



TRINITY ACADEMY

Emmanuel Schools Foundation

Alternative Provision Inclusion and Learning Specialist

VALUED, CHALLENGED, INSPIRED



WELCOME

Dear Applicant

At Trinity Academy, we are always delighted to hear from people who share our passion for delivering an excellent, inclusive education that enables every young person to succeed. I am delighted to see your interest in applying for the role of **Alternative Provision Inclusion and Learning Specialist**.

We recognise that the success of our school depends on the dedication, expertise and enthusiasm of our staff. In return, we offer an exceptional working environment, excellent resources and a strong commitment to professional development, ensuring every member of staff has the opportunity to grow and thrive.

Emmanuel Schools Foundation has an inter-denominational Christian ethos, and we welcome applications from all sections of the community. What unites everyone across the Foundation is our shared mission and core virtues. We believe these values are relevant to all people, regardless of their background.

This role represents an exciting opportunity for someone who is passionate about supporting students with diverse needs and helping them overcome barriers to learning. In this role you will play a vital role in creating a positive, nurturing and engaging environment where every student can develop academically, socially and emotionally. Our staff also benefit from high-quality CPD and personalised support tailored to their experience and career aspirations.

If you are committed to making a meaningful difference in the lives of young people, passionate about inclusive education, and ready to support students in achieving their full potential, we encourage you to apply for this role. Join us in our mission to create brighter futures for every learner.

Mrs V E Gibson
Principal

MISSION

CHARACTER EDUCATION

We build good character. We learn about good character, why it matters and how to develop it.

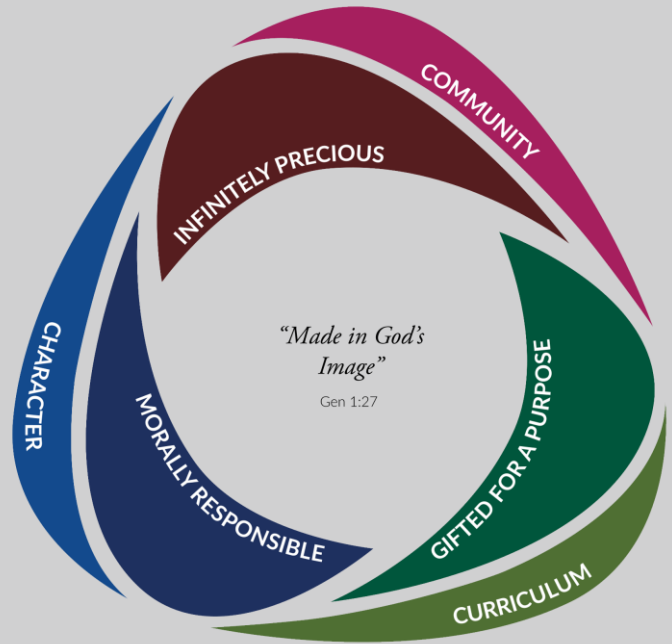
CURRICULUM EXCELLENCE

We are determined to achieve a personal best. We provide a broad ambitious curriculum that ensures excellent student learning, progress and future destinations.

COMMUNITY ENGAGEMENT

We serve with gratitude. We use our gifts to benefit the community and the environment.

OUR CORE VIRTUES





“

ALL PEOPLE ARE INFINITELY
PRECIOUS, MORALLY
RESPONSIBLE AND GIFTED
FOR A PURPOSE”



“

SUPPORTING STUDENTS
AND STAFF TO BECOME
THE PERSON THEY HAVE
THE POTENTIAL TO BE”

THE ROLE

We are seeking a compassionate and proactive **Alternative Provision Inclusion and Learning specialist** to join our team.

You will lead plans to support students with special educational needs and disabilities who are struggling to engage with mainstream education by assessing student needs and then identifying support for these students and parents/carers in our alternative provision unit. You will particularly focus on leading and managing provision to support students learning outcomes. This role involves working closely with SEND and Alternative Provision (AP) leadership, parents and carers and wider staff to ensure students have their needs met in the mainstream environment.

Key Responsibilities:

Delivering curriculum including literacy, numeracy and other SEND interventions to Secondary pupils.

Planning

Plan and prepare interventions and tutorials with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluating and adjusting lessons/work plans. Develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need.

Teaching and Learning

Within an agreed system of supervision and within a pre-determined lesson framework, small groups or tutorials.

Motivate and progress pupils' learning in the AP unit by using clearly structured, interesting teaching and learning activities. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

Promote and support the inclusion of all pupils, including those with specific needs, both in learning activities and within the classroom

Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others

Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Monitoring and Assessment

Work closely with teachers to assess and evaluate pupils' progress through a range of formal and informal assessment methods, with a particular focus on engagement, behaviour for learning, and progress within an Alternative Provision setting.

Assess pupils' responses to learning activities and interventions, adapting approaches where necessary to meet individual, complex, or cohort-specific needs, ensuring barriers to learning are effectively addressed.

Monitor pupils' participation, behaviour, and academic progress on a continuous basis, providing clear, supportive and constructive feedback to promote engagement, self-regulation, and improved outcomes.

Maintain accurate and detailed records of pupil progress, behaviour, and intervention impact, contributing to ongoing analysis used to inform personalised learning pathways and support strategies.

Contribute to structured observation and assessment programmes led by teaching staff, providing detailed feedback, evaluations, and contextual information to support multi-agency planning, targeted intervention, and reintegration pathways where appropriate

Any other duties as required by the Principal.

Emmanuel Schools Foundation is committed to the safeguarding of children and all staff are expected to ensure that the Trust and its schools are safe and secure environments for students by observing the relevant and established Safeguarding policies and procedures.

THE PERSON

	CRITERIA	Essential / Desirable
Personal Qualities	<ul style="list-style-type: none"> • Strongly self-motivated and personally resilient • Exceptional levels of personal integrity, discretion honesty, reliability and self-awareness • Passionate about fostering a love of learning • Strong intellect underpinned by a clear moral compass, instinct and intuition • Conscientious and diligent work ethic • High expectations for student behaviour and a calm, consistent approach to ensuring students work under the authority of adults 	E E E E E E
Professional Dispositions	<ul style="list-style-type: none"> • Commitment to the Academy's Christian ethos and educational purpose • Pro-active in using initiative • Creative, constructive, insightful and innovative approach to problem-solving • Willingness to take a hands-on approach as necessary • Ability to work under pressure, prioritising own workload • Flexibility, on occasions and within reason, in approach to working hours • Evidence of learning beyond the workplace 	E E E E E D D
Qualifications	<ul style="list-style-type: none"> • 5 GCSEs or equivalent A*-C, including Maths and English at C or higher • A-levels or equivalent. • Degree or similar level vocational / professional qualifications • Higher Level Teaching Assistant (HLTA) qualification or similar • First Aid Qualification 	E E D D D
Experience	<ul style="list-style-type: none"> • Able to work effectively as part of a team • Experience of working in a Secondary School. • Teaching/ leading literacy and numeracy interventions • Teaching or supporting the teaching of early reading • Working with and supporting students in a school environment • Experience of teaching whole class groups • Experience of supporting students with Literacy difficulties and Dyslexia 	E E D D E D D
Knowledge	<ul style="list-style-type: none"> • Excellent Literacy skills • Sound knowledge of Safeguarding • Competent in using Microsoft applications (esp. Word, Excel, PowerPoint) • Ability to plan, organise and prioritise effectively 	E E E E
Communication skills	<ul style="list-style-type: none"> • Firm but tactful and diplomatic; friendly, professional, and able to communicate effectively, confidently and accurately both orally. • Complete discretion and confidentiality 	E E

THE PERSON

Personal Qualities

We are looking for an individual with exceptional personal integrity, resilience, and self-motivation. The successful candidate will demonstrate high levels of discretion, honesty, reliability, and self-awareness, with a strong moral compass and intuitive judgement.

A conscientious and diligent work ethic is essential, along with the ability to remain calm and consistent in upholding high expectations for student behaviour and fostering a respectful, authoritative learning environment.

You will be proactive and resourceful, bringing a creative and insightful approach to problem-solving, and willing to take a hands-on role when needed. The ability to work independently, prioritise under pressure, and remain flexible in a dynamic environment is key.

A commitment to the Academy's Christian ethos and educational mission is expected, alongside the physical and mental resilience required for the demands of this role. Discretion and confidentiality must be maintained at all times.





APPLICATION DETAILS

Vacancy Details

Salary Scale: 8

Actual Annual Salary: £24,049 (0.87% FTE, Full Time Equivalent)

Start date: 01 September 2026

Location: Trinity Academy, Thorne, Doncaster, DN8 5BY

Working Terms: Permanent, 5 days per week, Monday to Friday
(37.5 hours per week Term time + 5 days), 8.00am to 4.00pm.

Closing date: Friday 03 July 2026, 9.00am

How to apply:

For further information and to apply, please visit [WORK WITH US | Trinity Academy](#) or email recruitment@trinityacademy.org.uk. A CV may be submitted to supplement your application but will not be accepted instead of a completed on-line application

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post will involve daily contact with children and is subject to an enhanced DBS check. In addition, as part of the shortlisting process, and in accordance with statutory guidance, we may carry out an online search (for publicly available material) to help identify any incidents or issues that have happened which we may want to explore with shortlisted applicants at interview.

Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements or expectation.



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