

Briefing Pack for Applicants Internal Alternative Provision Mentor



STOCKSBRIDGE HIGH SCHOOL

— This is Just the Start —

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.



Contents

Section 1: Post Advertisement.....	1
Section 2: Letter from the Chief Executive – Bev Matthews.....	4
Section 3: Letter from the Headteacher	5
Section 4: Job Description.....	7
Section 5: Person Specification.....	11
Section 6: The Appointment Process.....	13

May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post:	Internal Alternative Provision Mentor
Pay scale:	NJC Grade 5, point 15: £30,024 to 20: £32,597 gross per annum
Actual	
Annual Salary:	£25,824.68 to £28,037.81 (under 5 years service)
Contract:	Permanent, 37 hours per week, term time (39 working weeks)
Start date:	01 September 2026

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

Stocksbridge High School is an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. We are open, friendly and welcoming with great students and a dedicated staff. Stocksbridge High School is part of Minerva Learning Trust and together we have a vision of providing outstanding education for all the students within our schools.

Stocksbridge High School is looking for an Internal Alternative Provision Mentor who will be working as part of a highly effective and supportive pastoral team, the post-holder will play a key role in supervising and supporting students within the ARC internal provision, including Aspire and Thrive.

The role involves delivering targeted small-group and one-to-one interventions designed to re-engage students with learning, build resilience and confidence, and equip them with the skills and strategies needed to successfully progress into post-16 education. Students accessing the provision will be identified through a robust assessment process and may face a range of barriers to learning attendance and engagement. These barriers may include special educational needs and disabilities (SEND), mental health challenges, medical needs, or other factors affecting their educational experience. The post-holder will work collaboratively with colleagues, families and external agencies to provide tailored support that promotes positive outcomes and enables students to achieve their full potential.

The post-holder will be responsible for:

- Organise, develop and deliver personalised intervention programmes that support students who are experiencing barriers to attendance, engagement and educational success due to social, emotional or mental health needs.
- Build positive, trusting and supportive relationships with students to promote engagement, wellbeing, resilience and successful participation in school life.
- Work collaboratively with colleagues to assess individual student need and establish appropriate, measurable targets and milestones to support progress.

- Liaise closely with pastoral, safeguarding, attendance and SEND teams to ensure students accessing ARC receive a cohesive and effective package of support.
- Work with subject leaders and classroom teachers to ensure students have access to suitable learning materials, resources and curriculum content, enabling them to maintain academic progress.
- Deliver targeted programmes and interventions focused on emotional regulation, resilience, literacy, communication, social skills and readiness for learning.
- Act as the key point of contact between home and school for students accessing ARC, maintaining regular communication with parents/carers and supporting positive partnership working.
- Support the monitoring of student attendance, behaviour, wellbeing and academic progress, maintaining accurate records and contributing to review meetings and reports.
- Work across the wider inclusion team to develop and implement effective strategies, interventions and provision that meet the diverse needs of students.
- Facilitate restorative conversations and support students in developing strategies to manage conflict, build positive relationships and make informed choices.
- Work alongside external agencies and professionals where appropriate to ensure a coordinated approach to student support.
- Promote high expectations, safeguarding, equality and inclusion, ensuring all students feel valued, supported and able to achieve their potential.
- Contribute to the ongoing development of ARC by identifying areas for improvement and sharing best practice.

You will have:

- Excellent literacy and numeracy skills.
- A successful and proven track record in a role supporting young people and their parents/carers.
- Previous experience of working with children and young people, particularly those who face barriers to learning, attendance or engagement.
- Academic and/or professional qualifications appropriate to the level of responsibility and accountability of the role.
- Strong interpersonal and communication skills, with the ability to build effective relationships with students, families, colleagues and external professionals.
- A sound understanding of safeguarding, child protection and the responsibilities associated with working with vulnerable young people.
- Knowledge and understanding of SEND, social, emotional and mental health needs (SEMH), and the impact these can have on learning and engagement.
- The ability to de-escalate challenging situations and support students to regulate their emotions and behaviour effectively.
- Experience of delivering interventions, mentoring programmes or personalised support plans that lead to positive outcomes for students.
- Excellent organisational skills, with the ability to prioritise workload, maintain accurate records and manage competing demands.
- A flexible, resilient and solution-focused approach, with a commitment to inclusion and improving outcomes for all students.
- A genuine passion for supporting young people to overcome barriers, realise their potential and successfully transition into further education, training or employment.

The closing date is 9am Monday 06 July 2026 and interviews will take place shortly afterwards

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. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Hannah Taylor, Headteacher's PA – htaylor@stocksbridge-mlt.co.uk

The application form and information pack is available on the school website www.stocksbridgehigh.co.uk **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered.**

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Candidate, I am delighted that you are considering making an application for this position at Stocksbridge High School. We are an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. You will find us to be open, friendly and welcoming with great students and a dedicated staff. Every one of the young people we serve is entitled to thrive at school so that they may leave skilled, qualified and confident to make a success of their next steps in life. This is achieved through high quality leadership, teaching and support from our staff so that all students learn and progress well. Working at Stocksbridge High School means that you will always hold young people in high regard and have nothing but the highest of expectations for their learning, conduct and aspiration.

This is reflected in our core vision of Believe, Achieve, Succeed and felt by our values of:

- Be Positive
- Be Kind
- Be Confident
- Be Reflective

We are here to make a difference to the young people and families of Stocksbridge and we aim to be recognised as outstanding in this endeavour. It is an exciting time to join our school and if you share that ambition and determination, I look forward to receiving your application.

Dave Williams
Headteacher

ARC – Alternative Reflective Curriculum

This is a new provision called Alternative Reflective Curriculum. It consists of two provisions:

Aspire [14-16 2-year provision]

Thrive [11-16 short term provision]

Aspire is Stocksbridge High School's internal alternative provision, designed to support students in Years 10 and 11 who have experienced significant gaps in their education due to behavioural difficulties, poor attendance, or other barriers to learning. The provision particularly supports students with Special Educational Needs and Disabilities (SEND) who benefit from a smaller, more structured learning environment. Based within the Aspire provision, students are taught by specialist staff and receive personalised interventions tailored to their individual needs, helping them to re-engage with education, develop confidence, and overcome barriers to success. The overarching aim of Aspire is to ensure that students leave Stocksbridge High School with a meaningful portfolio of GCSE qualifications, enabling a successful transition into further education, employment or training, and reducing the risk of becoming not in education, employment or training (NEET).

Thrive is an internal alternative provision based within the SEND Department's Learning Hub, designed to support students who are currently experiencing school refusal and are identified as severely absent. The provision offers a highly personalised and nurturing approach, enabling students to rebuild confidence, re-establish positive routines and gradually reconnect with education. Students attend a structured programme each day, combining targeted academic support in English and Mathematics with bespoke interventions that address the individual barriers affecting attendance and engagement. Progress is carefully monitored on a termly basis, with the aim of supporting students to increase their participation in education and successfully transition back into mainstream lessons or, where appropriate, progress into the school's Aspire provision. Through a supportive and responsive environment, Thrive seeks to promote engagement, wellbeing and long-term educational success.

Section 4: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Internal Alternative Provision Mentor
GRADE/SALARY	NJC Grade 5, point 15 to 20
HOURS/WEEKS	37 hours per week, term time
LOCATION	Stocksbridge High School
RESPONSIBLE TO	Internal Alternative Provision Manager
RESPONSIBLE FOR	N/A
PURPOSE OF THE JOB	To complement the professional work of classroom teachers by taking responsibility for delivering agreed intervention sessions and programmes as part of the schools' pastoral team. The post holder will be based in Aspire, and onsite facility, and the main school building.
RELEVANT QUALIFICATIONS	GCSE Grade C or above in English and Mathematics and at least a Level 3 qualification in a relevant field or equivalent.

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

Support for Students

- Take a lead role in developing and delivering personalised intervention activities which enhance the learning and social and emotional development of students who are not engaging well with school working with them in small groups, and 1:1 situations in line with Aspire Provision
- Support students in the implementation of action plans and help them to overcome barriers to their learning.
- Develop productive 1:1 and small group working relationship with students, in a nurture based environment acting as a role model and setting high expectations.
- Encourage students to interact and work co-operatively with others.
- Use ICT effectively to support learning activities and develop student competence and independence in its use.
- Deliver a prepared programme of social and emotional development for small groups in Aspire and as they reintegrate back into main site schooling.
- Provide feedback to students in relation to progress and achievement and where appropriate, meet with parents to encourage parental participation and ensure that they have full knowledge of student progress.
- Work across the inclusion team and facilities in school to develop expertise and programmes to meet the needs of students.
- In some cases, be prepared to work with students in their home where appropriate.
- Work alongside external agency provisions within Aspire and wider school and support engagement with these when necessary.

Support for Teachers

- Liaise with classroom teachers and individual students to agreed learning targets and devise action plans to support students' attainment, and social and emotional development

Support for the Curriculum

- Liaise with Senior Inclusion Lead and Lead Pastoral Manager on a weekly basis and with other staff as necessary. Collaborate with staff to share best practice, monitor progress and evaluate initiatives.

- Keep careful records of interventions, undertake assessments, track students' progress and prepare reports as requested by the designated member of the school's leadership team.

Support for the School

- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence and employing strategies to recognise and reward achievement.
- Participate in and contribute to in-school professional development programmes and undertake own research about appropriate and effective intervention strategies.
- Become familiar with and implement staff codes of conduct and relevant school policies including those for child protection, equal opportunities, inclusion, behaviour and homework.
- Attend and contribute to meetings which relate to the role.
- Comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Work closely with the school staff to ensure that the regulations and requirements of the external examination boards are met.

Communication and Liaison

- To communicate effectively with parents/carers of students as appropriate.
- Where appropriate, communicate and co-operate with persons or bodies outside the school.
- To follow agreed policies for communications in the school.
- To take part in liaison activities such as Open Evenings, Parents Evenings, review days and liaison events with partner schools.
- Contribute toward the development of effective subject links with external agencies.
- The post-holder is required to work closely and liaise on a regular basis with:
 - The Senior Leadership Team
 - Curriculum Leaders
 - Senior Inclusion Lead and Lead Pastoral Manager
 - Pastoral and attendance team (weekly meetings)
 - Staff
 - Parents/carers
 - MAST and Safeguarding team
 - Trust EWO

Management of Resources

- Assist teachers and pastoral staff to identify resource needs and contribute to the efficient/effective use of physical resources.

Cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.



OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support 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 5: Person Specification

 Minerva Learning Trust Person Specification		 STOCKSBRIDGE HIGH SCHOOL <small>— This is Just the Start —</small>
Post title: Internal Alternative Provision Mentor		
Minimum Essential Requirements	Method of Assessment	
QUALIFICATIONS AND TRAINING		
Minimum GCSE or equivalent level 2 in English and Maths.	AF	
Level 3 qualification in a relevant field	AF	
Evidence of appropriate and recent professional development related to the nature of the post.		
Evidence of recent and continuous professional development.		
EXPERIENCE		
Prior experience supporting young people in an educational setting.	AF/I	
Prior experience developing the learning of young people.	AF/I	
Prior experience contributing to the personal and social development of young people.	AF/I	
Prior experience of using school based information systems.		
KNOWLEDGE AND SKILLS		
Knowledge and understanding of school or other education environment.	AF/I	
Knowledge of Schools Management Information Systems (for example, SIMS).		
Good awareness of safeguarding children/child protection legislation.		
Excellent word processing skills (Microsoft Word).		
Experience in the use of electronic communications e.g. e-mail.		
Understanding of the educational sector.	AF/I	
Ability to be creative to respond to a fast paced environment.	AF/I	
SKILLS		
Excellent verbal and written communication skills.	AF/I	
Excellent interpersonal skills – able to deal effectively with a wide range of people at all levels.	AF/I/AA	
Flexible and able to adapt to change.	AF/I/AA	
A pleasant disposition and ability to stay calm under pressure.	AF/I/AA	
Demonstrate a positive team approach to work.	AF/I/AA	
Methodical approach to work tasks with key emphasis on accuracy.	AF/I/AA	
Ability to work on own initiative.		
To have a willingness to participate in the whole school approach to mentoring students and play an active role as directed by line manager.		
EQUAL OPPORTUNITIES AND SAFEGUARDING		
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I	

A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
 AF = Application form
 I = Interview
 R = Reference

Section 6: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA on htaylor@stocksbridge-mlt.co.uk

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to the Headteacher's PA on htaylor@stocksbridge-mlt.co.uk by the closing date.