



Internal Provision Manager

Job Description

Job Title: Internal Provision Manager

Reports to: Assistant Principal

Salary Scale: NJC Scale PO1, Spine Points 28-31

Working Pattern: 35 hours per week, term-time only

Main Purpose of the Job

To lead and manage the school's Internal Provision, ensuring that students who require additional behavioural, emotional or pastoral support receive high-quality intervention that enables them to successfully re-engage with learning and school life.

The Internal Provision Manager will oversee the day-to-day operation of reflection, reset and intervention spaces, providing targeted support for students whose behaviour or social, emotional and mental health (SEMH) needs present barriers to learning. The postholder will play a key role in reducing repeat incidents, improving student engagement and supporting successful reintegration into mainstream lessons.

The role forms part of the wider Behaviour and Inclusion Team and contributes directly to the school's vision of high expectations, strong relationships and inclusive practice.

Key Duties and Responsibilities

Leadership of Internal Provision

- Lead the daily operation of the school's Internal Provision.
- Establish clear systems, routines and expectations which promote calm, consistency and purposeful engagement.
- Develop a positive and restorative culture within the provision.
- Ensure students complete appropriate curriculum work and intervention activities whilst placed within the provision.
- Monitor usage, capacity and effectiveness of the provision, making recommendations for improvement.
- Contribute to the continued development of the school's graduated behaviour and inclusion pathways.

Student Support and Intervention

- Provide targeted support for students experiencing behavioural, emotional or social difficulties.
- Deliver individual and group interventions focused on self-regulation, emotional literacy, resilience and positive decision-making.
- Support students in understanding the impact of their actions and developing strategies for future success.

- Act as a key professional for identified students accessing the provision regularly.
- Develop personalised intervention plans and monitor progress against agreed targets.
- Work proactively with students to reduce repeat referrals and improve outcomes.

Reflection and Reintegration

- Facilitate meaningful reflection following behaviour incidents.
- Lead restorative conversations and support students in repairing relationships where appropriate.
- Coordinate reintegration meetings and plans following internal provision placements, suspensions or periods of absence.
- Ensure students return to lessons successfully with appropriate support mechanisms in place.
- Monitor reintegration outcomes and intervene promptly where concerns arise.

Behaviour Systems

- Support the implementation of the school's behaviour policy and expectations.
- Work closely with Heads of Year, pastoral staff and senior leaders to identify students requiring additional intervention.
- Respond to behaviour incidents and support de-escalation strategies where appropriate.
- Promote positive behaviour and readiness to learn across the school community.
- Identify patterns of behaviour and contribute towards preventative interventions.

Monitoring and Reporting

- Maintain accurate records of referrals, interventions, outcomes and student progress.
- Analyse behaviour data relating to students accessing the provision.
- Produce reports and updates for senior leaders.
- Evaluate intervention impact and adapt provision accordingly.
- Ensure all documentation is accurate, professional and compliant with school procedures.

Working with Families and Professionals

- Communicate effectively with parents and carers regarding student progress and next steps.
- Attend meetings with families as required.
- Work collaboratively with teaching staff and school leaders to ensure consistency of support.
- Liaise with external professionals where appropriate to support student outcomes.
- Contribute to review meetings and intervention planning discussions.

Additional Duties and Responsibilities

- Support the school's ethos, values and vision.
- Promote inclusion, respect and positive relationships.
- Participate in staff training and professional development.
- Undertake break, lunch and after-school duties as directed.
- To provide First Aid following completion of accredited training as required.
- To provide assistance as a Fire Warden, training will be provided.
- Attend meetings and school events as required.
- Undertake other duties appropriate to the grade of the post.

Safeguarding

- The post-holder will have due regard for safeguarding and promoting the welfare of children and young people and will follow the child protection and safeguarding procedures adopted by Mulberry Schools Trust. Any safeguarding and child protection issues will be acted upon immediately by informing a Designated Child Protection Lead.
- The Trust as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the Trust on its behalf.

Health and Safety

The Health and Safety at Work Act (1974) places duties on all employees:

- To take reasonable care for their own Health and Safety and that of other persons who may be affected by the individual's acts or omissions at work.
- To co-operate with management to enable them to carry out their duties and comply with all relevant Health and Safety legislation.
- Not intentionally nor recklessly to interfere with or misuse anything provided in the interests of health, safety or welfare.

Data Protection

- All staff within the Trust have a responsibility to ensure that data they are responsible for is accurate and appropriate to the needs of the organisation, and that they are responsible for ensuring any personal data processed for any purpose or purposes in connection with their role in the Trust shall not be kept for longer than is necessary for that purpose or those purposes, in accordance with the Data Protection Act 2018.

Equality, Diversity and Inclusion

- Adhere to the Trust's policies and ensure anti-discriminatory practice in all aspects of the role.
- Responsibility for ensuring compliance with equality legislation in all aspects of the role.

The duties and responsibilities in this job description are not exhaustive. The postholder may be required to undertake other duties that may be required from time to time within the general scope of the post.

This job description is correct at the date of publication and may alter over time as the needs of the School/Trust changes.

Person Specification

The applicant will have an understanding of the importance of their role as well as their wider responsibility to the progress of the whole school.

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CRITERIA	
Education & Qualifications	Essential • GCSE English and Mathematics (Grade C/4 or above) or equivalent. • Evidence of relevant professional development. Desirable • Qualification in behaviour support, mentoring, youth work, coaching, education or SEMH practice. • Team Teach or equivalent behaviour intervention training.
Knowledge, Skills & Understanding	Essential • Strong understanding of behaviour management strategies. • Good understanding of SEMH needs and barriers to learning. • Excellent communication and relationship-building skills. • Ability to remain calm under pressure and manage challenging situations effectively. • Strong organisational and record-keeping skills. • Ability to analyse information and identify appropriate interventions. • Good ICT skills and experience using school information systems. Desirable • Knowledge of restorative practice. • Understanding of trauma-informed approaches to supporting young people.
Experience	Essential • Experience working with young people in a school or educational setting. • Experience supporting students with behavioural or SEMH needs. • Experience delivering interventions and personalised support. Desirable • Experience managing an intervention, inclusion or internal provision setting. • Experience supporting students following suspension or significant behaviour incidents.
Personal Qualities	• Resilient and solution-focused. • Calm, professional and approachable. • High expectations of students and colleagues. • Committed to inclusion and student success. • Able to build trust and credibility with young people. • Reflective and committed to continuous improvement.

This post is subject to an enhanced DBS Disclosure and the successful applicant will be subject to relevant vetting checks before an offer of appointment is confirmed, and will be subject to rechecking as appropriate.

I acknowledge that I have read and understand the above job description in its entirety and can perform all of the stated requirements.

Name: _____ Date: _____
(Employee)

Signature: _____ Date: _____