



TRINITY ACADEMY

Emmanuel Schools Foundation

Alternative Provision Intervention Leader

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 all-round education to young people. I am thrilled to see your interest in applying for the role of Alternative Provision Intervention Leader.

We recognise that the success of our school depends on the dedication and enthusiasm of our staff. In return we can offer an exceptional working environment, excellent resources and the opportunity for professional development.

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

The role represents an incredibly exciting opportunity for any candidate who is eager to be a part of an organisation that seeks to secure the very highest educational standard for every student. Likewise, our staff team benefits from excellent CPD and support which can be personalised to your particular needs and experience.

If you are passionate about supporting students and dedicated to educational excellence, and ready to make a difference in the lives of young people, we welcome your application for the role of Alternative Provision Intervention Leader. Join us in our mission to create a brighter future for all learners.

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.

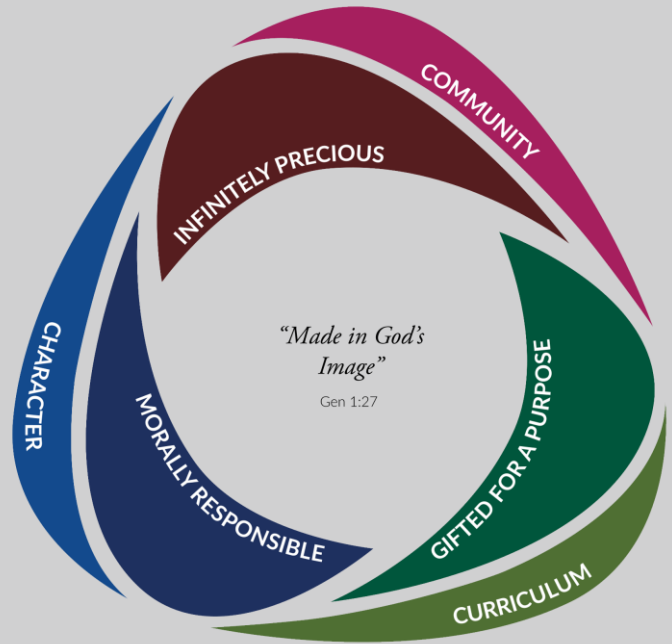
CURRICULUM EXCELLENCE

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

Key Responsibilities

Intervention Delivery and Support

- Work under the direction of the Alternative Provision Manager to deliver targeted interventions within Turning Point and Redemption.
- Maintain a calm, structured and supportive learning environment that promotes engagement, reflection and positive outcomes.
- Set and reinforce clear expectations for behaviour, engagement and conduct.
- Ensure students follow agreed routines and complete assigned learning tasks.
- Keep accurate records of interventions, engagement, progress and outcomes.

Student Support and Intervention

- Deliver targeted one-to-one and small group interventions based on identified need.
- Plan and implement bespoke support to address behavioural, social, emotional and learning barriers.
- Provide mentoring to develop self-regulation, emotional awareness and positive decision-making.
- Support resilience, self-esteem and successful reintegration into mainstream lessons.

Restorative Practice

- Facilitate restorative approaches, including meetings, peer conversations, written reflections and reparation activities.
- Support students to take responsibility, repair relationships and reflect on behaviour.
- Promote a restorative culture that encourages empathy and positive change.

Reintegration and Follow-Up

- Provide clear, structured feedback to Heads of Year and the Alternative Provision Manager, including progress, outcomes and next steps.
- Communicate key concerns or barriers to teaching staff where relevant.
- Support reintegration through check-ins, monitoring and follow-up.
- Work collaboratively to ensure agreed strategies are consistently applied.

Partnership Working

- Act on referrals from the Alternative Provision Manager.
- Work closely with Heads of Year, SEND, pastoral teams and teaching staff to coordinate support.
- Build positive relationships with students, families and external agencies where appropriate.
- Contribute to review meetings and case discussions.

Safeguarding and Inclusion

- Safeguard and promote the welfare of all students.
- Respond appropriately to safeguarding concerns.
- Champion inclusive practice and ensure vulnerable learners feel safe, supported and valued.
- Support the Academy's commitment to reflection, relationship repair and student success.
- Any other reasonable 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

Personal Qualities

We are seeking an individual of exceptional integrity, resilience and compassion, with a genuine commitment to supporting young people to make positive and lasting change. The successful candidate will demonstrate high levels of honesty, discretion, reliability and emotional intelligence, with the ability to build positive, trusting and respectful relationships with students, families and colleagues. A calm, consistent and nurturing approach is essential, alongside high expectations for behaviour and a firm belief that every young person deserves a second chance. You will be reflective and solution-focused, able to remain composed in challenging situations and apply restorative and trauma-informed approaches to support students effectively.

You will be proactive, resourceful and adaptable, bringing creativity and insight to problem-solving, with a willingness to take a hands-on approach where required. The ability to work independently, manage competing priorities and respond flexibly within a fast-paced environment is essential.

A commitment to the Academy's Christian ethos and inclusive educational mission is required, along with the resilience—both emotional and professional—to support vulnerable students and contribute to successful reintegration into mainstream education. Professionalism, confidentiality and a consistent focus on helping young people reflect, repair relationships and reach their potential are essential at all times.

THE PERSON

		Essential (E)/Desirable (D)	
Personal Qualities	Highly self-motivated, resilient and able to thrive in challenging environments	E	
	Demonstrates integrity, honesty, reliability, discretion and strong self-awareness	E	
	Compassionate and nurturing approach with a genuine commitment to supporting vulnerable young people to achieve positive change	E	
	High emotional intelligence, sound judgement and a restorative, relationship-based approach	E	
	Conscientious, dependable and committed to high professional standards	E	
	Maintains consistently high expectations for behaviour using calm, relational and consistent approaches	E	
	Remains composed under pressure and confidently de-escalates challenging situations	E	
Professional Disposition	Commitment to the Academy's Christian ethos and educational vision	E	
	Belief in inclusive practice and the importance of second chances for all learners	E	
	Proactive, using initiative and able to work independently when required	E	
	Creative and solution-focused approach to problem-solving	E	
	Flexible and willing to take a hands-on approach where appropriate	E	
	Able to manage competing priorities and work effectively under pressure	E	
	Commitment to ongoing professional development and reflective practice	E	
	Flexibility in working patterns where reasonably required	D	
Qualifications	5 GCSEs (or equivalent) at Grade 4/C or above, including English and Mathematics	E	
	A Levels or equivalent qualification	D	
	Degree or vocational qualification in education, youth work, counselling, mentoring or behaviour support	D	
	Level 3 safeguarding	E	
Experience	Experience working effectively as part of a team	E	
	Experience working in a secondary school setting	E	
	Experience supporting young people with behavioural, social, emotional or mental health needs	E	
	Experience delivering one-to-one and small group interventions	E	
	Experience of restorative practice and managing difficult conversations	E	
	Experience in alternative provision, safeguarding, pastoral support or inclusion settings	E	
	Experience supporting reintegration into mainstream education	D	
	Experience working with parents/carers and external agencies	E	
	Knowledge & Skills	Strong literacy and written communication skills	E
		Strong understanding of safeguarding and child protection procedures	E
Knowledge of behaviour management, de-escalation strategies and trauma-informed practice		E	
Understanding of barriers to learning and strategies to support vulnerable learners		E	
Competent in Microsoft Office (Word, Excel, PowerPoint)		E	
Strong organisational skills with ability to plan and prioritise effectively		E	
Communication & Relationships	Communicates clearly, confidently and professionally in written and verbal forms	E	
	Builds positive, professional relationships with students, parents/carers and colleagues	E	
	Maintains strict confidentiality and exercises discretion at all times	E	





APPLICATION DETAILS

Vacancy Details

Salary Scale – 19

Actual Annual Starting Salary: £24,276.02 (0.73%FTE, Full Time Equivalent)

Start date: September 2026

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

Working Terms: Permanent, 5 days per week (32.5 hours per week), 8.30am to 3.30pm Term Time Only.

Closing date: 9am, Wednesday 08 July 2026.

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.



TRINITY ACADEMY
Emmanuel Schools Foundation

VALUED, CHALLENGED, INSPIRED