

Briefing Pack for Applicants Alternative Provision Manager



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: Alternative Provision Manager

Pay scale: Grade 7 points 27-31 £33,820-£37,261

Actual Annual Salary: £29,089-£32,049 (Under 5 years of Service)

Contract: Fulltime, Permanent, 37 hours per week, 39 weeks per year

Start date: 1 September 2023

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.

Handsworth Grange Community Sports College is a popular 11-16 comprehensive school located in the South East of Sheffield. We are above average nationally for pupil progress. We have been nationally recognised for our work with Pupil Premium. 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 are the founding school within the Minerva Multi Academy Trust. We strongly believe in work life balance and we work with our staff to actively promote and improve wellbeing.

We are seeking to appoint an Alternative Provision Manager to join our outstanding Pastoral Support at Handsworth Grange Community Sports College.

Candidates are encouraged to have an informal discussion about the role with S Mattock Headteacher smattock@hgsc.co.uk

The closing date is Tuesday 13 June at 09:00am. Interviews will take place on Tuesday 20 June 2023.

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 [Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check.

Further information is available by contacting Alison Keeton- Headteachers' PA:
akeeton@hgsc.co.uk

The application form and information pack are available on the school website www.hgsc.co.uk
Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED. Please provide telephone numbers and email addresses for yourself and referees.

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, Chapeltown 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 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 South East 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:

- Care for each other
- Laugh with each other
- Learn from each other
- Celebrate with each other
- Are safe, responsible and respectful

We have a tradition of strong academic performance, in particular in English, Mathematics and Technology. For the last 4 years we have achieved above average Progress 8 scores and we are currently ranked 4th highest in Sheffield. We are proud of the achievements of our disadvantaged students who have the highest levels of progress in the City.

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.



Suzy Mattock
Headteacher

Section 4: About our Trust

Who We Are

Minerva Learning Trust is an educational charity that has the single objective 'to advance education for public benefit'. As such:

- The Trust is legally accountable for the education of every child, the professional performance of every employee and the health and safety of the working environment
- The workforce is a single "faculty of education" who work together even though their places of work are located on different school sites
- The Board of Trustees, who are appointed by the members are the governing body of the Trust. Every other governance group is a sub-committee, including Local Governing Bodies
- The CEO is the Accountable Officer

The Trust was established in October 2014. Our vision is to provide outstanding education for students who are from a wide variety of backgrounds across the city of Sheffield.

The Trust is an expanding Sheffield based Multi Academy Trust with a vision of providing outstanding education for all the students within our schools. During 2017/2018 the Trust brought together four secondary schools to create a new partnership which supports the teaching and learning of around 5,500 students.

In September 2020, Chapeltown Academy converted to academy status with Minerva, this has enhanced the post-16 provision within the Trust in the north of the city. In addition, September 2021, Woodthorpe Community Primary became the first primary school to join our Trust as we begin an exciting expansion into the primary phase.

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. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost.

Minerva Learning Trust is led by Bev Matthews, Chief Executive Officer and Ed Wydenbach, Chair of the Trust Board. Bev is an experienced Headteacher and School Improvement leader. Ed is an experienced Governor and is a National Leader of Governance (NLG).

The Trust employs just under 800 staff across our schools and central services and we are committed to providing career opportunities and professional development which allows people to make a positive contribution to the delivery of our vision.

What We Do

Our aim is to deliver an outstanding education for all students, staff and stakeholders.

We do this through an ethos of collegiality, placing students at the centre of all that we do. We are an inclusive Trust; our students show a high level of care for each other and respect each other's diversity. We do not allow disadvantage to be a barrier to learning and we support all our students to be the very best.

Why We Exist

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 Working Together, Learning Together and Outstanding 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.

Mission, Vision, Values and Beliefs

Our Mission, Vision and Values

OUR MISSION

To provide an outstanding education for students, staff and stakeholders within the Trust.

OUR VISION

Our mission is underpinned by our vision that we are 'Stronger Together' by:

'Working Together'

Our students, staff and stakeholders work in partnership to maximise attainment and achievement and create successful and confident citizens.

'Learning Together'

Our students, staff and stakeholders learn collaboratively with each other to develop a highly skilled workforce which impacts positively on students' life chances.

'Outstanding Together'

Our students, staff and stakeholders work tirelessly, effectively, and efficiently to develop an outstanding quality of education in all our schools.

OUR VALUES

Our values underpin all of the work that we do and all of the decisions that we make.

Inclusion

We place the needs of our students at the heart of everything we do and we all support and encourage each other

Independence

We promote and support strong leadership within our students, staff and stakeholders and we are all accountable for each other

Respect

We recognise and appreciate the diverse qualities of our students, schools and stakeholders and we all care for each other.

Success

We celebrate and communicate our successes, share good practice and we all promote a culture of continuously learning from each other

OUR BELIEFS

- We believe that we will have a significant impact on young people in Sheffield by providing outstanding provision.
- We believe that we can empower existing and aspiring leaders to drive school improvement.
- We believe that through a quality education we can support students to be successful in life after school and to positively contribute to society.
- We believe that a child's background and circumstances should not pre-determine their future.
- We believe that we can enrich the learning experience for all our students by providing aspirational opportunity beyond the classroom.

Our Schools

Minerva Learning Trust is one of the largest Multi Academy Trusts in Sheffield with over 5,000 students. We are very proud of all our schools. Each school serves a very different community within Sheffield, which contributes toward the inclusive nature of the Trust and is something we are very proud of.

The benefits of this means that we have schools in close proximity to each other which provides huge opportunities for staff and students alike to work with and learn from each other. No school is seen as the lead school and every school within the Trust is expected to be a 'giver' and 'receiver' of support.

We have a shared set of values and a common mission which ensures that every child receives the education they deserve. Each school within the Trust retains its cultural autonomy but we work together to ensure best practice becomes shared practice.

Each of our schools is led by a Headteacher with a Senior Leadership Team of Deputy and Assistant Headteachers. Headteachers are responsible for the overall success of the school and for developing a professional and effective working relationship with the Local Governing Body.

Together, We are Minerva



Schools within our Trust are listed below, alongside an overview of their context and contact details.

Academy	Headteacher	Age range	Pupil Admission Number
Chapelton Academy	Dayle Coe	16-18	300
Ecclesfield School	Richard Walkden	11-16	1750
Handsworth Grange	Suzy Mattock	11-16	1025
High Storrs School	Claire Tasker	11-18	1650
Stocksbridge High School	Andy Ireland	11-16	900
Woodthorpe Community Primary School	Dave Smith	3-11	455

Why Choose to Work for Minerva Learning Trust?

The Trust recognises that the commitment and care shown by all our people are fundamental to the success of our young people and we promise our staff that they will be 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.

Wellbeing Charter

Alongside students, our staff are our most important asset, and we are committed to being an employer of choice across our region. A happy and healthy workforce is vital for the success of our students and we are developing our approaches to staff wellbeing. The charter below gives a flavour of our thinking and direction of travel toward ensuring our Trust is a great place to work.

Emotional Pillar

An employee assistance programme with a confidential helpline that any member of staff can ring for support at any time.

Swift referrals to Counselling support and services and bespoke paid support for colleagues who are particularly struggling.

Workload Impact Assessment of new policies to ensure that they are manageable and reasonable.

Work-life Balance Policy and Charter which ensures staff are able to manage their workload.

Job opportunities shared across the Trust.

CPD and networks for teachers and support staff.

Staff voice including an annual Trust-wide survey.

Supportive arrangements including induction for new staff.

Open door policies for SLT.

Line manager support through regular 1:1 and team meetings.

Clear expectations for all staff (e.g. Code of Conduct and professional standards).

Access to onsite Mental Health First Aiders.

An MLT Wellbeing ROUTES CPD programme.

Social Pillar

Supportive policies (e.g. flexible working, maternity, paternity, shared parental leave, KIT days and leave of absence).

CPD and networks for teachers and support staff.

Working partnerships with local and regional union representatives.

Approaches across the Trust to celebrate staff as individuals and as a team.

Careful planning of meetings calendars and INSET time to allow staff to meet whilst maintaining a reasonable work-life balance

Designated social spaces in each school to allow time for rest and reflection.

A designated Wellbeing Working Group in each school.

A clear Equality Statement and community that is proactive in supporting diversity and inclusion.

A commitment to collect, analyse and respond to exit interview findings.

Dedicated mentoring support for NQs and a buddy system for all new staff.

Access to coaching support as part of the Trust's professional development programme.



Physical Pillar

Supportive policies (e.g. work-life balance, flexible working, time off for medical screening and hospital appointments, reasonable adjustments, support for specific issues such as menopause, dementia, cancer, disabilities).

Occupational Health referrals.

Wellbeing sessions for staff (when and where appropriate) and access to resources such as gyms.

Estates management across the Trust to ensure that all staff experience a warm, safe and healthy environment.

Support for the Cycle to Work Scheme.

Individual Risk Assessments for staff facing challenges.

Wellbeing initiatives include cross Trust events.

A commitment to review workload regularly and make changes where possible.

Access to free eye tests for routine users of Display Screen Equipment.

Financial Pillar

Support for courses to prepare for retirement.

Access to enrolment in a defined benefit Pension Scheme (TPS or LGPS).

Access to pensions advice and additional voluntary contributions.

Ensuring that redundancies are a last resort when budgets necessitate changes.

Transparent and clear pay progression policies and collective bargaining with Trade Union colleagues in respect of national and local agreements.

Support for the childcare voucher scheme for eligible employees.

Employer rate and arrangements for deduction from employee's pay through payroll for health care e.g. Westfield Health.



Workload Charter

Our Workload Charter sets out our commitment and offer to support the workload and work/life balance of our staff.

Culture Matters

We all have a responsibility to manage our own workload and that of others. Line management meetings exist to discuss concerns and find solutions.

Line Managers are encouraged to ensure fairness across teams of the delegation of tasks and workload.

The need for change is well planned for and effectively communicated to key stakeholders. Training and time is allocated to ensure that the change is successful.

The Trust / School Calendar is planned with workload in mind and the timing of tasks and projects are adjusted during busy periods.

Opportunities are provided and time is given to support school-school collaboration and reduce the replication of effort.

Research-informed teaching methods are embraced. Staff are empowered to deliver learning that meets the needs of our students in line with teaching and learning principles.

Additional provision is strategically planned for revision sessions with an identified need in mind.

Our schools are calm and safe places to work and learn. A strong behaviour policy is in place in all schools which is consistently applied. Staff, parents and students are aware of the policy and expectations.

TIME Matters

No expectation of staff to respond to emails outside working hours. Except relating to serious safeguarding or other matters.

Staff are encouraged to set an 'Out of Office' and to not access emails outside of their working hours.

Restrictions are set on who can send whole staff Trust and school emails.

Data collections are kept to a maximum of three data drops per year group in any one given academic year. Meeting time is allocated so staff can accurately analyse and discuss.

Student assessments are strategically planned for the academic year to allow time for effective marking and feedback.

Responsive teaching and live feedback are utilised to provide guided instruction and identify common misconceptions so that gaps are quickly closed.

Schools do not roll over the timetable during the second half of the Summer Term, this time is used to work on core priorities and vital staff training.

Duties, including detentions, are shared equally amongst staff.

Meetings start and finish on time with well-structured agenda and, staff should not feel pressured to stay late.

PPA will be distributed throughout the working week to allow time for colleagues to plan and prepare throughout.

CPD Matters

Department time is prioritised and focuses upon sharing expertise, distributing workload and enhancing knowledge.

Inset and twilights are strategically mapped to the strategic objectives of the school and the professional development needs of staff.

The Performance Development Reviews focus upon how staff feel about their current role, how they would like their role to evolve, their career aspirations and any CPD needs that they have.

All staff are given equal access to the Trust ROUTES CPD programme and coaching and mentoring provision. Staff are supported to undertake this during the school day.

Department development time during the last term of the year to support strategic planning and development for the year ahead.

CPD time for strategies to manage workload and how to manage what we expect from ourselves.



Communication Matters

Weekly staff bulletins for key messages to decrease the amount of email traffic from different personnel.

Briefings focus on training staff and sharing key/important messages.

Consultative Forums for staff to raise issues/ or concerns; especially where any significant change is planned.

Capture staff voice on workload.

Regular meetings with Union representatives to ensure that all is well across the school.

Meet the needs of family life, ensuring emotional and family wellbeing is supported.

Trust Wellbeing Ambassadors in every school/team who champion all workforce developments.

Wellbeing Committees within each school/team encourage to monitor and discuss workload issues.

Continuous Professional Development (CPD)

The professional development of staff, including opportunities for research, is a key priority of the Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of everyone who works with us. We believe 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.

Access to our internal ROUTES CPD programme, Minerva Leaders of Education Coaching Programme, leadership training, coaching, mentoring, external CPD programmes, ECT training, ITT development, apprenticeships, networking opportunities and access to external courses are just a taster of the wide range of opportunities on offer to all our staff. Our strong collaborative community networks for Headteachers, senior leaders, subjects leaders and variety of support staff roles support the culture of collaborative generosity and sharing of good practice across our organisation.

As a Trust we strongly believe in the power of growing our own leaders and the importance of succession planning and talent management. Many leaders within our organisation have been developed through this route.

This is underpinned by our new approach to Performance Development Reviews, rather than Performance Management, which supports a move away from performance related pay to one which focuses upon the personal and professional developments needs of all individuals to ensure the best possible outcomes for all our young people.

Occupational Health Support and Counselling

The Trust accesses Occupational Health services via Indus Occupational Health and Counselling services via Collins Donnelly Consultancy and Zurich Municipal. A range of services can be provided. Further information can be made available upon request.

DSE Eye Tests

Staff who work with Display Screen Equipment (DSE) continuously and intensively for more than one hour per day on most days as a significant part of their normal day to day work can access pre-paid eye examination vouchers, which they can use at Specsavers. Staff should speak to Central HR or the school Business Support Manager to access a voucher.

Pension Schemes

All employees of the Trust are automatically enrolled into either the Teachers' Pension Scheme or the Local Government Pensions Scheme (LGPS). Further information and terms and conditions can be found on their websites.

Salary Sacrifices Schemes

Employees of the Trust can access the Government's Cycle to Work Scheme, which offers the opportunity to buy cycles and cycling equipment. Further information can be made available upon request.

Section 5: 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	Alternative Provision Manager
GRADE/SALARY	Grade 7
HOURS/WEEKS	37 hours 39 weeks
LOCATION	Handsworth Grange Community Sports College
RESPONSIBLE TO	Assistant Headteacher for Behaviour
RESPONSIBLE FOR	HLTA/Learning Mentor
PURPOSE OF THE JOB	<ul style="list-style-type: none"> • To manage and oversee the Alternative Provision onsite, in its day-to-day operation, ensuring the provision is effective, appropriate and meets the needs of all students who access it. • Ensure the Alternative Provision at Handsworth supports the schools' behaviour policy. • Work alongside the Pastoral team to increase student engagement and reduce absence and exclusion rates, for some our most challenging students. • To raise attainment for those students most at risk of underachievement, through the delivery of bespoke learning and enrichment programmes for these students, and reduce the number of students with limited qualifications who are vulnerable to becoming NEET. • To lead intervention sessions and mentor of students. • To lead the management and development and staff.
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none"> • Level 2 English and Maths • Level 4 qualification in a relevant field

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

- To ensure the three areas of Alternative Provision at Handsworth is staffed, resourced for learning and operational on a daily basis.
- Line management of the support staff (AP HLTA/Learning Mentor) that work across the different areas of Alternative Provision.
 - a. Lead morning briefings to the team, outlining the staffing plan for the day, including any key focuses that are required from staff members within the different areas of provision and any other relevant items on the agenda for the day.
 - b. Direct the HLTA/Learning Mentor in their planning and delivery across each area of the provision to ensure successful outcomes are met for students from the interventions they carry out.
 - c. Lead half termly team meetings with the HLTA/Learning Mentor, providing feedback on the delivery from staff across the provision and agreeing on objectives going forward.
 - d. Respond to any staffing matters that arise day to day within the team.
- Ensure the AP supports the schools behaviour policy.
 - a. Support delivery of a Bespoke behaviour policy within the AP.
 - b. Hold regular reviews of the Bespoke behaviour and rewards system with the AP, gaining feedback from teaching and support staff who deliver within the areas, and implement any changes where required.
 - c. Ensure sanctions for poor behaviour within the areas of provision are agreed with year teams and communicated with parents.
 - d. Attend Re-admittance meetings for any students accessing the areas of AP, drawing up agreements with parents regarding action plans going forward.
- To write and update documentation in collaboration with the DHT for Inclusion and AHT for Behaviour which supports the smooth operation and routines of AP in school i.e. Alternative Provision Handbook and support where appropriate on behaviour and safeguarding policies.
- To lead a programme of interventions that support students engagement.
- Develop and maintain accurate records ensuring all children who access the different areas of provision have a clear and documented entry and exit pathway (where required).
- Monitor and track progress of all students accessing the different areas of provision, ensuring targets are set each half term and reviewed.
- Ensuring excellent communication and ongoing liaison with all staff (both teaching and support staff) that deliver in the different areas, to ensure the Alternative Provision runs effectively and students are making progress.
 - a. Meet with Curriculum leaders to support with curriculum planning across the different areas of provision, to ensure it meets the needs of the students placed in there.
 - b. In collaboration with the DHT and AHT to lead on sessions with teaching staff placed within the areas of AP, to offer guidance on inclusive and flexible approaches to

teaching within an AP model, in order to get the most successful outcomes for some of the most disengaged students within the school.

- Facilitating home/carers- school links, including daily/weekly phone calls, meetings and home visits, where agreed, to ensure barriers to learning are broken down and the behaviour is management of behaviour is effective.
- Promote high expectations of students and their emotional, social and behavioural well-being, based on clearly expressed and understood expectations of the students with the use of agreements and contracts as appropriate.
- To work collaboratively with the Inclusion and Safeguarding teams to ensure all student behaviour within the Alternative Provision is dealt with effectively and that students at risk are identified and any safeguarding concerns are raised and documented.
- To attend the Inclusion and RAP meetings to present feedback on student engagement and offer advice and guidance where needed for any new referrals being considered for Alternative Provision, where barriers to learning need removing.
- To communicate and collaborate with all stakeholders to reduce/eliminate fixed term exclusions, for students accessing the AP, and offer bespoke programmes to reduce the school's Permanent Exclusion figure.
- Ensuring appropriate, relevant, curriculum work is provided/delivered to students who access the different areas of AP.
 - a. Liaise regularly with CL's and AHT for Curriculum regarding course entries across each of the different areas, where decisions need to be made for the group or individual students around entries, to maximise opportunity for achievement and a positive level of engagement with learning.
 - b. Liaise with AHT and complete any paperwork where courses changes and withdrawals are required.
 - c. Ensure all students within the areas of AP are fully informed about curriculum changes and progress they are making against agreed targets each half term.
- Write and provide half termly reports across for all areas of Alternative provision to DHT for Inclusion.
- Write and provide an end of year report, for the different areas of AP, showing impact for key performance indicators, to DHT for Inclusion.

To support the DHT for Inclusion to quality assure all aspects of Alternative Provision.

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.

The AP

- To manage and ensure that the timetabling is accurate on a daily basis and deal with any staff absence when it arises (both teaching and support staff), making temporary adjustments to the timetable where needed.
- Ensure that all staff working within the AP implement and uphold the Bespoke Behaviour and Rewards system for the AP, including: Individual target sheets each week, weekly reward prizes and arranging an end of half term reward trip.

- To oversee and ensure that the curriculum meets the needs of the students within the provision, through student voice and regular staff feedback.
- To oversee the planning and delivery of the D of E programme within the AP as part of the enrichment offer, and co-ordinate any external visits (including completion of all risk assessments) that take place as part of the programme.
- Provide individual and group support for students to develop self confidence and self-esteem and promote positive attitudes to learning.
- Mediating between students and staff where relationships have broken down.
- Providing moral guidance, acting as a role model and mentor.
- To monitor the attendance of students accessing the AP and provide immediate response in the event of any absence, such as phone call home, liaison with pastoral team or MAST worker involved.
- Make and manage the team, to carry out weekly phone calls (or daily if needed) to update parents on the progress their child has made and any areas of concern.
- To be on call for the AP throughout the day, where behaviour incidents have escalated and intervention is required to resolve a situation (removal of students where required).
- To arrange and attend parental meetings alongside the DHT for Inclusion for any new referrals to the AP, to ensure that the AP Behaviour Contract is discussed and signed by all stakeholders.
- To write a half termly report to ensure that the impact of the AP is documented, measuring progress against key performance indicators for each student. In addition to completing live case studies for a select number of students.
- To investigate opportunities and source external support to deliver programmes to students who access AP so that their wider personal development is enriched.
- To ensure that the AP audit is completed and up to date each half term, containing: subject overviews, subject specific targets and personal targets for each student.
- To arrange termly progress days, alongside the DHT for Inclusion with parents to update on student progress.

The Curriculum Plus Provision

- To create, review and update a timetable for the AP, taking into account Core teaching staff capacity.
- Overseeing the timetable on a daily basis and deal with any staff absence when it arises (both teaching and support staff), making temporary adjustments to the timetable where needed.
- To meet with CL's in Core departments re the requirements for curriculum delivery within this area of AP, to ensure the needs of the students are being met.
- To manage and co-ordinate the delivery of provision of the AP.
- To ensure effective student and parental feedback takes places against agreed targets each half term (or more often if required).
- Liaise with the Data team and AHT for Curriculum to ensure that all grading is inputting for each DC for these students accessing the AP, across all subjects, and to complete any withdrawal forms where necessary for these students, based on decision's reached in the RAP meetings.

- To plan (within the AP) for any examinations, and make arrangements for: daily parental contact where required, any pickups for exams where required and staffing for the rooms required.
- To ensure that all of the year 11's on timetable within the AP are provided with support during registration time for Sheffield Progress and one hour each afternoon is assigned to 'Careers focus time', where activities are planned by the HLTA's/Learning Mentor's delivering the session
- To manage and coordinate a meeting with the schools link for CYT to discuss the RONI referrals that will be made at the start of each school year, and co-ordinate across the year 11 pastoral team the completion of these referrals taking place.
- To complete any CYT referrals for any students accessing the AP.

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 ensure all the areas of AP are appropriately resourced and act as the Budget holder for the AP fund available (for stationary, IT equipment, rewards, trips etc).
- To complete all planning and risk assessments for any trips or site visits completed by the students accessing the AP as part of enrichment.
- To attend the Inclusion Year team meetings and RAP meetings to deliver feedback on the progress being made by any students accessing the provision and discuss any new potential referrals.
- Working alongside the AHT for SEND department to complete MyPlans and BIP's for any students accessing the areas of AP and attend any review meetings where applicable.
- Undertake home visits in partnership with pastoral team members for students accessing the AP where absence has become a concern and working closely with families and others to achieve regular attendance for these students.
- To attend TAF meetings (and at times CIN meetings/LAC reviews) for students that access the AP (where appropriate), to deliver feedback on student progress and any concerns that need raising around engagement.
- To complete the continuous professional development reviews with all of the HLTA's/Learning Mentor's ensuring all documentation is completed throughout the year and professional development opportunities are sought.
- 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 6: Person Specification



Minerva Learning Trust Person Specification

Post title: Alternative Provision Manager

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
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
KNOWLEDGE, SKILLS AND EXPERIENCE	
Knowledge of statutory and regulatory safeguarding requirements including Keeping Children Safe in Education and Working Together	AF/I
Understanding of the current Ofsted requirements for educational provision in school	AF/I
Knowledge of update to date legislation and practice in supporting inclusion for disaffected students	AF/I
Experience of supervising or managing a team of staff including monitoring and evaluation of performance	AF/I
Recent experience of working with vulnerable and disaffected children within a school setting or similar	AF/I
Experience of planning, preparation and assessment to support students in an educational setting	AF/I
Awareness of Data Protection and confidentiality issues	AF/I
Excellent word processing skills (Microsoft Word)	AF/I
Knowledge and experience in the use of ICT systems (Microsoft Office)	AF/I/AA
SKILLS	
Excellent verbal and written communication and presentation skills.	AF/I/AA
Skills in the use of ICT systems to produce emails, letters, and reports as necessary	AF/I/AA

Strong organisation and planning skills with attention to detail	AF/I/AA
Excellent interpersonal skills – able to deal confidently and effectively with a wide range of people at all levels.	AF/I
Ability to manage and direct staff to deliver the requirements of their roles	AF/I
Ability to produce high quality, accurate, documentation including correspondence, reports and management information	AF/I/AA
Ability to multi-task and manage changing priorities	AF/I/AA
Ability to stay calm under pressure and manage difficult situations	AF/I
Ability to work effectively in a wide range of partnerships to deliver school improvement	AF/I
Ability to develop an understanding of the wider curriculum beyond school and create opportunities for students and the community	AF/I
Demonstrate a positive team approach to work.	AF/I
Ability to work on own initiative.	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/R
A commitment to safeguarding students.	AF/R
Suitability to work with children.	AF/R
A commitment to equal opportunities.	AF/R
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/R

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 akeeton@hgsc.co.uk by the closing date.