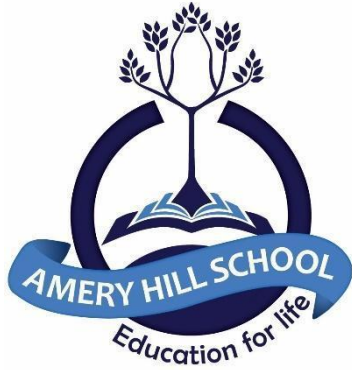




AMERY HILL SCHOOL

Education for Life

Internal Alternative Provision Manager (Bungalow)

Reports To	Member of SLT responsible for alternative provision
Contract Term	Fixed term until 31 August 2027, Part time/Term Time only
Salary	Band D £23,762-£26,143 (£27,780-£30,564 FTE) Pay award pending
Hours	37 hours per week: 8.30-4.30 Monday to Thursday, 8.30-4 Friday, including a 30-minute unpaid break daily. Term Time Only (39 weeks per year).
Start Date	September 2026 – date to be confirmed
Closing Date	Monday 31 August 2026



Welcome from Rob Jeckells, Headteacher



A very warm welcome to Amery Hill School - a thriving and welcoming learning community which is proud to serve the town of Alton and its surrounding villages. Amery Hill School is a very popular, fully inclusive secondary school where excellence and high aspirations permeate every aspect of school life. Every student is valued as an individual and, whatever their goals, staff are there to support, nurture and assist them along their journey to success. Our motto, 'Education for Life', underpins all that we do.

Our vision is to provide a welcoming and supportive learning community where all students are encouraged to become independent, creative, active and resilient learners with the empathy to respond responsibly and morally to the challenges of this ever-changing world. As the Headteacher of Amery Hill School, I am motivated by a sense of the absolute importance of what schools do and a conviction that education should be inspiring and enjoyable. I am delighted you are interested in applying for this position and joining our school community.

Delivering our Vision, for Every Child, Every Day

We aim for academic excellence and achievement for all of our students. We inspire and develop a genuine love of learning through the dedication of our staff in creating an ambitious educational environment that is exciting and accessible to all. This is supported by a wide range of extra-curricular activities and enrichment opportunities for students to explore and deepen their own interests.

We work hard to identify and enhance each student's strengths, focussing attention on personal development so that their time at Amery Hill is not just about a journey to academic success but also one of self-understanding. Our aim is that on leaving Amery Hill our students can think, learn and cope independently so that they have the confidence to seize life's opportunities and make a real contribution to the communities where they live and work.



Investing in our Staff

We recognise that our staff are our greatest asset and we are committed to providing a comprehensive CPD programme for all. Inspirational teaching and support for our students is core to delivery of our vision and we actively encourage every member of staff to continue their learning by participating in our Professional Learning Groups (PLGs) through which they will conduct research on pedagogy, trial its usefulness and embed its practices to ensure that we stay at the forefront of educational thinking, innovation and enquiry.



Staff wellbeing is equally important to us and we have a number of wellbeing initiatives to provide a supportive work environment. In doing so, we acknowledge that the needs of staff change over time and are committed to allowing staff to balance their working lives with their personal needs and responsibilities.

We would welcome informal visits ahead of application which can be arranged with our HR Officer, Mrs Percy, at recruitment@ameryhill.school or on 01420 81307. We look forward to welcoming you to the truly inspiring learning community; come and see how our approach provides every student with an 'Education for Life'.

Job Profile: Internal Alternative Provision Manager (Bungalow)

We are looking for an Internal Alternative Provision Manager who will lead and oversee the daily operations of Amery Hill's internal alternative provision, The Bungalow. This role is dedicated to supporting students who are experiencing severe Emotionally Based School Avoidance (EBSA), school-based anxiety, or those transitioning to/from external placements. The primary goal is to provide a nurturing environment that improves attendance, fosters a positive attitude toward learning, and guides students back into mainstream classrooms or toward meaningful post-16 pathways.

Reports To	Assistant Headteacher in charge of alternative provision
Role Purpose	To lead and oversees the daily operations of Amery Hill's internal alternative provision, The Bungalow. This role is dedicated to supporting students who are experiencing severe Emotionally Based School Avoidance (EBSA), school-based anxiety, or those transitioning to/from external placements. The primary goal is to provide a nurturing environment that improves attendance, fosters a positive attitude toward learning, and guides students back into mainstream classrooms or toward meaningful post-16 pathways
Role Requirements	Provision Management ● Manage a provision of up to 8 students per key stage group ● Be a School to home link for students using the facility ● Ensure the physical environment is maintained to support both structured learning and private study ● Maintain School behaviour expectations with students ● Enforce and maintain the Bungalow uniform standards (PE shirt and black tracksuit bottoms/leggings) ● Enforce the School's mobile phone rules Curriculum and Academic Oversight ● Liaise with HODs regarding the provision of private study work for students and manage the completion of that work ● Ensure students are provided with learning materials so that they can work productively whilst using the facility ● Manage any hybrid learning models, such as ensuring students log into lessons virtually from the Bungalow or ensure students attend any mainstream lessons on their timetable ● Support the reintegration of students back into mainstream classrooms ● Liaise with any outside agency in support of a student's welfare or attendance Student Support and Intervention ● Act as the primary point of contact for students and their families who struggling are with EBSA and school-based anxiety ● Collaborate with the SEND Hub to deliver targeted emotional, social, and communication interventions where required

	• Manage the diary of 1:1 sessions with students to offer targeted emotional support • Facilitate a meaningful and guided transition pathway for students moving between Key Stages or into further education Monitoring, Reporting, and Impact • Conduct half-termly progress reviews with parents to discuss attendance, attitude to learning, and academic progress. • Track and report on key impact indicators: • Attendance levels. • Readiness to return to mainstream classes. • Steps taken towards transition pathways • General Duties • Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions. Co-operate with the employer on all issues to do with health, safety & welfare. • Support the school's implementation of all other current statutory requirements Professional Responsibilities • Uphold confidentiality and strictly adhere to safeguarding and child protection procedures at all times. • Participate in relevant training and professional development opportunities. • Stay informed about best practices in SEN, with a specific focus on Autism Spectrum Conditions (ASC), Social, Emotional, and Mental Health (SEMH) needs, trauma-informed practice, and crisis-de-escalation strategies. Continuing Professional Development – Personal • Actively pursue own personal development and take full advantage of training provided • Maintain a professional portfolio of evidence to support the Appraisal process - evaluating and improving own practice. • Participate in new initiatives and future changes in service delivery improvements to support the objectives of the school. • Undertake such duties as may be considered appropriate in line with the needs of the school.
Success Criteria	The success of the Bungalow Inclusion Manager will be measured by the provision's ability to: • Improve student attendance and confidence. • Successfully transition students back into mainstream classrooms. • Maintain high rates of progression into further education for Year 11 leavers
Skills and Experience	Essential Criteria • A proven track record in supporting students with emotional regulation, SEND, or inclusion settings within a school environment. • A strong understanding of EBSA and anxiety-related barriers to learning; ability to coordinate with various subject specialists and support staff.

	- Committed to improving outcomes for all students and those with complex emotional needs. - Familiarity with KS3 and KS4 curriculum requirements, including GCSE and BTEC specifications. - An ability to organise and plan - An ability to work alongside others for the best outcomes for students
Qualifications and Training	A good level of general education, including Maths and English at GCSE grade 4 or above (or equivalent qualification) Experience of working in a school would be an advantage
Hours	37 hours per week: 8.30-4.30 Monday to Thursday, 8.30-4 Friday, including a 30 minute unpaid break daily. Term Time Only (39 weeks per year).
Salary	Band D £23,762-£26,143 (£27,780-£30,564 FTE) Pay award pending
Contract	Fixed term until 31 August 2027
Additional Information	This job description is not necessarily a comprehensive definition of the post. It sets out the duties of the post at the time it was drawn up. Such duties may vary from time to time without changing the general character of the duties and the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Further Information

Safeguarding

This role will involve contact with children. Amery Hill School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. We follow a strict safer recruitment process and carry out a number of pre-employment checks, including enhanced DBS checks. All applicants are required to declare any criminal convictions, cautions or disciplinary proceedings related to young people and must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Services. Full details are given on the application form.

Application Process

Please click on the 'Apply' button on the vacancy advert on the My New Term portal. A Curriculum Vitae (CV) is not required and will, therefore, not be considered within the short-listing process.

Applications will be considered in the order in which they are received and in instances of high volumes of applications received, we reserve the right to close a vacancy earlier than the advertised date if we receive applications that meet the criteria. Once a vacancy has closed, we are unable to consider further applications, so please submit your application as soon as possible to avoid disappointment.

Amery Hill School is committed to ensuring that the privacy of applicants and employees is protected. The School Privacy Notice sets out how the school uses and protects any personally identifiable information that is collected as part of the recruitment process.

If you have any queries about the recruitment process, please contact our HR Officer, Mrs Percy, at recruitment@ameryhill.school or on 01420 81307.



Equal Opportunities

Amery Hill School is an equal opportunities employer and welcomes applications from appropriately qualified persons from all backgrounds. We are dedicated to creating and sustaining an environment that values individuality and difference and celebrates the diversity of both staff and students by fostering perseverance, tolerance and integrity. We believe in equal opportunity for everyone, irrespective of age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sexual orientation or socio-economic background. Candidates will be assessed against relevant criteria only (i.e. skills, qualifications, abilities, experience) in selection and recruitment.

Staff Benefits of Working at Amery Hill School



Amery Hill School enjoys a very positive working environment and staff often dedicate their whole careers to the school. We also pride ourselves, however, on developing individuals and moving them on to promoted posts both within and outside the school through a comprehensive Continuing Professional Development programme. Like all education institutions we demand a great deal from those who are employed here but in return we provide a caring atmosphere within which to work. Amery Hill School is committed to promoting high levels of health and wellbeing and recognises the importance of identifying and reducing workplace stressors.

The benefits include:

- Generous employer contributions to both The Teachers' Pension Plan and to the Hampshire Local Government Pension Plan
- Access to a free and strictly confidential counselling support line and face to face sessions if deemed appropriate for both employees and their immediate family
- Access to free eye tests and to the cost of glasses if, as a result of the examination, it is considered necessary by the optician that glasses be worn for display screen work
- Opportunities for overseas travel during our extensive programme of school visits
- Staff sporting events
- Whole staff social events
- Free tea and coffee available in a large and well-equipped staff room



AMERY HILL SCHOOL

Staff Workload and Wellbeing Charter

OUR PROMISE

We will endeavour to ensure that the workload and wellbeing of all our staff will remain a priority as we try and support all colleagues to balance the demands of their jobs with those of home. We recognise that in everyone's life there will be good and bad times and therefore it is everyone's responsibility to support each other through both.

CULTURE



The culture of trust and professionalism is critical in ensuring we have an enjoyable and rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable. We ask all leaders to set a good example in how they behave and that they will try and reduce levels of stress and anxiety across the community. External professional support is available to those who need it.

DATA COLLECTION AND REPORTING



The school will continue to explore ways in which technology can reduce the workload involved in data collection. Currently the school requires three data captures a year, which range from inputting one to three pieces of data. Only in one data capture is a summative comment required by the teacher and tutor.

WORKLOAD



The school supports the principal of 1265 directed hours for teaching staff and contracted hours for support staff. Where a colleague is not required to attend a particular event, for reasons such as not teaching a particular year group, they will not be given directed work to do. All decisions are made considering the impact on staff workload across the school; this is shared openly and with transparency.

EMAILS AND COMMUNICATIONS



There is no expectation for staff to read or respond to emails out of normal working hours and our policy states that they should not be sent between the hours of 6pm and 8am. To reduce emails, we have two staff briefings a week which are recorded and a weekly all staff bulletin (Friday). Staff are asked, where possible, not to send whole school emails and not to use the 'reply all' function.

LESSON PLANNING



Teaching staff will not be required to submit daily or weekly lesson plans. The use of Google Suite by each department will ensure resources and schemes of work are shared and ease collaboration. Department Professional Working Groups will focus on specific areas of pedagogy and practice to aid staff in supporting student learning.

PROFESSIONAL DEVELOPMENT AND APPRAISAL



Investing in our most valuable asset, our staff is essential in creating a thriving school community. A fully planned internal CPD programme focusses on areas of SIP and our DIPs. New Staff, ECT, Aspiring Middle Leaders courses run each year as well as opportunities to follow the NPQ programmes.

MARKING AND FEEDBACK



As a school we only require one piece of formal marking and feedback each half term from each department in each class that is taught (Summative). Each subject will decide how weekly marking (Formative) will help inform their teaching and student progression. We mark less in terms of the number of pieces but with greater impact.

FLEXIBLE WORKING AND WELLBEING



We fully appreciate that colleagues across the school at times need to make some difficult decisions around home and work. Wherever possible we will try and support colleagues who need to attend immediate family events and personal appointments during the school day as well as considering flexible working for those who request it.



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