ST TERESA of CALCUTTA
Catholic Academy Trust

Diocese of Salford

# Head of Inclusion

*Applicant Information Pack*

MAKE CHRIST *known;*
MAKING LIVES *better*

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**Welcome from the CEO**

**On behalf of St Teresa of Calcutta Catholic Academy Trust, I would like to thank you for your interest in the post of Head of Inclusion.**

Our Mission is simple: **to make Christ known and make lives better** for our children, young people, communities and all those we serve. Inspired by the example of service shown by St Teresa of Calcutta, we seek to place faith, dignity and human flourishing at the heart of all we do.

As part of the Diocese of Salford, STOCCAT serves communities across Bolton, Bury, Rochdale, Salford and Wigan. Founded in 2017, our Trust currently comprises 24 schools: 20 primary and 4 secondary. Guided by Bishop John Arnold's vision for Catholic education, we continue to grow, welcoming new schools into our family and strengthening our collective capacity to serve children and young people across the Diocese.

This is an exciting chapter in our journey. Our schools are led by talented and committed Headteachers, united by a strong culture of collaboration and shared purpose. We know that our greatest impact comes when we work together, drawing on our collective expertise, resources and gifts to ensure every child and young person can flourish, regardless of circumstance or location.

We have worked incredibly hard to align our organisation into four critical functions, finance, information, performance and operations. We are now seeking an individual to join our performance function and continue to support and challenge our school leaders to further improve outcomes for all our pupils.

This is a role with great scope and great potential, our children and young people cannot learn, progress and be successful if they are not receiving well designed curricular, excellent teaching and effective assessment. I would suggest all potential candidates take some time to review our Trust website, so they get a sense of the organisation we are going to build together. Please do take the time to review the job description and person specification.

Thank you for your interest in this position and we look forward to receiving your application.

Yours faithfully

Chris Foley
**Catholic Senior Executive Leader (CEO)**

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**About the Trust**
Since its formation in 2017, STOCCAT has grown to 27 schools, comprising 23 primary and 4 secondary schools. Guided by Bishop John Arnold's vision for the Diocese of Salford, our Trust will continue to expand as more Catholic schools join our family. Spanning Bolton, Bury, Rochdale, Salford and Wigan, our schools work collaboratively to ensure every child and young person experiences an ambitious, inclusive and faith-filled education.

Our curriculum principles:

**1. Rooted in Christ**
Our curriculum is rooted in the Gospel and inspired by the person of Jesus Christ. Through learning, worship and service, we enable children and young people to grow in faith, make Christ known and become active participants in transforming society.

**2. Enabling Human Flourishing**
Our curriculum nurtures the spiritual, intellectual, physical, emotional and social development of every child. We are committed to creating the conditions in which all can flourish, achieve and live life in all its fullness.

**3. Ambitious for All**
Our curriculum is ambitious, knowledge-rich and inclusive. It ensures that every child, regardless of background, need or starting point, can access powerful knowledge, develop deep understanding and achieve highly.

**4. Inclusive by Design**
Our curriculum is designed to be accessible and empowering for all learners. Through responsive teaching, adaptive practice and the removal of barriers to learning, every child experiences belonging, participation and success.

**5. Faithful to Our Catholic Mission**
Our schools fulfil their responsibilities as Catholic educators through high-quality Religious Education, Relationships Education, Personal, Social and Health Education, and formation that reflects the teachings and expectations of the Catholic Church and statutory requirements.

**6. Responsive to Community**
Our curriculum reflects the unique context, heritage and aspirations of the communities we serve. It helps children understand themselves, their local area and their responsibilities as citizens in a diverse and interconnected world.

**7. Broadening Horizons**
Our curriculum extends beyond the classroom through enrichment, creativity, culture, leadership and service. It develops character, aspiration and the knowledge necessary to thrive in modern Britain and beyond.

**8. Stronger Through Collaboration**
As a family of Catholic schools, we develop, evaluate and share curriculum expertise, resources and innovation. Together, we strengthen curriculum quality and improve outcomes for all children and young people across STOCCAT.

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Thank you for your interest in joining **St Teresa of Calcutta Catholic Academy Trust**. As we continue to grow, we remain committed to our mission of **Making Christ Known and Making Lives Better**, ensuring that every child is known, valued and supported to realise their God-given potential.

We are seeking to appoint an exceptional strategic leader to the post of **Head of Inclusion**. The successful candidate will lead the implementation and ongoing development of the Trust's Inclusion Strategy, ensuring that every child can **belong, participate and flourish**.

Working closely with the Heads of Primary and Secondary Education, Head of Safeguarding, Regional Improvement/performance Officers and school leaders, the postholder will strengthen inclusive practice across the Trust, build school capacity and secure improved outcomes for vulnerable children and young people.

This is a strategic leadership role focused on reducing variation, strengthening mainstream provision and ensuring inclusion is visible, understood and prioritised across all schools. The Head of Inclusion will provide support, challenge and assurance, enabling schools to evaluate impact, remove barriers and continuously improve outcomes.

The role extends beyond SEND and includes strategic leadership of:

- SEND and inclusive provision.
- Belonging, participation and vulnerable learners.
- Social, Emotional and Mental Health (SEMH).
- Attendance vulnerability, including Emotionally Based School Avoidance (EBSA).
- Alternative Provision and inclusion pathways.
- Pupils at risk of suspension or exclusion.
- Adaptive teaching and inclusive classroom practice.
- Inclusion assurance, evaluation and school improvement.
- Partnership and multi-agency working.
- Leadership development and capacity building.

The successful candidate will play a central role in ensuring that every school can meet a broader range of need, that expertise is shared across the Trust and that inclusion remains aligned with safeguarding, attendance, behaviour and educational standards.
This is a senior Trust leadership post operating at Head of Service level alongside other Trust improvement leaders.
If you share our vision and have the expertise, ambition and commitment to improve the lives of children and young people, we would be delighted to hear from you.

**We are looking for an individual who has:**

- Extensive leadership experience in inclusion, SEND and school improvement.
- A clear strategic vision and the ability to lead sustainable Trust-wide change.
- A strong commitment to ensuring every child can **belong, participate and flourish**.
- Experience of improving outcomes for vulnerable learners through high-quality inclusive practice.
- Strong analytical skills and the ability to use evidence, assurance and evaluation to drive improvement.
- The ability to provide effective support, challenge and accountability to senior leaders.
- Excellent communication, influencing and relationship-building skills.
- A strong understanding of adaptive teaching, curriculum accessibility and inclusive classroom practice.
- Deep knowledge of SEND legislation, national policy and inclusive education.
- Strong leadership experience in SEMH, attendance vulnerability, behaviour, alternative provision and wider vulnerable learner provision.
- Experience of developing leadership capacity, building effective teams and facilitating collaboration across schools.
- The ability to work effectively with families, external agencies and system partners to improve outcomes for children and young people.
- High levels of integrity, professionalism, resilience and moral purpose.
- A passion for improving life chances and ensuring that all children and young people are known, valued, supported and empowered to realise their God-given potential.

**We can offer:**

- The opportunity to shape and lead the development of inclusion across a growing Catholic Multi-Academy Trust.
- A key strategic leadership role with the opportunity to influence outcomes, belonging and flourishing for children and young people across primary and secondary phases.
- A progressive and ambitious Performance Team committed to continuous improvement and collaboration.
- The opportunity to work alongside experienced Trust leaders in driving school improvement and building system-wide capacity.
- A caring and engaged community, united by our mission to **Make Christ Known and Make Lives Better**.
- Strong support from our Executive Team and Trust Board, committed to your success and professional growth.
- Opportunities to lead innovation, develop Trust-wide strategy and influence practice beyond individual schools.
- High-quality professional, leadership and spiritual development supported by the Trust and Diocese.
- Access to strong local, regional and national professional networks.
- The opportunity to work collaboratively with school leaders, specialist partners and external agencies to improve outcomes for children and young people.

- Membership of the Teachers' Pension Scheme.

| Job Description | |
|---|---|
| **Post:** | Head of Inclusion |
| **Pay scale:** | L11-15: £68,691 to £75,664 |
| **Responsible to:** | Head of Primary Education |
| **Main Location:** | STOC Central Office with travel to Trust schools |

## Key Responsibilities

The Head of Inclusion will establish and sustain a culture that promotes excellence, dignity and high expectations for all pupils, particularly those who may be vulnerable to underachievement, marginalisation or exclusion.
The postholder will provide strategic leadership for inclusion across STOCCAT, ensuring that every child has the opportunity to **belong, participate and flourish**.

The core purpose of the Head of Inclusion is to:

- Lead the implementation, evaluation and continuous development of the STOCCAT Inclusion Strategy.
- Establish a coherent Trust-wide inclusion model that strengthens achievement, belonging and flourishing for all children and young people.
- Secure consistency and quality of inclusive practice across all schools, reducing variation and improving outcomes.
- Strengthen mainstream capacity to meet a broader range of need through high-quality teaching, effective provision and leadership development.
- Promote adaptive teaching and inclusive classroom practice as the foundation for improving outcomes for vulnerable learners.
- Provide robust assurance, evaluation, support and challenge regarding inclusion provision, practice and impact.
- Lead Trust-wide inclusion reviews, quality assurance activity and the implementation of the Inclusion Assurance Framework.
- Develop leadership capacity at all levels, supporting Headteachers, SENCOs and Inclusion Leaders to drive sustainable improvement.
- Align inclusion with safeguarding, attendance, behaviour, standards and wider school improvement priorities.
- Improve attendance, participation and belonging for vulnerable children and young people.
- Reduce exclusion and strengthen schools' ability to meet a broader range of needs within mainstream provision.
- Develop effective partnerships with families, local authorities and external agencies to improve outcomes and remove barriers to learning.
- Build Trust-wide expertise, networks and centres of excellence that support collaboration, school-to-school support and continuous improvement.
- Support the Chief Performance Officer in securing excellent outcomes and inclusive practice across all academies.

**Success in this role will be demonstrated by:**

- Improved outcomes for vulnerable learners.
- Increased school capacity to meet a broader range of need.
- Reduced variation in inclusive practice across the Trust.
- Stronger attendance, participation and belonging outcomes.
- Improved confidence and capability of school leaders and staff.
- Effective use of evidence, assurance and evaluation to drive improvement.
- Schools where children and young people can consistently belong, participate and flourish.

## Main Duties

**Inclusion is not the responsibility of a single individual or team. It is the responsibility of every leader, every teacher and every school. The Head of Inclusion will play a key role in establishing this culture across the Trust.**

**Culture, Ethos and Strategic Leadership:**

The Head of Inclusion will:

- Articulate a clear moral purpose focused on securing high-quality inclusive education for all pupils, rooted in the Trust's Catholic ethos.
- Demonstrate a commitment to the Trust's mission through leadership that promotes dignity, equity and excellence.
- Lead with integrity, clarity and resilience, modelling the highest professional standards.
- Act as an ambassador for the Trust locally and regionally in relation to inclusion and SEND.
- Maintain a wide and current knowledge of national policy, research and inspection frameworks.
- Translate national and local policy into effective Trust practice.
- Promote collaboration across schools to maximise the impact of Trust expertise and resources.

**Achievement, Belonging and Flourishing**

The Head of Inclusion will:

- Champion the Trust ambition that every child can belong, participate and flourish.
- Monitor and evaluate Trust-wide outcomes relating to achievement, belonging and flourishing.
- Analyse attendance, participation, achievement, wellbeing, pupil voice and family voice information to identify barriers and priorities.
- Ensure vulnerable learners have equitable access to curriculum, enrichment and wider opportunities.
- Promote a culture where inclusion is visible, understood and prioritised across all schools.
- Report regularly on inclusion outcomes, risks and impact to Executive Leaders and Trustees.

**Trust Inclusion Strategy and Development:**

The Head of Inclusion will:

- Lead the implementation, evaluation and continuous development of the STOCCAT Inclusion Strategy, ensuring that every child can belong, participate and flourish.
- Provide strategic leadership for inclusion across the Trust, establishing a coherent and evidence-informed approach to inclusive practice, provision and leadership.
- Develop, implement and maintain the Trust Inclusion Operating Model, Inclusion Assurance Framework and Inclusive Classroom Framework.
- Ensure Trust-wide systems, processes and documentation promote consistency, reduce variation and strengthen the quality of inclusive practice across all schools.
- Build school capacity through collaboration, professional development, coaching and school-to-school support.
- Establish and strengthen Trust-wide networks that facilitate the sharing of expertise, effective practice and innovation.
- Develop Centres of Excellence that contribute to system-wide improvement and support schools in meeting a broader range of need.
- Develop and maintain effective partnerships with Local Authorities, diocesan partners, external agencies and wider system partners.
- Ensure inclusion remains aligned with safeguarding, attendance, behaviour, achievement and wider school improvement priorities.
- Evaluate the impact of strategic activity and use evidence to inform future priorities, investment and Trust development.

**Educational Provision, Inclusion and Performance:**

The Head of Inclusion will:

- Promote ambitious outcomes, high expectations and equitable opportunities for all learners.

- Monitor and evaluate inclusive practice, leadership and outcomes across all schools.
- Provide professional support, challenge and accountability to Headteachers, SENCOs and Inclusion Leaders.
- Promote adaptive teaching and inclusive classroom practice as the foundation of inclusion.
- Ensure vulnerable learners access a broad, balanced and ambitious curriculum.
- Analyse Trust-wide inclusion information to identify priorities, trends and emerging risks.
- Use evidence to reduce barriers to achievement, participation and belonging.
- Provide accurate and timely assurance reports to the Chief Performance Officer, Executive Team and Trust Board.

**Behaviour, Social, Emotional and Mental Health and Vulnerable Pupils:**

The Head of Inclusion will:

- Support development of Trust strategy relating to:
  - Social, emotional and mental health (SEMH).
  - Behaviour and exclusion reduction.
  - Emotionally based school avoidance (EBSA).
  - Alternative provision.
- Promote inclusive practice and early intervention across all schools.
- Support leaders in managing complex inclusion rates.
- Contribute to reducing suspension and exclusion rates across the Trust.
- Ensure strong alignment between SEND, attendance, safeguarding and behaviour systems.

**Trust Inclusion Assurance and Evaluation:**

The Head of Inclusion will:

- Design and implement the Trust Inclusion Assurance Framework.
- Lead Inclusion Reviews across all schools.
- Provide assurance through:
  - Inclusion Reviews
  - Provision Mapping Reviews
  - Pupil Voice
  - Parent Voice
  - Attendance and Participation Reviews
  - Quality Assurance Activity
  - Outcomes Analysis
- Verify:
  - Inclusive classroom practice
  - Graduated response processes
  - Provision mapping and intervention impact
  - Attendance, participation and belonging
  - Outcomes for vulnerable learners
  - Impact of SEND and Inclusive Mainstream Funding
- Maintain a Trust-wide understanding of strengths, risks and priorities for development.
- Produce concise evidence-based assurance reports that distinguish compliance, consistency and impact.
- Provide support, challenge and assurance to school leaders through Trust Inclusion Reviews and ongoing evaluation activity.
- Trigger appropriate support, challenge and intervention where required.

**Leadership Development and Capacity Building:**

The Head of Inclusion will:

- Lead and develop high-impact Trust inclusion and SENCO networks.
- Develop Inclusion Champions and Adaptive Teaching Leads across the Trust.

- Provide coaching, mentoring and professional development for school leaders.
- Strengthen leadership capacity and succession planning.
- Identify and develop emerging leaders.
- Promote collaboration, professional learning and the sharing of effective practice.
- Develop Centres of Excellence and school-to-school support.
- Ensure inclusion expertise informs wider leadership development programmes.

**Alignment with School Improvement and Trust Services:**

The Head of Inclusion will work closely with the Heda of Primary Education and Trust leaders to:

- Align inclusion provision with Trust school improvement priorities.
- Contribute to Trust performance reviews and standards monitoring.
- Ensure schools are inspection-ready in relation to inclusion and SEND.
- Support early identification of risk and contribute to intervention strategies.
- Work collaboratively with safeguarding, attendance and behaviour leaders.
- Contribute to Trust-wide strategic planning including workforce and resource deployment.
- Support governance understanding of inclusion provision and statutory duties.

**Systems, Documentation and Compliance:**

The Head of Inclusion will:

- Maintain a coherent Trust-wide inclusion framework including:
  - Policies and procedures.
  - Audit tools.
  - Reporting formats.
  - Escalation processes.
- Ensure statutory compliance across all schools.
- Support schools to maintain accurate and effective SEND and inclusion records.
- Ensure effective and efficient use of SEND and inclusion funding and resources.

## Continuing professional development and formation

- Take responsibility for and actively engage in continuing professional development.
- Maintain a professional portfolio of evidence to support appraisal and continuous improvement.
- Reflect critically on professional practice and identify areas for development.
- Engage fully with Trust leadership, formation and professional learning opportunities.
- Support the Trust's Catholic ethos, policies and values.

## General Responsibilities

- Attend and participate in staff meetings, training, and briefings as appropriate.
- Be aware of, and comply with all Trust policies and procedures, particularly those relating to child protection, health, safety and security, financial management, confidentiality, and data protection.
- Contribute to the overall ethos, work, and aims of the Trust.
- Commitment to the principle of working collaboratively with other schools within the St Teresa of Calcutta Catholic Academy Trust.
- The role will be a mix of working on site at our primary schools initially, and at Trust Headquarters. A valid driving license and access to a vehicle is necessary to fulfil this role.

*These duties are neither exclusive nor exhaustive, and the postholder will be required to undertake other duties and responsibilities, which the Trust may determine. Please note that the successful applicant will be required to comply with all Trust Policies.*

*The Trust is committed to the safeguarding and promotion of the welfare of all children and young people in our care. Applicants must be willing to undergo an enhanced Disclosure and Barring Service check and overseas police checks (where applicable). Please see STOC's Safeguarding and Recruitment Policies for further details. All staff have a key role and responsibility in this area and will be subject to an Enhanced Disclosure check. An online search will be performed on all shortlisted applicants in accordance with the Trust's safeguarding procedures and Keeping Children Safe in Education statutory guidance.*

*It is the practice of this Trust to periodically examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the Trust's aim to reach agreement on any alterations.*

*The Trust is committed to welcoming individuals regardless of age, disability, ethnicity, faith, gender identity, sexual orientation, marital status or socio-economic background or whether you are pregnant or on maternity, adoption, parental or other family leave. We welcome applicants from all communities and from people that identify with those characteristics.*

| **Person Specification** | | |
|---|---|---|
| **Key E** Essential, **R** References, **I** Interview, **C** Certificate, **D** Desirable, **A** Application | | |
| | **Essential / desirable** | **Evidence** |
| **Faith Commitment** | | |
| Supportive of the Catholic ethos and mission of the Trust | Essential | A/I |
| Commitment to inclusive education and equality of opportunity | Essential | A/I |
| Practising Catholic | Desirable | A/I |
| | | |
| Qualified Teacher Status (QTS) | Essential | A/I/C |
| Degree or equivalent qualification | Essential | A/I/C |
| National SENCO qualification or equivalent experience | Essential | A/I/C |
| Evidence of sustained professional development | Essential | A/I |
| NPQH/NPQEL or equivalent leadership qualification | Desirable | A/I/C |
| **Knowledge & Experience** | | |
| Significant leadership experience in SEND and inclusion | Essential | A/I |
| Experience of leading a sustained improvement across schools | Essential | A/I |
| Experience of evaluating provision across multiple settings | Essential | A/I |
| Experience of providing professional challenge to senior leaders | Essential | A/I |
| Strong knowledge of SEND legislation and Code of Practice | Essential | A/I |
| Experience of leading inclusion beyond SEND (SEMH, behaviour, vulnerable pupils) | Essential | A/I |
| Experience of analysing performance and inclusion data | Essential | A/I |
| Experience of leading professional networks and development | Essential | A/I |
| Experience of working with Local Authorities and external agencies | Essential | A/I |
| Experience within a multi-academy trust or system leadership role | Desirable | A/I |
| **Technical Skills & Ability** | | |
| Ability to lead strategically across multiple schools | Essential | A/I |
| Ability to balance support and challenge | Essential | A/I |
| Excellent communication and interpersonal skills | Essential | A/I |
| Ability to analyse complex information and produce strategic | Essential | A/I |

| | | |
|---|---|---|
| reports | | |
| Strong organisational and project leadership skills | Essential | A/I |
| Ability to design and implement Trust-wide systems | Essential | A/I |
| Ability to coach and develop leaders | Essential | A/I |
| **Special working conditions** | | |
| Willingness to work flexibly across multiple sites and with external agencies | Essential | A/I |
| Full driving license and access to own car with business insurance | Desirable | A/I |
| **Personal characteristics** | | |
| High levels of Integrity, resilience and professionalism | Essential | A/I/R |
| Ability to build strong professional relationships | Essential | A/I/R |
| Collaborative and solution-focused approach | Essential | A/I/R |
| Strategic thinker with attention to detail | Essential | A/I/R |
| Flexible and dedicated approach to work | Essential | A/I/R |
| Commitment to Safeguarding and protecting the welfare of children and young people | Essential | A/I/R |
| Commitment to equality and diversity | Essential | A/I |
| Commitment to good attendance at work | Essential | A/I/R |
| Commitment to excellence and continuing professional development | Essential | A/I/R |

**How to apply**

Application form is within the link on the advert.

The closing date for this position is: 19th January 12 noon

Shortlisting will take place on: 21st January 2027

Interviews will be held on: 26th January 2027

Applicants are strongly encouraged to arrange a conversation with the Head of Primary Education and visit the central office to discuss this role.

Initial contact should be made by email to admin@stoccat.org.uk.

St Teresa of Calcutta is committed to the safeguarding and promotion of the welfare of all children and young people in our care and expects all staff to share this commitment. Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service.