



Hazel Wood
High School



Inclusion Base Manager

Candidate Pack



Part of the

Oak



Learning Partnership

Inclusion Base Manager

Welcome from the Headteacher

Dear Candidate,

I am privileged to be the Headteacher of Hazel Wood High School. This is a truly inclusive and diverse community where we foster a culture of mutual respect, responsibility and aspiration.

I am immensely proud of our most recent Ofsted inspection, which graded Hazel Wood High School as "Good" in all areas. This outstanding achievement is a testament to the dedication, hard work, and commitment of our exceptional staff, students, and parents/carers who collectively contribute to our school's success. The Ofsted report commends our school for its calm and purposeful learning environment, carefully thought-out programme that promotes personal development, good student progress, and positive school ethos. Our talented and passionate teaching staff consistently go above and beyond to provide stimulating and engaging lessons, having high expectations and fostering a love for learning within our students. The report highlights the outstanding support and guidance our staff provide to every student, ensuring they receive the tailored attention they deserve.

The cumulative impact of all our school improvement work has resulted in us being the most improved school in our area. Attainment and progress indicators at Key Stage 4 have dramatically improved and our Progress 8 score is now above average; student numbers are healthy across all year groups, attendance levels have dramatically improved, and exclusions are falling. Our school has a good reputation for being caring and inclusive and is highly regarded by its local community.

We have high expectations of our staff and a great emphasis on pupil care, which includes a particular focus on outstanding quality teaching and learning, with the aim of achieving excellent outcomes for all students. At Hazel Wood, we place emphasis on effective behaviour management and high-quality teaching, and we support staff to actively apply these within the classroom every day. This, in turn, facilitates the students' ability to understand and meet our expectations.



Inclusion Base Manager

Welcome from the Headteacher

We believe that all our students deserve the very best education that we can provide, and our teaching staff aspire to raise the standards and quality of teaching and learning. This is encouraged through inspiring, and supporting, colleagues with bespoke CPD; and by ensuring that best practice is shared and embedded. Having the right team in place is essential to this.

The trust, on behalf of Hazel Wood High School, are seeking to appoint a highly motivated and enthusiastic Inclusion Base Manager to join our Inclusion and additional needs provision. Pupils within this provision receive personalised support programmes that are focused on their specific requirements and outcomes. You will be part of an excellent team and provided with extensive support that will enable you to develop to your full potential both in this role and beyond.

As a part of the Oak Learning Partnership, we are proud of what we have achieved so far and excited by the continuous improvements and changes here at Hazel Wood High. This is an exciting opportunity to work in a forward thinking school, to make a contribution towards shaping its future and build on its successes. This appointment will form a key element in the next phase on our journey to outstanding. If you would like to join our excellent team, then we would like to hear more about you.

Visits to the school, prior to application, are both welcomed and encouraged. Please contact the school on **0161 797 6543** or by e-mailing enquiries@hazelwood.oaklp.co.uk to arrange an appointment.

We ask that you do not send CV's, please complete and send your application form and a personal statement to hr@oaklp.co.uk

We encourage you to visit our website to discover more about our values, ethos, and the amazing work we do at Hazel Wood. www.hazelwoodhigh.co.uk

I hope that when you have read the information enclosed, you will be encouraged to apply for this important post. We look forward to receiving your application.

Adele Hulton

Headteacher at Hazel Wood High School



Hazel Wood
High School



"Pupils are happy to attend this school. They wear their uniform with pride. Leaders have high expectations of pupils' behaviour. In the main, this ensures a calm and purposeful learning environment for pupils. Pupils benefit from being part of a diverse and respectful school community".

Ofsted Report,
March 2023.

Inclusion is at the
heart of our trust

Introduction to Our Trust

Dear Candidate,

Thank you for your interest in this post at Hazel Wood High School, part of Oak Learning Partnership.

Our trust is cross phase and consists of primary, special, and secondary schools. We have a vision to transform lives through a highly inclusive approach. 'Inclusion is at the heart of our trust'. Which means we are compassionately rigorous and support all of pupils to reach their full potential, we have unconditional positive regard, leave no one behind and everyone is welcome.

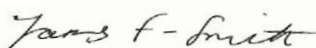
Our schools work closely with one another; they collaborate with purpose, support each other and share collective systems across both educational and business provisions. But it's also important to us that each school has their own identity and individuality. We make sure we focus on impact and ensure clarity and consistency from our leaders, always making sure common sense is at the heart of our decision making.

Our people matter; we understand that we can only achieve our vision by recruiting the right people and providing them with the support, training and time they need in order to allow them to flourish and be the best they can be. Whatever role an individual undertakes within our organisation, they are contributing to our collective aim of transforming lives. We invest heavily in our people ensuring they feel valued, and their well-being is always considered. We understand that if staff feel valued and if the impact they are having is recognised, they can perform at their best.

We are laying strong foundations for growing the Trust and have a clear vision, this role is a key part of our growth strategy and could be an excellent opportunity for the right candidate ready for their next step. We are a values driven organisation, are highly ambitious, passionate about doing things with integrity and have a healthy sense of humour.

If you want to make a difference to young people and join a trust at an exciting part of its journey, we would love to hear from you.

For further information about the trust please visit our website:
www.oaklp.co.uk



James Franklin-Smith
CEO of Oak Learning Partnership

Oak 
Learning Partnership

oaklp.co.uk





"Leaders have identified the important knowledge that they want pupils to know and remember. They have ordered learning carefully to allow pupils to build their knowledge logically over time. Teachers are experts in their subjects, and they use their subject knowledge well to devise appropriate learning activities for pupils. Teachers' consistent application of leaders' behaviour policy means that learning is rarely disrupted by poor behaviour".

Ofsted Report,
March 2023.

Inclusion Base Manager

Salary: Grade 9, SCP 18 to 23, actual pro rata salary £26,824 - £29,288

Hours: 37 hours per week, term time only plus 5 days.

Job Description

Normal place of work: Hazel Wood High School, although you may be asked to contribute towards trust wide projects.

Normal working hours: Monday to Thursday 8:00am – 4:00pm, Friday 8:00am – 3:30pm.

The post is 37 hours per week, term time plus 5 additional days to be worked during periods of school closure.

Responsible to: Assistant Headteacher (Inclusion).

PURPOSE OF THE POST

The post holder will also support the aims and objectives of Hazel Wood High School and under the direction of the Headteacher and Senior Staff, work with all pupils to support learning and so help remove barriers to learning.

DUTIES AND RESPONSIBILITIES

- Assist the SENCO in supporting the provision for students with additional needs within school.
- Manage the Inclusion base ensuring adequate cover is in place to support student learning throughout each school day.
- Manage the Inclusion base staff.
- Report termly and annually on the effectiveness of the Inclusion base.
- Work alongside the school's Assessment, Data and Exams Officer to ensure all target students are entered for the correct examinations.
- Contribute to the evaluation of the effectiveness of provision in the Inclusion base.
- Be involved in the recruitment, induction and training of all Inclusion base staff.
- Work collaboratively with the SENCO/Assistant SENCO, the Pastoral Team and the Safeguarding & Community Lead to deploy staff ensuring that all our students are supported appropriately.
- Manage appropriate resources for Additional Needs and Learning Support and ensure that they are used efficiently, effectively and safely.
- Undertake structured and agreed learning activities/learning programmes taking into consideration pupil learning styles. Adjust activities according to pupil responses/needs.
- Support the SENCO in managing the implementation of an inclusive curriculum.
- Within the context of the school's aims and policies, work with the SENCO to develop and implement intervention groups and support.
- Refer to and liaise with the various outside agencies that work with our young people.
- Manage and maintain additional provision tracking processes.
- Maintain contact with parents and carers to update on progress and provision of their child under the direction of the SENCO.

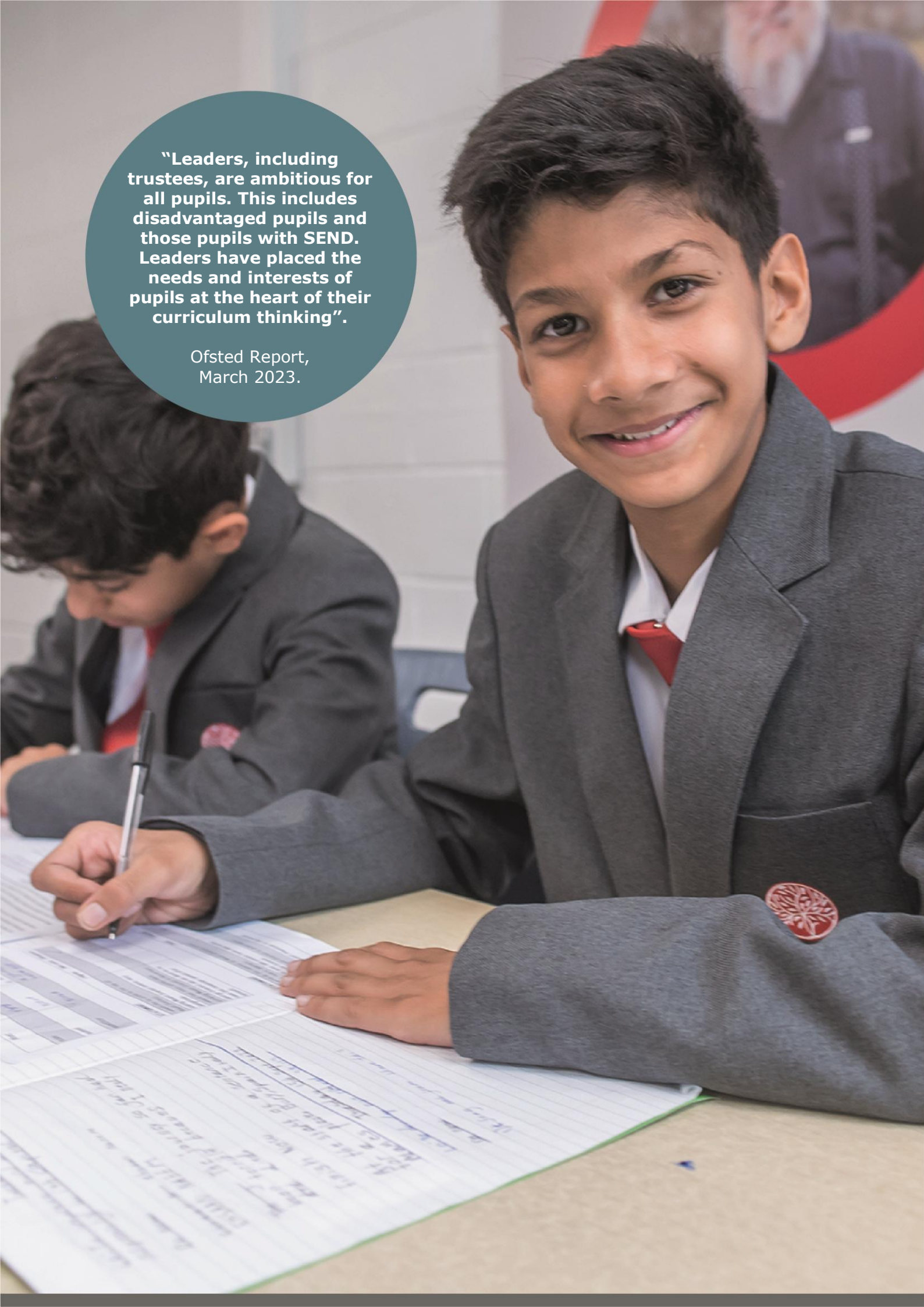
- Support meetings of Inclusion staff, communicate information to staff and coordinate resulting action.
- Manage the behavioural and emotional needs of students, be available to respond to incidents as they occur.
- Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- To participate in the designated duty team and duty rotas and on call systems.
- To assist in providing relevant information as required by the Leadership Team
- To administer, implement and monitor the Behaviour Management and Rewards System in the School to ensure that effective learning can take place.
- Monitor the progress of students with additional needs and advise the SENCO.
- Support the learning of students as allocated by the SENCO and in collaboration with teaching staff.
- Promote inclusion and acceptance of all pupils.
- Manage self and support staff and pupils' in ensuring stability and continuity for behavioural development and academic progress.
- Supervise and support pupils ensuring their safety and access to learning.
- Support pupils with emotional and behavioural difficulties, social skills and promote integration with peer groups.
- Establish good working relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Encourage pupils to act independently as appropriate.
- Secure pupils' physical and emotional wellbeing, whilst encouraging their independence and raising self-esteem.
- Support the provision of students with additional needs, including the allocation of support time and the writing of pupil profiles.
- Work with the SENCO, ensuring that staff are kept informed of pupil's additional needs and advise on areas to develop and support.
- Use data, including attendance data, effectively to identify pupils who are seriously underachieving and where necessary create and implement effective plans of action to support those pupils.
- Arrange and develop 1:1 mentoring arrangement with pupils and provide support for distressed pupils.

Inclusion Base Manager Person Specification

CRITERIA	
Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:	
ESSENTIAL	DESIRABLE
<ul style="list-style-type: none"> • GCSE Maths and English at Grades C / 4 or above (or equivalent). • Experience of working in a school environment. • Experience of working with young people and families and other external agencies. • Relevant experience of additional needs and supporting pupils. • Experience of managing and engaging groups of young people to learn, encouraging them to be the best they can be. • Ability to track, monitor and evaluate student progress, attendance and punctuality, behaviour, along with agency support and employ intervention strategies. • To demonstrate an excellent understanding of the pastoral and welfare needs of the students in the 11-16 age range, with evidence of significant experience in this area. • A clear understanding of safeguarding policies, practices and procedures in schools and/or colleges. 	<ul style="list-style-type: none"> • HLTA / Education related qualifications and CPD.
CRITERIA	
Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:	
ESSENTIAL	
<ul style="list-style-type: none"> • Excellent negotiation skills and effective communication skills, both written and orally. • Ability to manage own workload, prioritise tasks and deal with a wide range of demands from different groups of people. • Ability to remain calm under pressure and influence behavior of students positively. • To be able to demonstrate that you can hold other colleagues to account for their responsibilities to the pupils in our care. • Knowledge and understanding of specialist strategies (including de-escalation techniques) used for working with pupils with challenging behaviours. • To be able to provide high quality written reports for the purpose of the QEB, parents and other stakeholders. • To establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of learners. 	

"Leaders, including trustees, are ambitious for all pupils. This includes disadvantaged pupils and those pupils with SEND. Leaders have placed the needs and interests of pupils at the heart of their curriculum thinking".

Ofsted Report,
March 2023.





Hazel Wood
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enquiries@hazelwood.oaklp.co.uk

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