



**DIRECTOR OF INCLUSION  
RECRUITMENT PACK**

# WELCOME FROM THE PRINCIPAL

Thank you for your interest in Rainhill High School.  
I hope you find this information pack helpful. If you would like to know more about us before you apply please see our website [rainhillhighschool.org.uk](http://rainhillhighschool.org.uk) or alternatively contact [jobs@rainhillhigh.org.uk](mailto:jobs@rainhillhigh.org.uk)

Our school has a long and strong record of academic success. The destinations that our students move onto are strong. Our continued focus is on raising the aspirations, achievements and confidence of all our students to ensure they have the best life chances; that all of our students leave us ready to take on the world with conviction and self-assurance. We make no apologies for having the highest expectations of all our students.

Our curriculum is ambitious. Students are expected to work hard, and this is complemented by our excellent pastoral care, support and guidance. You will find the staff here are determined to support academic achievement but also provide a wide range of enrichment and extra-curricular activities both within and beyond the classroom, ranging from trips to New York to football teams in school; all of which are important in building the confidence, resilience and experiences of every child.

Our school's mission is 'In Pursuit of Excellence' in everything that we do and our core values; Learn, Think, Contribute, Care, embody our determination to ensure that all our students receive a first-class education that enables them to take their place in society with confidence. We are a popular and high achieving school on the edge of Merseyside with a very strong reputation locally and significantly oversubscribed.

I am very proud of the continued success of Rainhill High School.



**Mrs J Thorogood**  
Principal



## ROLE OVERVIEW

### COMMENCING:

1 September 2026 (or earlier)

### CONTRACT:

Full time, Permanent

### CLOSING DATE:

9am on Tuesday 5<sup>th</sup> May 2026

### INTERVIEW DATE:

Friday 8<sup>th</sup> May 2026

### SALARY:

Leadership L10 - L14

### LOCATION:

Rainhill High School, Merseyside  
(Stephenson Multi Academy Trust)

Prospective candidates are warmly encouraged to visit the school. To arrange a visit, please call

**01744 677205**

Please return application form to

[jobs@rainhillhigh.org.uk](mailto:jobs@rainhillhigh.org.uk)

Are you a visionary leader with a relentless commitment to removing barriers and ensuring every child has a place to belong?

We are seeking to appoint an exceptional Director of Inclusion to lead our strategic approach to SEND, disadvantage, and targeted support, ensuring that every student, regardless of their starting point, can Learn, Think, Contribute, and Care. You will be the strategic lead for closing the gap for our most vulnerable learners ensuring that inclusion is woven into the fabric of the school's Quality of Education.

You will hold high expectations for all, ensuring that statutory duties are met with rigour and that every resource is deployed to maximise pupil progress, leading a 'Team Around the Child' that includes our SENCo function, Safeguarding, and specialised support staff.

This role to start in September 2026 (or earlier), is a pivotal Senior Leadership position designed for a values-driven leader, who understands that true inclusion is the 'engine room' of a forward thinking school.

The successful candidate will:

- Possess a deep understanding of the SEND Code of Practice and the Equality Act, with the ability to translate complex needs into actionable classroom strategies.
- Lead the strategic direction for inclusion and SEND, ensuring that Rainhill's commitment to excellence is embedded in the support for all pupils with additional needs. You will be the named SENDCO and be supported by a Deputy SENDCO.
- Work in close partnership with the Vice Principal (QE) to operationalise our Pupil Premium strategy, ensuring it is implemented on the ground to reduce barriers for socioeconomically disadvantaged pupils.
- Be an expert in co-production, building powerful relationships with parents, carers, and external partners to ensure our students' aspirations are at the heart of every decision.
- Oversee Alternative Provision and targeted pastoral support, ensuring placements are safe, suitable, and focused on successful mainstream reintegration.
- Have the analytical skill to use qualitative and quantitative data to identify emerging needs and trends, such as SEMH or EBSA both quickly and accurately to ensure a sustained difference.

At Rainhill High School, we are driven by the *Pursuit of Excellence* and our values Learn, Think, Contribute, Care. They define who we are and what we do.

We are an ambitious, inclusive 11–18 academy within the Stephenson Multi-Academy Trust, serving Rainhill, Nutgrove, Knowsley, Widnes and beyond.

If you are passionate about developing others, driving improvement and have the passion to make a lasting difference ensuring every student feels they belong, we would love to hear from you.

*Rainhill High School and Sixth Form is committed to safeguarding and promoting the welfare of children and young people as well as promoting equality of opportunity and community cohesion; where the diversity of different backgrounds and circumstances is appreciated and positively valued and expects all staff, volunteers and other workers to share in this commitment. This post is subject to an Enhanced Disclosing & Barring check and online searches as part of our Safer Recruitment & Selection procedures.*



“The culture of improvement is something I love about working for Stephenson Academy Trust. At Rainhill High School, we have a bespoke approach to CPD for all staff members from ECT to Senior leader. Each member of staff is supported to work on their teaching pedagogy through a collaborative approach that meets the needs of the teacher at all stages of their practice. I feel that this quality of education centred approach supports the wellbeing of the staff and allows teachers to make significant and measurable improvements to their teaching and learning pedagogy which in turn supports the students.”

**Rainhill Teacher**

“Helping my child to be the best they can be.”

**Parent**

“A dedicated teacher who encourages and guides my child in lessons. Makes the lessons enjoyable and provides positive feedback. An excellent teacher.”

**Parent**

“Because from the caretaker to the headteacher, all the staff are amazing. Thank you.”

**Parent**

“Knowing that my child feels happy/safe whilst eager to learn around her.”

**Parent**

“Fantastic, great communication with parents and great educators, making learning fun and getting results.”

**Parent**

“I couldn’t have asked for a better form tutor for my son. It’s really reassuring to know that there is someone there to support him and check in with him daily. He has thrived since starting high school and I am very grateful for her kindness and reassurance.”

**Parent**



# JOB DESCRIPTION

## DIRECTOR OF INCLUSION

<b>Trust:</b>	<b>Stephenson Multi Academy Trust</b> Rainhill High School
<b>Grade:</b>	<b>STPCD Leadership Scale L10 - L14</b>
<b>Contract:</b>	<b>Full time, Permanent</b>
<b>Start date:</b>	<b>September 2026 (or earlier)</b>
<b>Responsible to:</b>	<b>Vice Principal - Attendance, Safeguarding &amp; Behaviour</b>
<b>Responsible for:</b>	<b>Inclusion and SEND staff</b>

### Purpose of the Role

To provide strategic and operational leadership for inclusion across the school. The role carries overall responsibility for ensuring that all pupils with additional needs - particularly those with SEND or facing significant barriers to learning - can access, participate in, and succeed within the curriculum and wider school life. You will have full oversight of SEND provision, statutory compliance, and the quality of support for pupils with additional needs.

### Key Responsibilities

- Strategic Leadership of SEND:** Lead the strategic direction for inclusion and SEND, ensuring Rainhill's commitment to excellence is embedded in all support. You will serve as the named SENDCO, supported by a Deputy SENDCO.
- Vulnerability & Pupil Premium:** Work in close partnership with the Deputy Principal (Vulnerability) to operationalise the Pupil Premium strategy, ensuring "on the ground" implementation to reduce barriers for socioeconomically disadvantaged pupils.
- Quality Assurance:** Oversee the SEND quality assurance framework, including the effectiveness of the Graduated Approach (Assess-Plan-Do-Review) and the quality of support for pupils with Education, Health and Care Plans (EHCPs).
- Early Identification:** Establish a culture of early and accurate assessment to identify emerging needs—including Social, Emotional and Mental Health (SEMH) and Emotionally Based School Avoidance (EBSA)—quickly and accurately.
- Multi-Disciplinary Leadership:** Chair the "Team Around the Child," leading a diverse group of specialised support staff to maximise pupil progress. Line manage a range of colleagues to support this process, including the Deputy SENDCO, Behaviour Support Officer, Inclusion Manager, School Counsellor, and LAC Coordinator.
- Statutory Compliance:** Ensure reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice. Fulfill all statutory responsibilities, including the SEN Information Report and school Accessibility Plan.
- Co-Production:** Lead on co-production, ensuring pupils' and parents' views and aspirations are central to decision-making.
- Alternative Provision:** Oversee Alternative Provision (AP) placements and targeted pastoral support, ensuring placements are safe, suitable, and focused on successful mainstream reintegration.
- Data Analysis:** Use qualitative and quantitative data (attainment, progress, and student voice) to identify trends and adjust inclusion strategies to ensure a sustained difference.
- Inclusive Pedagogy & CPD:** Collaborate with the Quality of Education team to support high-quality inclusive teaching and lead evidence-informed CPD focused on the "Graduated Approach" and adaptive teaching.

### Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being.

**PERSONAL AND PROFESSIONAL CONDUCT**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

1. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school by;
2. Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
3. Showing tolerance of and respect for the rights of others.
4. Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
6. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
7. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

## PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
<b>Qualifications &amp; Training</b>	<p>Qualified Teacher Status (QTS) or QTLS Degree or equivalent qualification.</p> <p>NASENCO or NPQ SENCO (SL or EL)</p> <p>Ongoing CPD in SEND and Inclusion</p>		<p>Application</p> <p>Application</p> <p>Application</p> <p>Interview</p>
<b>Experience</b>	<p>Proven track record of outstanding inclusive classroom practice</p> <p>Successful teaching experience across a range of key stages</p> <p>Experience leading on SEND, PP implementation, or Inclusion at a whole-school level</p> <p>Experience of Alternative Provision oversight or reintegration</p> <p>Experience in co-production and working effectively with parents and external agencies</p>	<p>Experience leading Ofsted preparation / inspection specifically for Inclusion</p>	<p>Observation</p> <p>Interview</p> <p>Application/References</p> <p>Application/Interview</p> <p>Interview</p> <p>Interview</p>
<b>Knowledge and Understanding</b>	<p>Deep understanding of the SEND Code of Practice (2015) and Equality Act 2010</p> <p>Understanding of evidence-based strategies for disadvantaged/PP pupils</p> <p>Thorough knowledge of the Ofsted 2025 Framework regarding Inclusion</p> <p>Knowledge of EBSA, SEMH, and early identification strategies</p> <p>Familiarity with using qualitative and quantitative data to monitor impact</p>		<p>Interview/Task</p> <p>Interview/Task</p> <p>Interview</p> <p>Interview</p> <p>Interview/Task</p>
<b>Leadership &amp; Management skills</b>	<p>Ability to inspire and lead a diverse "Team Around the Child"</p> <p>Skilled in leading change and managing performance to achieve sustained improvement</p> <p>Strong communication, presentation and interpersonal skills</p> <p>Ability to hold others to account while providing constructive, specialist feedback</p> <p>Capacity to think strategically and translate the AP's PP strategy into action</p>		<p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview/Task</p> <p>Interview</p>

<p><b>Personal Qualities &amp; Values</b></p>	<p>Demonstrates alignment with Rainhill’s values – Learn, Think, Contribute, Care</p> <p>Commitment to the school’s ethos and the “Pursuit of Excellence” for all learners</p> <p>Resilient, adaptable, and solution-focused under pressure</p> <p>Commitment to safeguarding, equality and fostering a sense of belonging</p>		<p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p>
<p><b>Other</b></p>	<p>Willingness to contribute to wider school life</p>		<p>Interview</p>



STEPHENSON

## STEPHENSON TRUST

Stephenson Trust is based in Rainhill, Merseyside and is currently a single school in a multi academy trust. We have several external partners, including Hope University, Ambition Institute, SSAT, Rainbow teaching school hub and the educational endowment fund.

We are now seeking to expand in the next couple of years with those who share our desire to provide an excellent education

In our trust, our vision is one of excellence for everyone, pupils and staff. We believe that by working together, we can make a positive difference to children`s lives. We place emphasis on wellbeing, collaboration and professional development for our staff, underpinned by research. Our aim is to ensure our students finish their education with us as well-rounded, well-grounded individuals who will make a positive contribution to society, which is partly achieved by ensuring our workforce is supported and professionally challenged, underpinned by comprehensive CPD programmes and wellbeing initiatives. We offer the following benefits, designed to promote your wellbeing and make your role enjoyable and rewarding.

For the right candidate there will be additional opportunities based on potential, ability and capacity to make a difference across the team and the school.

## BENEFITS OF WORKING FOR STEPHENSON TRUST

- A culture that actively promotes a positive work-life balance
- Teachers pension scheme with a generous employer contribution
- Flexible and Family Friendly Policies
- Continued Professional Development
- Lifestyle benefits and discounts
- Competitive salaries
- Free on-site parking
- On-site catering facilities

# HOW TO APPLY

<https://rainhillhighschool.org.uk/about/rhs-vacancies>

## GUIDANCE FOR COMPLETING YOUR APPLICATION FORM

Your application form should be submitted to the school by email to the school's job vacancies email address provided, or by hard copy to the school postal address. Your application consists of two parts; the application form and the optional Equal Opportunities form.

Your application form will be used to measure you against the essential criteria as identified on the person specification. This is your opportunity to sell your skills, abilities and experience. It is important that you read the job description and person specification carefully and ensure that your application is tailored to the role you are applying for. You may also wish to submit a covering letter outlining how your career to date has prepared you for the post.

Take time to check your application form to ensure that you have completed all sections. Also check for any spelling and grammatical mistakes.

The Equal Opportunities form will be used to assist in monitoring the effects of the school's equal opportunities policy in recruitment and selection and will help us to develop and improve.

If you are applying for a post that includes working with children or vulnerable adults please include the date that you left secondary education. We may contact any of your previous employers to confirm information provided in your application.

**Section 6:** This is your opportunity to demonstrate to the shortlisting panel how you meet the essential criteria of the person specification. Use specific examples and evidence of your skills, abilities and experience to demonstrate how you meet the criteria.

**Section 7:** Please provide details of two referees, one of whom must be your current or most recent employer. Referees cannot be relatives or people writing solely in the capacity of friends. If you are applying for a post which involves working with children or vulnerable adults and you are not currently working with children or vulnerable adults, but have done so in the past, please provide details of the most recent employer of this type of employment.

**Section 14:** In line with the statutory guidance document Keeping Children Safe in Education (2024) the trust will conduct online searches after the shortlisting process for any candidates who accept an invitation to interview.

You are required to sign the form to confirm that the information you have provided is accurate and true. Providing false or misleading information could result in your application being rejected, a conditional offer being withdrawn or lead to disciplinary proceedings which may result in dismissal. If you send your application by email, it will be deemed that you have signed the declaration. You will be required to sign a copy of your application form if you are invited for interview or if you are offered the post subject to further checks.

Application forms should be returned to [jobs@rainhillhigh.org.uk](mailto:jobs@rainhillhigh.org.uk)

Please note it is our policy to retain all application forms for unsuccessful applicants for a period of six months, after which time they are securely destroyed.

Click here for the Teacher [Application Form](#)





**RAINHILL  
HIGH SCHOOL**

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