



## **Alternative Provision Lead**

**Fixed Term Contract (1 year in the first instance)**

**Immediate start available**

**LBR (Outer London) Scale 7, Points 23 - 25**

**Term time only (including INSET days), plus one week**

**Actual Salary: £32,418 - £33,284**

## **Application Pack**



# Wanstead High School

Education with Character

Redbridge Lane West, Wanstead, London E11 2JZ

• Tel: 020 8989 2791 • Email: [whs@wansteadhigh.co.uk](mailto:whs@wansteadhigh.co.uk)

• Website: [www.wansteadhigh.co.uk](http://www.wansteadhigh.co.uk)



Headteacher: Miss E Hillman

**February 2025**

Dear Prospective Candidate

Thank you for showing an interest in our school.

I have been Headteacher since September 2022, and am loving the school, the pupils and the commitment to 'Education with Character'. This is a great place to be, with great staff, a welcoming atmosphere, opportunities for growth and development via a robust CPD programme at all levels, and strong links with local schools; including being part of the Seven Kings Teaching Alliance. Behaviour for learning is very good and pupils are polite, engaging and motivated. They really are truly amazing young people with bags of character and creativity.

The school is 100 years old this year and we strive, as then, to be the best local school for the community, providing unparalleled opportunities for our pupils to find their interests and develop a passion for learning, as well as growing to be lovely human beings! The school is clear about its development priorities and aspires to be outstanding in all areas over the next 3-5 years. This is currently a 'good' school and we are clear about our strengths and areas for development. We seek to enable all pupils to achieve the highest academic standards, with a particular focus on narrowing the disadvantaged gap and continuing to develop adaptive teaching. We encourage you to visit or call and learn more about the school and get a better understanding of what we are, what we stand for and the journey we are on.

We introduced a new Behaviour Policy last year, which is being further embedded this year, and have bold plans ahead to ensure all our young people are supported and developed during challenging times and a growing backdrop of mental health needs. We are exploring exciting new models of monitoring, evaluation and review and appraisal to make sure staff really do grow and develop - a high challenge, low threat approach supported by line management and instructional coaching. This is an exciting place to grow and develop as a teacher, staff member or leader.

Whilst we want to ensure change as per our School Development Plan, we are also committed to ensuring this is a truly great place for staff to work - we constantly consider well-being and offer great perks for teachers like the opportunity to leave school if staff have free periods for the rest of the day, as long as directed time is made up elsewhere. We also offer free tea and coffee in the staff room and are looking to develop a much more active staff social life in the future for those who like this sort of thing!!

There is a growing need for support and intervention for pupils who are struggling with the demands of mainstream education and the National Curriculum and the pressure of GCSE exams. There is limited alternative provision locally, although there is a strategy in Redbridge to deliver more in the future. We plan therefore to establish our own alternative provision on site to provide respite and targeted support on the school site for pupils with additional behaviour or social and emotional needs. Other local schools have done similar and we hope to network with them to ensure best practice, enabling pupils to have a variety of academic and pastoral type interventions (such as the ELSA programme) to decrease their risk of suspension and exclusion and ensure they can re-engage in the school curriculum.

Wanstead High School seeks to enable all pupils to achieve the highest academic standards, with a particular focus on narrowing the disadvantaged gap. The current Ofsted grade is "Good" and we need to endeavour to retain this in the next inspection and ultimately aim for the stars!

As outlined above, we welcome visits to the school and I am happy to talk over the phone to anyone about the role and/or school. We currently have a large building project taking place, which will add 14 new classrooms and associated facilities, with a dedicated dining hall and commercial kitchen and the use of a swimming pool on site at certain times of the day via Leisure Centre membership! I hope you will have the vision to look beyond the temporary facade. Please do not hesitate to get in touch and learn more about this amazing school. The summary School Development Plan is available on the website.

Yours sincerely

Emma Hillman  
Headteacher

# Application Requirements

Please write a statement in support of your application.

## **This must address the Person Specification**

Statements in support of your application should be no longer than two sides of A4.

**The closing date for this post is 23:59 on Sunday 23 February 2025** although outstanding candidates may be interviewed before the closing date.

Completed applications should be returned by email to [recruitment@wansteadhigh.co.uk](mailto:recruitment@wansteadhigh.co.uk).

## **Interviews dates TBC**

Candidates should be advised that if they have not received a response within 2 weeks of the closing date, they should assume that they have not been shortlisted.

If you would like to speak to the Headteacher or Department Leader regarding this post or if you have any questions, please contact HR ([recruitment@wansteadhigh.co.uk](mailto:recruitment@wansteadhigh.co.uk)).



## Further Information

**Full/Part time:** Fixed term contract (one year in the first instance)  
36 hours per week. Term time only (including inset days), plus one week

**Start Date:** Immediate start available

## What We Are Looking For

We are looking for an experienced, passionate and dynamic professional to join our Pastoral, SEND and Inclusion Department.

This role is central to our new alternative social and emotional provision, which will provide intensive support for our most vulnerable young people. This is an exciting opportunity for an individual who has experience in working with pupils with social, emotional and mental health needs, and who wishes to have real impact in improving the lives and outcomes of pupils who require focused support and intervention in order to reach their full potential within a mainstream setting.

In the long term we would hope to have at least one full-time Teaching Assistant/Youth Worker within it, whom the successful candidate would line manage. However, as an interim measure there will be a number of staff and external professionals to assist you in your role including, three school based, full time ELSA's, a Speech and Language therapist who attends the school on a weekly basis and a Learning Mentor.

The successful candidate will be responsible for the implementation and quality assurance of the alternative provision curriculum which will include a combination of mainstream academic learning, physical activity and social/emotional learning. You will need to be a practitioner who has a strong understanding of SEND and specifically SEMH as a broad category of need, who has a firm understanding of trauma informed practice and who is able to apply this whilst maintaining clear and firm boundaries in order to support pupil progress and development. You will need to have an understanding of the school curriculum at both KS3 and KS4.

You will work collaboratively with and provide effective leadership for SEMH/Emotional Literacy Teaching Assistants and other school staff who will work with pupils within this provision, to:

- Lead the development and implementation of a curriculum and programme of work specifically tailored to meet the needs of identified pupils;
- Establish a stable, caring, and supportive learning environment;
- Initiate and facilitate any further referrals or applications need to assess and support need
- Enable pupils to achieve their full learning potential;
- Facilitate pupils' social, emotional, and moral development.

## What We Offer

This is a great opportunity for an enthusiastic and diligent candidate who is keen to develop their skills in a successful school that will provide great support and encouragement. We offer an outstanding opportunity for the right person to make a real impact on children's lives, and to develop their career in a very pleasant, successful and innovative school. We hope that you will decide to pursue your application and that you will consider a future with us at Wanstead. Whilst you will need to work hard, we value well-being and support all staff with flexible ways of working where possible.

Some of our key benefits are:

- Short walking distance of Wanstead (0.4 miles) and Redbridge (0.6 miles) Central Line stations;
- Close to vibrant high street with cafes, independent shops;
- Close to Wanstead Green and local parks;
- Subsidised access to the Leisure Centre and upcoming Swimming Pool;
- Free parking in the Leisure Centre for staff;

At Wanstead High School, we are committed to staff wellbeing and provide the following benefits:

- Contribution to Eye Care and Cycling Scheme;
- Free access to Counselling Services;
- Free breaktime tea and coffee;
- Termly, free staff breakfasts;
- Catered Inset Days;
- Subsidised school lunches;
- Support of flexible working, where possible;
- Recruitment and Retention;

As part of Seven Kings Teaching School Alliance, Wanstead is able to provide a wide variety of CPD opportunities for staff at all stages of their career, both within Wanstead and the Teaching School Alliance. The post offers an excellent opportunity for the right person to develop their career within an exciting and supportive department and school.

## Headteacher's Welcome From [Website](#)

I am an experienced and successful Headteacher having been Head of Heathcote School for 5 years prior to joining Wanstead High in September 2022. I have worked for 27 years in, and with, London schools and love the diversity and ambition of young people in our capital city. I have a 14-year-old daughter, and she drives my passion and ambition for children, ensuring that all pupils have an opportunity to be the best they can be; finding their interests and talents and ensuring they are nurtured.

Wanstead High has so many strengths, not least the inclusive and warm ethos, that I have experienced from day one, as well as the strong academic foundations and exam results. In a pre-Ofsted review in September 2023, a Lead Inspector stated that staff at Wanstead High '*hold children's lives in their hands and hearts*'.

At GCSE in 2024, 31% of entries were assessed at grades 9-7, compared to a national figure of 21.7%, whilst 81% of entries were graded at 9-4 compared to 67.4% nationally. Maths and English results were strong with 65% of pupils achieving a grade 5 or above in Maths and English and 83% a 4 in both subjects. Provisional progress score for GCSE is 0.27.

At A level, there is still some work to do to ensure the best and most consistent outcomes in all areas but there were some excellent subject results.

There was so much positive feedback from our pupil survey in July 2024, for example, one pupil said that what they love most about the school is that 'All the teachers care about how you feel and how you are progressing in class.' Others loved the 'lunch, staff, food, opportunities' and 'the learning in which teachers make the learning most effective and find fun ways to learn to encourage children.'

Parents also rate highly the discipline, diversity, friendship, good education, care from staff and inclusive approach and nearly 90% agree or strongly agree that their child is happy in school. In addition, 90% of staff agree or strongly agree that they really enjoy working at the school.

Some other feedback from pupils that helps to get a better understanding of what the school is about:

- ★ *'The ability to feel accepted.'*
- ★ *'The school achieves good results and there are kind, caring and patient students in the community - you give the school a good reputation.'*
- ★ *'I am proud of being a part of the Wanstead High Community because I am able to learn with the best teachers and I have many learning opportunities to help build a great future.'*
- ★ *'Dance and music opportunities.'*
- ★ *'Definitely the togetherness we have at this school, and it's a really inviting atmosphere.'*
- ★ *'The way the school runs, makes me feel as if I belong here.'*
- ★ *'Everyone is very nice and supportive, especially teachers.'*
- ★ *'Safety and kindness.'*
- ★ *'How close we all are and how much we all support each other.'*

★ *'Being part of a lovely including space where you feel that you can openly talk about your thoughts and feelings, and you feel supported by all members of staff.'*

We know we are not yet perfect, but we will never rest on our laurels. Leaders at all levels in the school are reflective and honest and able to forensically analyse what needs to happen to continually grow and improve. We also encourage feedback to ensure we listen to the voices of our stakeholders. The staff are passionate and dedicated subject specialists, committed to providing 'education with character' for all and capable of ensuring the best quality learning and teaching and results for pupils. It is vital that all pupils have the same opportunities and chances to reach their potential, and we address areas where this is not the case.

We strive to ensure the curriculum is rigorous, but also romantic, and engages pupils at all levels, as well as being diverse and forward-thinking. I am passionate about developing the full person, ensuring enrichment opportunities for pupils of all ages, and enabling excellent mental health and well-being, supporting pupils and staff still, in some cases, affected by after-effects of Covid and for the community to continue to grow and flourish.

## School Information

Wanstead High School seeks to enable all pupils to achieve the highest academic standards. Our Progress 8 score has been positive and above average for the past 3 years, and in 2024 is provisionally +0.21. We have significantly narrowed the disadvantaged gap over the last year and are now looking to sustain this moving forward.

A large number of our pupils stay on to the Sixth Form and the majority of these gain entrance to universities and other centres of Higher Education, and we also recruit a substantial number of post-16 pupils from the surrounding area.

Our latest OFSTED report confirmed that we are “Good” in all areas.

The school is maintained by the London Borough of Redbridge and is situated in a residential area near Epping Forest, served by the London Transport Underground Central Line and the M11 motorway. It is, therefore, both within easy reach of central London and out-lying areas such as Essex and Hertfordshire.

There are currently approximately 1438 plus pupils on roll including 250 pupils in the Sixth Form. Currently there are 150 teaching and support staff. Eight forms of entry (240 pupils) are admitted at Year 7. The school encompasses a rich social and cultural diversity and 35% of pupils speak English as an additional language. There are over 35 languages spoken by the pupils. The school is heavily oversubscribed.

All pupils wear uniform except in the Sixth Form where pupils are required to wear tailored clothing. After much liaison with 40 linked primary schools (7 main feeders), pupils join one of eight mixed ability tutor groups and the school seeks to maintain the composition of this and the association with the same tutor throughout the pupil's career. The year based pastoral system is central to the discipline and wellbeing of the pupils. Tutors are led and supported by an experienced team of pastoral heads.

The school has some very good facilities, including a good Sixth Form Centre with state of the art study facilities; ten well equipped Science laboratories and a purpose built theatre, a dance studio and music suite. Considerable refurbishment has taken place over recent years, with work still on-going. The school is well-resourced with IT equipment. There is currently a new build project which you will see if you visit - this will be a new Humanities Block and swimming pool and is therefore a joint enterprise between Leisure and Education. This does impact the day to day running of the school and we are very much looking forward to its completion.

The school's sports facilities are used as a local Leisure Centre, which serves the community in the evening, but which is part of the school during the day. It comprises 4 squash courts, a sports hall, a gymnasium, a multi-purpose sports hall, a fitness training room and a floodlit play area.



# School Vision and Aims

## Who Are We?

Wanstead High School is a modern, forward-looking school with traditional values maintained over the last hundred years. We seek to provide the best, most inclusive, local education for all our pupils and a thriving and collaborative environment for staff, ensuring no one is left behind. We seek to develop a passion for learning which promotes academic and career success, happiness, personal growth and confidence whilst ensuring everyone is safe and everyone is able to benefit from the right help when they need it.

We all achieve in our learning community by being:

- **Ready**
- **Respectful**
- **Responsible**

## What Is Our Vision?

A school that creates.....

- A love and passion for creative and collaborative learning - inside and outside of the classroom - which is encouraged to drive progress and ambition within our school: staff, Governors and pupils alike.
- A curriculum on offer that is engaging, relevant, broad and balanced and is implemented equally for every pupil in every classroom.
- The development of character is fostered in all areas of school life and pupils develop to be kind and respectful of others views and opinions and nobody tolerates bullying or discriminatory behaviour. Pupils also strive to achieve specific character virtues that they have chosen, including integrity and teamwork.
- All pupils are challenged consistently to excel in everything they do, from academic study, sport, artistic skill, through to their personal and group behaviour and attendance.
- Pupil, parent and staff voice and strong relationships help to shape our values and development.

## Our Learning Community

- A Wanstead High pupil will develop to be a happy, kind, safe and well-rounded character, able to self-regulate, who has been encouraged, supported and challenged in school to maximise opportunities in all areas. They will be able to make confident, positive and informed choices about their life and role in British society beyond Wanstead High School.
- A Wanstead High parent/carer will support the school at all times and be secure in the knowledge that their child will be treated as an individual, exposed to knowledge, skills and character development in an innovative and forward-thinking way and will be supported on the journey from childhood to a confident, successful and happy adult life.
- A Wanstead High School staff member will be given the opportunities, space and support to become reflective, passionate, energetic and positive about their role, always looking to collaborate, grow and develop and expand their experiences both inside and beyond our learning community.
- A Wanstead High School Governor will be enthusiastic, well-informed and motivated to challenge and support our learning community to deliver our vision and values in a productive, successful and collaborative way.

## School Ethos

We expect our staff to:

- Play a full part in the life of the school community, supporting its distinctive vision and ethos and leading staff and pupils in doing the same
- Actively support the school's corporate policies and aspirations
- Adhere to the staff professional code of conduct as developed collectively by staff
- Comply with the school's Health and Safety Policy and undertaking risk assessments as appropriate
- Check emails on a daily basis to keep up to date with issues communicated within the school.

All staff are expected to behave in accordance with the school values and a culture of high challenge and low threat.

## School Site and Accessibility

Wanstead High School is committed to providing an inclusive and accessible environment for all members of our community. We recognise the importance of diversity and strive to create an atmosphere that accommodates individuals of varying abilities.

While we are actively working towards improving accessibility, it is important to note that currently, certain areas of the school are not wheelchair accessible. We estimate that approximately 70% of the school premises may pose challenges for individuals using wheelchairs.

We encourage candidates to inform us of any specific accommodation needs during the application process. We are committed to working collaboratively to provide reasonable accommodation that facilitate equal participation in the recruitment and employment process.

Wanstead High School is an equal opportunity employer and encourages applications from individuals of all backgrounds, including those with disabilities.

## Safeguarding

Wanstead High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share in this commitment. This post will be subject to an enhanced DBS check and Overseas Police checks, if applicable. Online searches will also be carried out for shortlisted candidates.

Successful candidates will undergo full Safer Recruitment checks including, if applicable, Children's Barred List check, Right to Work check, Qualifications check, Section 128 check, Prohibition from Teaching check and Professional References.

Shortlisted candidates are aware that their applications and data submitted will be kept on file for a period of 6 months and will not be disclosed to any third parties without their consent.

<b>Job title</b>	Alternative Provision Leader	<b>Salary Range</b>	LBR Scale 7, Points 23 - 25 Actual Salary: £32,418 - £33,284
<b>School</b>	Wanstead High School		
<b>Reports to</b>	Deputy Headteacher (Pastoral)		
<b>Responsible for</b>	Alternative Provision SEMH Inclusion Hub		
<b>Hours</b>	36 hours a week, Term Time only (including 5 INSET days) plus 1 week during the school holiday		

**Purpose of job**

To lead the school's new Alternative Provision SEMH Inclusion Hub. The Inclusion Hub is a small group provision launching in the early Spring term 2025. This will provide support for pupils with SEMH needs who may be placed in the Hub for an extended period of time of approximately 6-8 weeks, depending on need. The Hub will also have different inclusion and welfare staff attached to it to help facilitate the provision and the role will involve liaison with external agencies and intervention providers.

The role will ensure pupils will study an adapted curriculum with the primary focus being self-regulation and the development of problem solving and other skills such as resolving conflict and anger management. The role would ensure pupils keep abreast of the school curriculum in order to facilitate a smooth return.

**Main Duties and Responsibilities**

**Management of the SEMH Inclusion Hub**

- Manage the use and day-to-day running of the Social, Emotional and Mental Health Inclusion Hub
- Line manage other Inclusion staff as per the agreed staff structure
- Lead and direct the work of support staff members based in the Hub
- Manage communication between parents/carers and pupils in the Hub
- Manage communication with SEND stakeholders, including the Local Authority, to ensure appropriate support is in place for pupils
- Be responsible for data and written reports for pupils in the Hub, including monitoring progress of interventions and input
- Support the Deputy Headteacher and the Director of Inclusion in the running of the Inclusion Department

**Curriculum Development and Delivery**

- Help design and implement a curriculum for the Hub that is wide-ranging, flexible, and adapted to the individual needs of pupils referred to the provision
- Deliver, or oversee the delivery of, Key Stage 3 lessons in a variety of subjects within the Hub
- Ensure academic progress of subjects at Key Stage 4 by working with subject specialists
- Deliver additional literacy and numeracy lessons as appropriate
- Collaborate with class teachers to:
  - support the facilitation of the mainstream curriculum
  - meet the needs of Social, Emotional and Mental Health (SEMH) pupils, including classroom visits and partnership working during reintegration

**Pupil Wellbeing and Support**

- Manage the wellbeing of pupils in the Hub, working in collaboration with the Wellbeing Department

- Manage bespoke programmes for pupils, including intervention and enrichment opportunities
- Coordinate with external agencies to support pupils and develop strategies for addressing specific needs
- Manage and facilitate the reintegration of pupils back into mainstream lessons or alternative settings, both internally and externally
- Carry out welfare visits and manage communication with external alternative provisions for pupils during off-site directions and AP placements
- Observe pupils in lessons and report on their learning

### **Collaboration and Staff Support**

- Ensure up-to-date knowledge of developments in pedagogy and their application in the SEND department
- Support teachers with Social, Emotional and Mental Health (SEMH) strategies and Continuing Professional Development (CPD)
- Collaborate with the assessment and planning of SEMH provision for incoming Year 7 pupils and mid-term admissions as needed

### **SEND Administrative Duties**

- Write or support the writing of SEND pupil passports where the primary need is Social, Emotional and Mental Health (SEMH)
- Support the organisation of Annual Review meetings for SEND pupils with SEMH needs and, with appropriate training, chair these meetings

### **Safeguarding**

It is everyone's responsibility to promote and safeguard the welfare of children and young persons that they are responsible for or come into contact with.

To ensure the safety and wellbeing of pupils in line with:

- The DFE Teachers Pay and Conditions Document
- The school's Safeguarding Policy.

**The above-mentioned duties are neither exclusive or exhaustive and the post holder may be required to carry out other duties as required by the service. This Job Description may be amended at any time in consultation with the postholder. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this Job Description.**

Name of post holder:

Date:

Signature:

Essential	Desirable
<b>Qualifications and Training</b>	
<ul style="list-style-type: none"> <li>• Good honours degree or related qualification</li> <li>• Evidence of further study or training, appropriate for the post</li> </ul>	<ul style="list-style-type: none"> <li>• Trauma Informed Qualifications/Certified Training</li> </ul>
<b>Knowledge, Abilities, Skills and Experience</b>	
<ul style="list-style-type: none"> <li>• Experience of working in an education setting for at least 3 years</li> <li>• Experience in teaching/supporting pupils with special educational needs in mainstream schools or an AP/Specialist setting</li> <li>• Experience in planning and facilitating activities to support emotional regulation, problem solving and communication skills</li> <li>• Experience in working supportively with parents/carers</li> <li>• Experience in having difficult conversations</li> <li>• Experiencing and understanding of KS3 and KS4 mainstream curriculum</li> <li>• The ability to work to and meet deadlines - E</li> <li>• The ability to work in cooperation with others including colleagues from external agencies</li> <li>• The ability to think creatively about SEN support and develop and share strategies with long-term impact</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a multicultural, comprehensive school and a commitment to equal opportunities</li> <li>• The ability to share Inclusion strategies with colleagues</li> </ul>
<b>Work Related Personal Requirements</b>	
<ul style="list-style-type: none"> <li>• Committed to equality of opportunity;</li> <li>• Commitment to working with clear boundaries and safeguarding practices</li> <li>• Ability to work calmly and with patience under pressure</li> <li>• Excellent communication and interpersonal skills</li> <li>• To be able to adapt to change To be flexible in daily tasks</li> <li>• Capable of handling a demanding workload</li> <li>• Can prioritise work effectively</li> <li>• Committed to promoting high quality and consistent school routines and practices</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to use a PACE approach</li> <li>• Good sense of humour</li> <li>• Previous experience of managing interventions or alternative provision</li> </ul>
<b>Other Work Requirements</b>	
<ul style="list-style-type: none"> <li>• Excellent communication skills</li> <li>• Excellent organisational skills</li> <li>• An excellent record of health and attendance</li> <li>• An understanding of what constitutes best practice in terms of teaching and learning in relation to pupils with special educational needs, and the ability to share that vision with colleagues</li> <li>• A clear vision of what constitutes best practice in working with pupils with learning needs and social, emotional and behavioural difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of current issues with regard to Inclusion</li> <li>• Knowledge, skills and understanding of a variety of intervention approaches and the ability to monitor and evaluate their effectiveness in relation to individual pupils</li> <li>• The ability to help pupils develop new ways of thinking and strategies that will enable them to develop their self-esteem and long-term skills</li> </ul>

## Safeguarding

- Motivation to work with children and young people
- The ability to form and maintain appropriate relationships and personal boundaries with children and young people; Emotional resilience to meet the demands of working in a busy school with many children, some with diverse needs