



**The Rivers**  
C.of E. Academy Trust

Recruitment Pack

# Director of Inclusion

'An extraordinary education for every pupil'





## Job Advert

### Director of Inclusion

- Full-time, permanent contract (part-time 0.8 FTE considered)
- Leadership scale: 18 to 24 (£75,675 - £87,651)  
*Starting point scale to be confirmed, dependent upon experience*
- Generous holiday entitlement
- Appropriate pension scheme with generous employer contribution
- A range of other employee benefits

Do you hold the belief that **every** pupil has the right to an **extraordinary education**?

Is your moral purpose characterised by achieving **equity of opportunity** and **excellent outcomes** for underserved pupils?

This crucial new role within the executive team at The Rivers C.of E. Academy Trust will offer the successful candidate an exciting opportunity to work closely with the Directors of Education in the development, implementation and delivery of our inclusion strategy across the trust.

The post-holder will have strategic responsibility for safeguarding, welfare, SEND and support for underserved pupils. The role will have a strong focus on promoting equality, diversity and inclusion to create a supportive environment that fosters a trust-wide culture of respect, empathy and ambition for all.

The Rivers C.of E. Academy Trust is a forward-thinking and supportive trust that specialises in primary education across sixteen Church of England and community schools. We focus on the frontline and have a strong track record of improving schools and empowering pupils to see their limitless potential through an **extraordinary education**.

We are looking to recruit an inspirational, experienced and strategic leader who can articulate our shared mission and vision and who will encourage and empower others, enabling all pupils to flourish and become **extraordinary people**.

Do you have a creative and positive mind-set with the ability to find innovative solutions to complex problems? Do you have the professional expertise to develop our collaborative culture and inspire our school leaders, so that pupils contribute positively to society and to their **extraordinary futures**? If so, this could be the place and role for you.

To be successful in this challenging but deeply rewarding role you must be able to **demonstrate**:

- A passion for inclusion and a drive to achieve exceptional outcomes for all, especially our most vulnerable and underserved pupils, ensuring everyone can shine and excel.
- A clear vision for inclusion in a MAT context with the ability to inspire others to share that vision.
- A belief in the power of education to change lives and be a champion of high standards.
- High levels of expertise around leading effective strategies to improve behaviour, attendance, safeguarding and SEND.
- A strong and successful record in a leadership position within the education sector, health and social care sector or similar related field.
- An excellent understanding of current educational trends and issues, including national policies, priorities and legislations specifically related to safeguarding, behaviour, SEND and attendance.
- An in-depth knowledge of the requirements of Keeping Children Safe in Education (KCSIE), relevant legislation, guidance, policy, procedures and good practice.
- An ability to create, develop, oversee and monitor safeguarding, welfare and inclusion strategies and ensure compliance and quality assurance across the trust.
- Successful delivery of initiatives, challenging, influencing and empowering others to achieve success and improving outcomes for children.

If you can see the potential of this new role and feel you are ready to take on a challenging but rewarding opportunity to make a difference to the lives and futures of our young people, then we can offer you the chance to be part of a successful, collaborative community with a forward-thinking, supportive employer.



## About us

The Rivers CofE Academy Trust is a collaborative community of sixteen schools and a thriving teaching alliance across Worcestershire, Sandwell, and Dudley.

We are primary specialists with a strong track record of improving schools. Our ambition for each school remains a priority, with 100% of our schools rated 'Good' or 'Outstanding' by Ofsted, several of which have improved from weaker predecessor judgements.

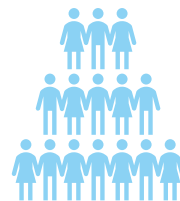
We are a family of schools with a 'Christian ethos'. We have Church of England and community schools, welcoming families from all faiths and no faiths.



**16 Schools**



**5500 pupils**



**860 Staff**

With over 5,500 pupils and more than 850 staff, The Rivers CofE Academy Trust is one of the largest primary multi-academy trusts in the West Midlands.

# Mission

Our mission embraces the character, purpose and future direction of our trust. It defines what we do and why we do it:

**Extraordinary Education**  
**Extraordinary People**  
**Extraordinary Futures**

# Vision

Through an extraordinary education, we empower pupils to be life-long learners and see their limitless potential. Respectful relationships and an unwavering focus on discovering talents and interests enable pupils to flourish and be extraordinary people. Together, we spark aspiration and drive achievement, so that pupils contribute positively to society and to their extraordinary futures in an ever-changing world.

# How we work together

Whilst each school's unique character and local community are celebrated, we are united through our shared mission, vision and our STARS values. These are the characteristics and behaviours that we ALL share.



# 2030 Strategy

Whilst acknowledging and celebrating our many successes, we are not complacent and continue to strive for excellence in everything we do. Our 2030 strategy sets out our three key themes, and the three 'anchors' within each theme, which outline our areas of focus as we move into our second decade.

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## Extraordinary Education

- Excellent teaching and provision
- High-quality support for vulnerable pupils
- Exceptional enrichment

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## Extraordinary People

- Empowered and valued employees
- Clear professional learning pathways
- High-quality collaboration and networks

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## Extraordinary Futures

- Purposeful environments
- Digital innovation and efficiency
- Thriving growth and partnerships



# Staff Benefits

We offer a range of benefits to support the professional and personal growth of our staff and enable an extraordinary education for every child.

These benefits include policies such as “Time for You” day and reasonable release time for significant personal events. Additional benefits include protected professional learning time and a clear professional development pathway for every role.

Meaningful collaboration between staff is also at the heart of our work and a vital part of our culture.

[Find out more about our staff benefits.](#)

## Education Mutual

Staff can access a comprehensive range of healthcare services through Education Mutual, including physiotherapy, mental health support and occupational health services. Find out more about [Healthcare and Wellbeing Services](#)

## Pension scheme

The Local Government Pension Scheme (LGPS) is a defined benefit plan, meaning your pension is calculated based on your salary and length of service, and it is adjusted for inflation. This ensures a secure and guaranteed income in retirement, unaffected by investment performance. Find out more about [LGPS](#).

**6** INSET days



**Cycle-to-work  
scheme**



**CPD pathway for  
every role**



**No expectation to  
respond to work  
communications  
outside  
hours**



**The Rivers**  
C.of E. Academy Trust

**Extraordinary  
People**

**Time for you day**



**Retirement &  
financial  
planning**



**Length of service  
award**



**Release time  
for significant  
personal  
events**



**Free tea, coffee &  
milk**



**Protected  
additional CPL  
time**





## Job Description

### Director of Inclusion

**Salary range:** Leadership scale 18 to 24 (£75,675 to £87,651)

**Holiday entitlement:** TBC

**Contract:** Full time, permanent (or 0.8 considered)

**Line of responsibility:** Responsible to the CEO

**Direct staff reports:** Operational Safeguarding Lead, Attendance Lead and SENCo lead

The director of inclusion (DoI) will lead, oversee and quality assure the development and implementation of inclusive practices across the trust, helping to ensure an **extraordinary education** for **every** pupil. This role will work alongside the two Directors of Education and the Teaching and Learning Lead to promote equality, diversity and inclusion to create a supportive environment that fosters a trust-wide culture of respect, empathy and ambition for all.

This is an executive level post within The Rivers C.of E. Academy Trust. The role comes with significant responsibilities including safeguarding, welfare and inclusion. Working closely with the executive team and reporting directly to the CEO, this strategic post will be a crucial part in delivering our Rivers 2030 strategy. You will be required to attend executive and trust board meetings and work strategically with other executive leaders, head teachers, SENDCos, designated safeguarding leads (DSLs) and the wider central services team to drive continuous improvement and provide support, advice and guidance.

You will be an experienced and strategic leader who can articulate our mission, vision and values and encourage and empower others to be the best that they can be for our pupils.

#### Key purpose:

**Extraordinary education:**

Lead on safeguarding, welfare and inclusion strategies to raise the standards of provision and identify and address any barriers to ensure that all pupils have access to high-quality education and support.

**Extraordinary people:**

Create a supportive and inclusive environment that fosters a trust-wide culture of respect and supports the distinctive needs of each school's local community. Empower others to be the best that they can be for our pupils

**Extraordinary futures:**

Maintain a strong and resolute focus on the frontline to ensure that pupils, families and staff receive the very best expertise and resources to do extraordinary things with their futures.

In line with strategic priorities, support the future growth and direction of the trust by developing new and innovative partnerships with key community stakeholders and external partners.

#### Key accountabilities:

**Strategic thinking:** in line with the trust's mission and vision, develop, implement and deliver comprehensive safeguarding, welfare and inclusion strategies that achieve strong outcomes for underserved pupils.

**Consistency and collaboration:** lead, develop, oversee and quality assure robust strategies and approaches for safeguarding, welfare and inclusion. Secure the commitment of SENDCos, inclusion leaders, DSLs and wider stakeholders to ensure compliance across the trust.

**Outward facing:** work in partnership with communities, external agencies, partners and local authorities to promote community cohesion, developing links and collaborative networks to support the inclusion of underserved pupils.

**Coaching and staff development:** provide strategic leadership, champion best practice and provide expert professional advice, support and guidance to leaders, staff and trustees on all matters related to safeguarding, welfare and inclusion.

## Key responsibilities:

### Strategic direction and development

- Develop, implement and deliver comprehensive safeguarding, welfare and inclusion strategies that align with the trust's mission and vision.
- Promote a culture of respect, empathy and understanding across the trust, fostering positive relationships between pupils, staff and the wider community.
- Have a deep understanding of the legislation, guidance and developments in practices relating to education, particularly in relation to safeguarding, child protection, welfare (attendance and exclusions), equality, diversity and inclusion (EDI) and SEND to ensure the trust is legally compliant.
- To work closely with education colleagues in delivering the SEND 2030 strategy and support the development of excellent and consistent practice at a universal, targeted and specialist level.
- Monitor, analyse and evaluate the effectiveness of inclusion initiatives and future proof the needs and further development of SEND and inclusion to drive continuous improvement.
- Provide trust-wide leadership and support strategic priorities identified within Rivers' 2030 strategy.
- Work closely with external partners and agencies to build relationships that support the inclusion of vulnerable pupils.
- Lead the development, implementation, monitoring and evaluation of policies, procedures, guidance and approaches across the trust that promote inclusion and prevent discrimination. Ensure these are published to a high standard with clear delineation between standardisation, alignment and local empowerment.
- Advise the trust board and executive team of any key strengths and weaknesses strategic updates linked to safeguarding, welfare and inclusion and ensuring any gaps, risks and reputational threats are recognised.
- Ensure that schools are well placed for external scrutiny through robust, accurate and comprehensive systems of self-evaluation consistent with trust policy.

### Behaviour, suspensions and exclusions

- Work closely our AP provider and schools where complex behaviour and/or pupils at risk of permanent exclusion require deeper consideration in relation to the safety and welfare of pupils, staff, parents and carers.
- Work closely with our AP provider and other leaders to develop universal, targeted and specialist approaches to support pupils with SEMH needs.
- Lead on our trust-wide approach to positive handling, including training needs, recording, reporting and policy.
- Ensure that behaviour, suspensions and exclusions policies have clear and coherent links with the safeguarding policy and they are reviewed and updated as appropriate.
- Lead, oversee and support schools and the trust through the process of suspensions and permanent exclusions.
- Make sure that policies for suspensions and exclusions meet statutory guidelines and that schools are following these appropriately. Provide advice and support, as required.
- Provide reports and data to the executive team on behaviour, suspensions and exclusion trends.

## Equality, diversity and inclusion (SEND)

- Provide strategic direction and leadership that encourages a cohesive and collaborative approach to equality and diversity and promotes an inclusive culture across the trust.
- Ensure that the trust inclusion strategy is well developed and monitored for impact alongside colleagues in education
- Collaborate with school leaders to identify and address barriers to inclusion, ensuring that all pupils have access to high-quality education and support at a universal, targeted and specialist level.
- Champion best practice and inspire all practitioners by leading with compassion, integrity and communicating transparently and effectively at all times.
- Support schools to implement the Trusts graduate approach to universal, targeted and specialist provision for pupils with a range of needs (including medical).
- Quality assure every school to ensure effective leadership of SEND and establish that practices are compliant and there is fidelity to aligned trust approaches that are robust, inclusive and effective.
- Maintain an up-to-date knowledge of change in SEND legislation and research, providing leaders with updates and recommended responses as necessary.
- Ensure high quality information regarding the trust, school and local offer is available to all parents and carers.
- Work with trust and school leaders to develop provision for family support for those who are most vulnerable and promote community cohesion and extended services available either through the trust or via external partners.
- Be the trust's main point of contact for SEND with local authorities and other external agencies.
- Work with the CFOO to ensure that school and trust-wide approaches are budgeted for, are efficient and provide best value.
- Ensure that funding for SEND pupils is used effectively and efficiently.
- Engage with research, national bodies, sources of excellence, local authorities, other trusts and the wider practitioner community to develop and continually improve and enhance provision for the most vulnerable pupils in the trust.
- Ensure that the trust and school websites fulfil the statutory requirements for the publication of SEND information.
- Work closely with the Head of Professional Learning to ensure that inclusion training for staff is of the highest quality.
- Work with the Operational SEND Lead to develop a high-functioning and supportive SENCo Network.
- Be a highly visible leader across the schools in the trust, actively promoting equality and inclusivity where opportunity and success is shared, and diversity is celebrated.
- Promote supportive engagement with parents and/or carers of vulnerable pupils with differing identified needs, including where families may be facing challenging circumstances
- Use assessment data strategically to analyse trust outcomes for SEND pupils and use the information to further develop universal, targeted and specialist provision.
- Oversee attendance working closely with the attendance lead, ensuring that attendance is high profile and absence robustly followed up.
- Work with the attendance lead to ensure that schools receive timely challenge and support where attendance dips or where there are concerns about pupils' welfare in relation to their absence from school.

## Attendance

- Work with the attendance lead to ensure that schools receive timely challenge and support where attendance dips or where there are concerns about pupils' welfare in relation to their absence from school.

## Safeguarding and welfare

- Champion the safeguarding and welfare of all adults and pupils throughout the trust, providing advice on key safeguarding and child protection matters.
- Shine a light on and share brilliant practice that exists in our schools.
- Share and respond to trends identified in safeguarding data with the executive team, school leaders, DSLs and SENDCos.
- Work closely with the operational safeguarding lead, attendance lead, heads and DSLs to ensure that practices are compliant and there is fidelity to aligned trust approaches.
- Through audits, provide challenge and support to improve practice where weaknesses have been identified.
- Oversee the DSL network to ensure a culture of collaboration and tenacity.
- Ensure that the trust and school websites fulfil the statutory requirements for the publication of safeguarding information.
- Maintain up-to-date and relevant knowledge on key safeguarding matters, including Keeping Children Safe in Education (KCSiE) and wider afield.
- Promote supportive engagement with parents and/or carers in safeguarding and the welfare of children with differing identified needs and support, including where families may be facing challenging circumstances.
- Work closely with operations and HR to ensure that the SCR at each school is robustly audited and that safer recruitment checks are accurate.
- Liaise effectively with the Head of Professional Learning in relation to the development and implementation of safeguarding CPL, ensuring all records of training are up to date.
- Ensure safeguarding training and CPL opportunities are identified and delivered for all levels of staff and governance representatives as appropriate.
- Liaise with the HR team and LA designated officer(s) (LADO) for child protection concerns in cases which concern a staff member and in referring cases to the Disclosure and Barring Service where a person is dismissed or leaves due to risk of harm to a child.
- Develop relationships and partnership working with key local partners and external agencies, liaising with, and attending meetings as required.

## Pupil Premium

- Be the champion of opportunity and ambition for our most underserved pupils (PP, LAC, etc), ensuring an equity of opportunity, academically and personally.
- Working closely with trust and school leaders, develop a trust-wide strategy for underserved pupils.
- Ensure that pupil premium funding is well spent, accounted for and the reporting is both of a high standard and meets statutory guidelines.
- Bring pupil premium leads together to share practice and align approaches where there is proven evidenced-based impact.
- Have a deep understanding of how well our underserved pupils are achieving academically and personally. Use data to analyse trends, create reports and intervene when require.
- To actively promote a whole school approach to tackling disadvantage of underserved pupils, rather than a separate strategy.

## Additional Responsibilities

- To carry out any such duties as may be reasonably required by the CEO.
- To undertake any further training as required.
- To be aware of and observe all policies, procedures, working practices and regulations. In particular:
  - a. Employees must comply with the provisions of 'The Health and Safety at Work Act 1974' and must take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts of omissions whilst at work. Employees are also required to cooperate with their employer to enable them to perform or comply with any statutory provisions. The trust's efforts to promote a safe and healthy working environment can only succeed with the full co-operation of its employees.
  - b. To understand, comply with and promote the trust's safeguarding policy and procedures. It is the responsibility of all employees to make the working environment safe and secure for all.
  - c. It is the responsibility of all staff to comply with the trust's equal opportunities policy. The key responsibilities for staff under this policy are set out in the trust's code of conduct. The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users.
  - d. To maintain the confidentiality about pupils, clients, staff and other trust business. The work is of a confidential nature and information gained must not be communicated to other persons except in the recognised course of duty. The post holder must meet the requirements of the Data Protection Act at all times.
  - e. To report to line manager, or other appropriate person, in the event of awareness of bad practice.
  - f. Employees must adhere to the code of conduct and comply with all reasonable management requests. This job description is intended to provide a broad outline of the accountabilities and responsibilities only. The post holder will need to be flexible in developing the role in conjunction with the line manager. The post holder may be asked to carry out any other delegated duty or task that is in line with their post.

The trust reserves the right to alter the content of this job description, after consultation, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

*The Rivers C.of E. Academy trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be subject to an enhanced DBS check, barred list check, online searches and a medical questionnaire.*

# Person specification

## Director of Inclusion

### Education and qualifications

Essential	Desirable
<ul style="list-style-type: none"><li>• Qualified to degree level or equivalent or relevant experience.</li><li>• Qualified teacher status.</li><li>• Evidence of appropriate levels of professional development and training in relation to safeguarding, welfare and inclusion.</li><li>• Driving licence, access to a vehicle and willingness to travel to the central offices and our schools as required.</li></ul>	<ul style="list-style-type: none"><li>• Evidence of other professional qualifications (e.g. SEND, NPQs or Masters).</li><li>• Evidence of CPL relating to safer recruitment.</li><li>• National Award for SEN Coordination (NASENCO) or working towards this.</li><li>• Trained Ofsted inspector or willingness to undertake training.</li></ul>

### Experience

Essential	Desirable
<ul style="list-style-type: none"><li>• At least three years' experience working in the education sector in a senior leadership role.</li><li>• Experience of leading SEND provision as a practising or previous SENDCo.</li><li>• Experience of supporting aspects of inclusion to successfully meet the needs of pupils with complex special educational, social, and emotional needs.</li><li>• Experience of being a DSL or DDSL.</li><li>• Experience of complex case management, allegations, contextual safeguarding issues and investigative work.</li><li>• Experience and expertise of successfully implementing strategies, planning and policy which have led to raising the attainment of looked after children and disadvantaged or vulnerable pupils.</li><li>• Undertaking safeguarding duties in a school/education or partner agency setting.</li><li>• Experience of developing and sustaining positive relationships with relevant stakeholders.</li><li>• Experience of report and policy writing.</li><li>• Experience of working in partnership with external agencies e.g. LAs, local safeguarding boards etc.</li><li>• Proven track record of leading early intervention and prevention strategies and influencing and supporting other leaders to drive sustainable achievement.</li><li>• Ability to challenge, give advice and support senior staff.</li><li>• Using data and monitoring systems and implementing these to secure improved outcomes.</li><li>• Experience of working with pupils vulnerable to exclusion.</li><li>• Evidence of raising achievement and improving opportunities for SEND and underserved pupils.</li></ul>	<ul style="list-style-type: none"><li>• Headship or senior leadership experience and impact in a trust leadership role or across a group of schools within another education field.</li><li>• Experience of designing and delivering safeguarding or related training.</li><li>• Experience of coordinating SEND, attendance, behaviour across a series of schools or leading cluster work.</li><li>• Demonstrate a track record of success and confidence in leading, motivating, developing and inspiring people in a complex organisation.</li><li>• Reporting to and engaging with executive leaders and board representatives.</li><li>• Experience of leading alternative or specialist provision.</li></ul>

## Personal skills, attributes and knowledge

Essential	Desirable
<ul style="list-style-type: none"> <li>• In depth knowledge of the requirements of Keeping Children Safe in Education (KCSIE), relevant legislation, guidance, policy, procedures and good practice.</li> <li>• Knowledge of statutory guidance/legislation including SEND code of practice, suspension and exclusion, attendance, pupil premium and CiC.</li> <li>• Knowledge of curriculum and pedagogy to promote inclusion (universal, targeted and specialist)</li> <li>• Awareness and understanding of the challenges that the public sector faces, current educational trends and issues, including national policies, priorities and legislations specifically related to safeguarding, welfare and inclusion.</li> <li>• Confidence in championing the needs of all pupils and a strong commitment to the promotion of equality, diversity and inclusion.</li> <li>• Excellent understanding of the EHCP statutory assessment process, disadvantage and challenging contexts.</li> <li>• Personal resilience and determination to overcome barriers for SEND and vulnerable pupils.</li> <li>• Ability to be strategic in the role and support operationally where required.</li> <li>• A solution-focused approach to problems and ability to remain calm with competing priorities.</li> <li>• Front-line focused and able to lead, coach, motivate and inspire others.</li> <li>• Ability to influence, persuade and implement cultural change.</li> <li>• Confidence in dealing with challenging conversations and adhering to policies and procedures.</li> <li>• Ability to maintain strict confidentiality in all matters and command confidence and credibility.</li> <li>• Ability to communicate effectively and build trust and mutual respect between pupils, families and staff.</li> <li>• Attention to detail and accuracy.</li> <li>• ICT literate with a working ability to use key IT software to present work to a high standard.</li> <li>• Highly skilled at evaluating existing practices and using data to inform strategy and whole school/trust improvement.</li> <li>• Develop and actively encourage collaborative working for improvement.</li> <li>• Prioritise workload and use initiative, particularly when under pressure, to meet deadlines.</li> <li>• Effective partnership working skills, able to draw on and build upon strengths of others and work constructively as part of a team, understanding trust, school roles and responsibilities.</li> <li>• Available and approachable to all staff at all levels.</li> <li>• A commitment to our trusts mission and vision.</li> <li>• Personal integrity and probity with a commitment to <a href="#">the seven principles of public life</a></li> <li>• A willingness and ability to travel and work outside hours if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Confident understanding of SEND funding and negotiating with local authorities.</li> </ul>

# How to Apply

Application forms can be accessed via the link below:

[Support Staff Application Form](#)

Your covering letter should demonstrate how your career to date has prepared you for this post and be no longer than two sides of A4.

Please download a copy and email your completed application form to [hr@riverscofe.co.uk](mailto:hr@riverscofe.co.uk) by:

**Closing Date:** Midday on Thursday 13th March 2025.  
*(applications received after this date/time will not be accepted)*

Shortlisted applicants will be contacted by Thursday 20<sup>th</sup> March. If you have not heard anything by this date, your application has not been successful on this occasion.

Please do not submit a curriculum vitae as these will not be included in the shortlisting process.

**Interview Date:** Friday 28<sup>th</sup> March 2025.

To find out more about Rivers visit our website [here](#) or to arrange a phone call or appointment at our central offices with the CEO, please contact the executive assistant, Julia Carter, at [jcarter@riverscofe.co.uk](mailto:jcarter@riverscofe.co.uk)

*The Rivers C of E Academy Trust is committed to safeguarding and promoting the well-being of children and expects everyone to share this commitment. The successful applicant will undergo a full enhanced DBS check.*

*The Rivers C.of E. Academy Trust reserves the right to withdraw the vacancy should a suitable candidate be found at any time during the recruitment process.*







**The Rivers**  
C.of E. Academy Trust


**Thank you for your interest in working with The Rivers C.of E. Academy Trust.**

**We look forward to receiving your application.**

 **The Rivers C of E Academy Trust**  
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 The Rivers CofE Academy Trust

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