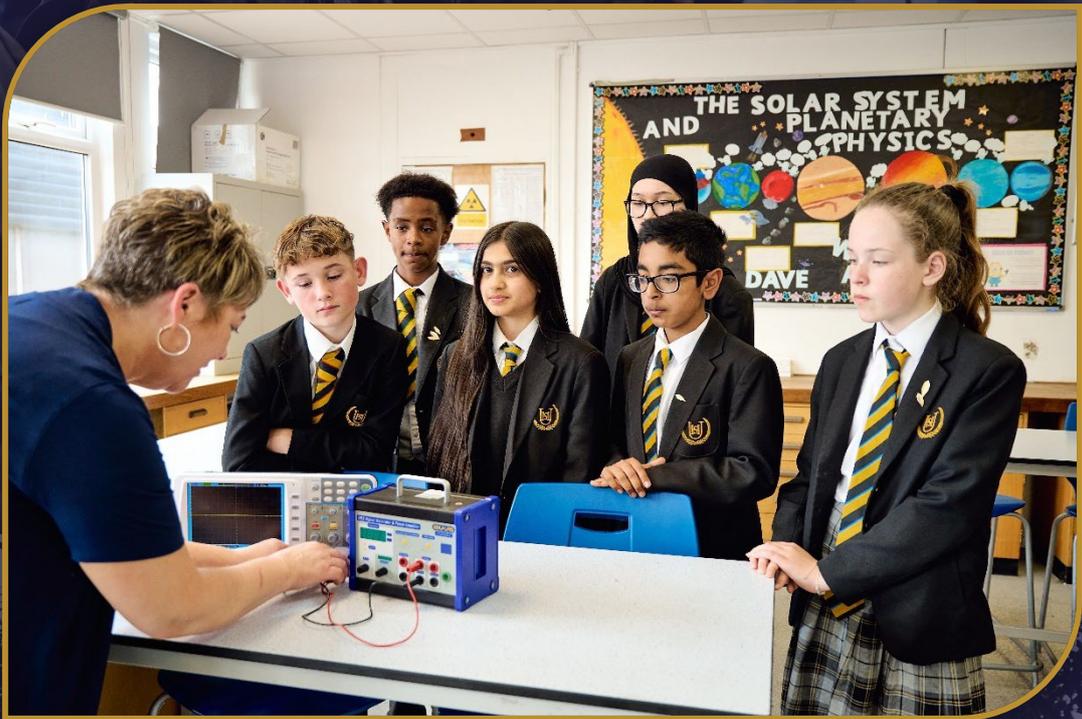
Should you have any questions about this role, please contact Danielle Fuller, Recruitment Officer on 01895 234 060 or recruitment@uhs.org.uk.

Uxbridge High School is committed to safeguarding and promoting the welfare of children and young people. All appointments will be subject to receipt of satisfactory enhanced DBS check and pre-employment checks.

coordinating support across pastoral, SEND and curriculum teams, and maintaining clear communication with teachers.

The postholder also builds and sustains effective relationships with **parents, carers and multi-agency professionals**, including CAMH and Educational Psychologists, to ensure a holistic and joined-up approach to pupil support.

Overall, the Alternative Provision & Inclusion Manager is a pivotal figure in promoting **inclusion, consistency, high expectations**, and positive outcomes for some of the school's most vulnerable learners.



“To be part of an amazing school like this, you have to be PROUD. These values are part of everything we do and we are positive, respectful, open minded, unique and determined at all times. I feel so lucky to be at this school.”

Mariam Razaie - Year 10



UXBRIDGE HIGH SCHOOL JOB DESCRIPTION: ALTERNATIVE PROVISION & INCLUSION MANAGER

Responsible to:	SENDCO, Leadership Line Manager
Grade / Salary:	UHS SPR 40-43 actual salary £52,276- £55,294 pa, inclusive of London weighting
Hours:	36 hours per week, 42 weeks per annum (this includes 38 term time weeks, two staff training days and 18 additional days to be worked by mutual agreement with the Leadership Team line manager).

Overview of role expectations

The Alternative Provision Manager is responsible for the operational leadership, coordination, and high-quality delivery of the school's on-site Alternative Provision (AP). The postholder ensures a structured, safe, therapeutic and aspirational learning environment for pupils experiencing SEMH difficulties, behavioural challenges, disengagement, neurodiversity-related needs, or barriers linked to undiagnosed SEND. The AP Manager oversees staff, routines, systems, behaviour standards and intervention delivery, and works closely with the Alternative Curriculum Lead to ensure the AP operates to a consistently high standard. This includes the effective management and provision of the RESET room as a key behaviour intervention space, ensuring it supports reflection, regulation, and reintegration into learning through restorative approaches and targeted strategies.

Responsibilities and Tasks.

1.	<p>Operational Leadership & Management of the AP</p> <ul style="list-style-type: none"> ● Lead the daily running of the Alternative Provision, ensuring consistency of routines, expectations, and systems. ● Act as the operational manager for the AP, responsible for environment quality, staff deployment, and behaviour expectations. ● Line-manage AP support staff, including daily task allocation, briefings, coaching, and performance discussion. ● Oversee staff rotas, intervention timetables, and supervision responsibilities. ● Work collaboratively with teaching staff delivering alternate provision to ensure the daily curriculum requirements for students are met. ● Ensure the AP remains calm, purposeful, and professional at all times.
2.	<p>Behaviour, SEMH & Neurodiversity Support</p> <ul style="list-style-type: none"> ● Provide leadership over behaviour systems within the AP and RESET, ensuring fairness and restorative approaches. ● Model trauma-informed, attachment-aware, neurodiversity-affirming practice to staff and students. ● Lead on personalised support plans, risk assessments, and behaviour intervention plans. ● Support staff in using relational approaches and de-escalation techniques confidently. ● Analyse behaviour and engagement data to plan timely interventions
3.	<p>Curriculum & Learning Oversight</p> <ul style="list-style-type: none"> ● Oversee and coordinate delivery of the AP curriculum alongside the Alternative Curriculum Lead. ● Ensure learning resources and personalised curriculum materials are appropriate

	<p>and well-prepared.</p> <ul style="list-style-type: none"> ● Monitor the quality of teaching and learning within AP and provide feedback to improve practice. ● Support delivery of accredited learning or skills-based programmes. ● Track pupil engagement, academic progress, and learning behaviour.
4.	<p>Staff Leadership & Team Development</p> <ul style="list-style-type: none"> ● Provide leadership, supervision, and daily direction to AP staff. ● Lead staff briefings, debriefs, and planning sessions within the AP. ● Identify training needs and contribute to staff development. ● Promote a strong team ethos with consistent communication and shared expectations. ● Model best practice in behaviour support and mentoring.
5.	<p>Reintegration & Transition Management</p> <ul style="list-style-type: none"> ● Oversee reintegration plans for pupils transitioning back to mainstream lessons. ● Conduct learning walks in mainstream classrooms to monitor reintegration success. ● Coordinate cross-department communication to ensure consistency of support. ● Develop exit plans and recommendations for students leaving AP. ● Work closely with ASP Guidance Leader, SENCO and Pastoral Teams to sustain reintegration.
6.	<p>Collaborative Working & Communication</p> <ul style="list-style-type: none"> ● Act as the operational link between AP and whole-school staff. ● Support implementation of whole-school behaviour initiatives within the AP. ● Provide regular updates and reports to senior leaders on performance, attendance, and behaviour. ● Work closely with inclusion, SEND and pastoral teams to ensure holistic support.
7.	<p>Parent & Multi-Agency Engagement</p> <ul style="list-style-type: none"> ● Communicate regularly with parents/carers regarding progress, concerns, and support strategies. ● Lead or support meetings with families and external professionals. ● Liaise with external agencies such as CAMHS, Educational Psychology, Social Care and Youth Services. ● Ensure recommendations from external professionals are embedded into pupil support plans.
8.	<p>Safeguarding Responsibilities</p> <ul style="list-style-type: none"> ● Maintain full compliance with statutory safeguarding procedures and school policy. ● Ensure the AP team remain vigilant and confident in raising safeguarding concerns. ● Promote a safeguarding-focused culture within all AP practice.
<p>In addition the role includes adherence to all safeguarding and other policies and procedures in place at Uxbridge High School and regular contact with other staff employed at the school, school governors and outside bodies. You will work under the reasonable direction of the Principal and Office Manager and be prepared to carry out any other duties commensurate with the general level of this appointment.</p>	
<p>Name of Post Holder: _____ Signature: _____</p> <p>Date: _____</p>	



UXBRIDGE HIGH SCHOOL PERSON SPECIFICATION: ALTERNATIVE PROVISION AND INCLUSION MANAGER

Criteria

Qualifications / Education / Training

1. Level 3 or above qualification in Education Support, Social Care, Behaviour, SEMH, SEND, or related field.
2. QTS or Level 4+ qualification; training in SEND, trauma-informed practice, or counselling. *
3. First degree in a relevant field (Education, Psychology, Social Work, Behavioural Science).*
4. Up-to-date safeguarding and child protection training.

Experience

5. Experience working with SEMH, behaviour, neurodiversity or SEND needs; mentoring experience; behaviour intervention experience.
6. Experience leading a team and managing staff.
7. Experience of liaising with multi-disciplinary teams or working in AP/Inclusion settings.
8. Experience implementing behaviour management frameworks, restorative approaches, or therapeutic interventions.

Skills, Knowledge and Abilities

9. Strong leadership, supervision, and team management skills.
10. Strong behaviour management; de-escalation; understanding of neurodiversity and SEMH; strong communication and organisation.
11. Effective communication skills, both written and verbal.
12. Excellent organisational and operational planning abilities.
13. Analytical skills for behaviour and engagement data to plan interventions.
14. Ability to work efficiently in a very busy environment.
15. Ability to maintain the highest personal and professional standards.
16. Knowledge of restorative approaches, therapeutic models, SEND Code of Practice, EHCP processes.
17. Resilient, organised, authoritative, relationship-focused, solution-oriented.
18. Innovative, reflective, able to inspire others and lead change.

Equal Opportunities

19. Commitment to equal opportunities and inclusion.
20. Ability to promote and support the school's Equality and Diversity Policy.

Disposition

21. Demonstrate a diligent, "can do" attitude.

*Desirable

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Our Vision

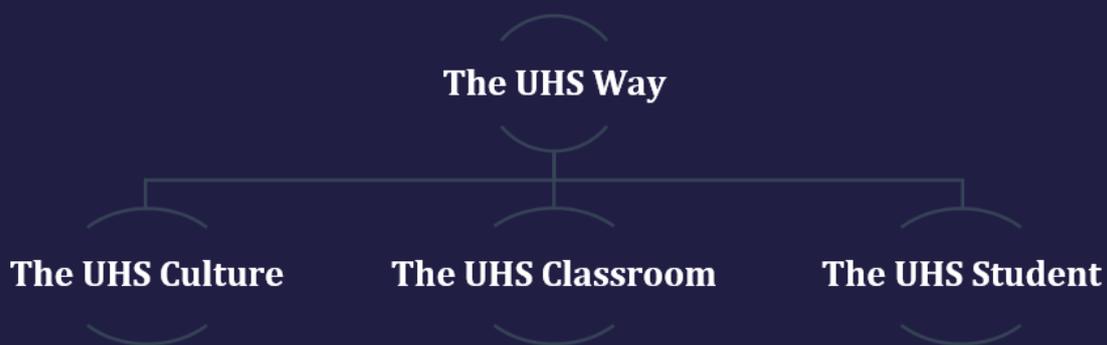
Uxbridge High School is a happy and ambitious school which enriches individuals academically, socially and emotionally.

The UHS Way

We develop the whole student in a safe, inclusive, and supportive environment. We nurture students' ambitions ensuring all are **PROUD** of their success.

The UHS Way is the foundation to everything we do, ensuring we:

- Provide exceptional learning experiences.
- Cultivate excellence in each student.
- Have a safe, respectful and happy community.
- Prepare students for future opportunities as global citizens.



Uxbridge High School students are **PROUD** to be:

POSITIVE to learn new knowledge and thrive on developing their skills.

RESPECTFUL and kind to all members of our school community and its environment.

OPEN MINDED and happy about all new opportunities.

UNIQUE in their demonstration of skills and talents.

DETERMINED to achieve their best in all areas of the curriculum.

TESTIMONIALS

Celebrating Our Dedicated Educators



“ From the moment I joined the staff, I felt welcomed and supported by colleagues. Everyone here is committed to fostering a collaborative and inclusive environment, which greatly enhances our ability to provide the best education our students. It's a joy to work in a place where open communication and mutual respect are the norms. ”

Campbell Hurst - Science Curriculum Lead

“ Working at Uxbridge High School is an incredible opportunity because of its supportive and collaborative environment that fosters professional growth. The school's commitment to innovative teaching methods and continuous improvement ensures that both teachers and students thrive. Additionally, the strong sense of community and dedication to student success make Uxbridge High School a truly rewarding place to work. ”

Fatima Latunji Jones - Head of Learning Year 10



“ Uxbridge High School is a supportive and positive environment. Both staff and students are determined and enthusiastic, meaning that the curriculum is regularly adapted to inspire and encourage all learners. ”

Emmy Griffin - English Teacher

Benefits & Rewards

Uxbridge High School employees benefit from:

- **Early finish on Fridays** (our students are dismissed at 1.00 pm)
- **We support flexible working:** 16% of our staff work flexibly (including 9% of teaching workforce and 37% of associate staff).
- We support **the work life balance** and **have family friendly policies:** we give our staff three paid days of special leave for medical appointments and three paid days for childcare/emergency leave.
- We offer **private health care** which includes: 24/7 GP and mental health helplines, medical diagnosis and treatment, physiotherapy, cancer support, social care advice and wellbeing hub, rewards and benefits.
- **July start for Early Careers Teachers**, paid induction for new starters, paid duties, interest free travel loans, interest free loan for ECTs (up to £1500), financial support for higher and further education.
- **Staff events:** Christmas lunch and end of year event, sport days.
- **Staff wellbeing:** staff wellbeing group, yoga sessions on site, running club, five annual INSET days to deliver exceptional CPD with TOIL days for twilight INSET which gives staff longer Christmas and Easter holidays, wellbeing is our appraisal target, Occasional Day off in Autumn.



FURTHER INFORMATION

We have energetic and dedicated teachers, middle leaders, and senior leaders at Uxbridge High School. The board of trustees is well established and is resolved to drive and support our future development.

We value the dedication of our staff and are mindful to create a work environment that ensures well-being and supports productivity in the classroom. Uxbridge High School was one of the first schools to fully partner with Teach First. We continue to support new recruits into the profession and value the energy that they bring. We are innovative, creative and flexible in our recruitment and development of all staff.

Our Facilities

We are fortunate to have an open campus with extensive playing fields. Our original school building, dating from the early 1900s, is still in use and is complemented by a range of more modern buildings. You will work in an exceptionally well-maintained school with high-spec specialist classrooms, laboratories and facilities.

Our most prestigious accommodation includes an excellent £6m sixth form centre, a state-of-the-art full size indoor sports facility and a new £2.1m art, drama and music centre.

Our Partnerships

To ensure the best opportunities for our students we have strong relationships with several local universities and partner schools in Hillingdon, nationally and internationally. We also work closely with organisations such as Teaching Leaders, Teach First, Be Her Lead and the Royal Shakespeare Company.

Our Website and Social Media

You can find out more about our work by looking at our public profile. Our website www.uhs.org.uk and a selection of our social media accounts, linked below, give a fantastic insight into the extensive opportunities that form such a valuable part of our curriculum and are used widely by parents and other stakeholders:

- twitter.com/uxbridgehighsch
- [instagram.com/uxbridgehigh](https://www.instagram.com/uxbridgehigh)
- www.facebook.com/uxbridgehighsch

We also have a LinkedIn page, giving updates and current vacancies:
www.linkedin.com/company/uxbridgehighschool/

Our Location

Uxbridge is in the London Borough of Hillingdon in West London. We are in an urban area with a rapidly expanding population, but have easy access to the green spaces surrounding London.

The school is close to Uxbridge town centre, which is served by bus and tube links to central London, and has easy links from Hayes and West Drayton which is served by the Elizabeth Line. The M4 and M25 motorways link us to the national road network and Heathrow Airport provides global connections.





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