



Hazel Wood
High School



Inclusion Base Manager Candidate Pack



Part of the

Oak



Learning Partnership

Please visit our school website for further information.
<https://www.hazelwoodhigh.co.uk/>

Welcome from the Headteacher

Dear Candidate,

I am the Headteacher of Hazel Wood High School and, during my time here, I have overseen a necessary period of considerable change since becoming a part of a Multi-Academy Trust in April 2019.

I am immensely proud of our 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.

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. Therefore, we thank you for reading through our application pack and considering us as the next step in your career.

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 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 the HR Department at recruitment@oaklp.co.uk to arrange an appointment.

I hope that, when you have read the information enclosed, you will be encouraged to apply for this very important post. We look forward to receiving your application.
Please visit our school website for further information.

<http://www.hazelwoodhigh.co.uk>

Paul Greenhalgh
Headteacher at 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 2023

Inclusion Base Manager

Salary: Grade 9, SCP 18 to 23, £29,269 – £32,076, actual salary £25,692 – £28,156

Hours: 37 hours, term time only plus 5 additional days

Closing Date: 9.00am, Friday 5th July 2024.

Required for September 2024

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 around 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.

We believe that Hazel Wood High is a great place to work. This post offers you the opportunity to work in/with:

- A School with a strong will and determination to continue to improve.
- A School that has high expectations of all who work here.
- A School that places teaching and learning at the heart of school improvement.
- A School that is driven by strong values, invests in its staff and students and has a high regard for their welfare.
- A supportive and cooperative teaching staff who are committed to their roles.
- A School that works effectively with all stakeholders.
- A caring School where you can make a real difference to the lives of young people.

Our trust can offer you:

- An incredible opportunity to be part of an exceptional school and work with experienced and successful leaders.
- The chance to be part of a growing and forwarding thinking trust that will provide wider opportunities in the future.
- Extensive support to progress your potential at an exciting time in our development.
- An opportunity to work within an inclusive and values driven organisation and the chance to be part of a highly skilled, dedicated, and hardworking team.
- Support with health and wellbeing via 'Medicash', a Health Cash Plan that is paid for by the trust and gives access to a range of helpful benefits. The trust also provides access to 'Welbee', a dedicated staff wellbeing improvement service.

How to Apply

Closing Date: 9:00am, Friday 5th July 2024.

Applicants must have relevant qualifications and experience, please ensure that you meet the person specification before applying.

We are committed to **equality of opportunity** for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Please note, we reserve the right to close this vacancy early if we receive sufficient applications for the role.

We ask that you do not send CV's, and applications are to be completed via our vacancy portal:

[Vacancies at Oak Learning Partnership \(oaklp.co.uk\)](http://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 2023

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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 administrate, 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	DESIRABLE	
<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. 		

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, which is a member of Oak Learning Partnership Trust.

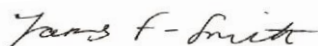
Our trust is cross phase and consists of primary, special, and secondary schools. We have a vision to transform lives through a highly inclusive approach. 'Inclusion is at the heart of our trust'. Which means we are compassionately rigorous and support all of pupils to reach their full potential, we 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, want to join a trust at an exciting part of its journey, we would love to hear from you.



James Franklin-Smith
CEO of Oak Learning Partnership

Oak 
Learning Partnership

oaklp.co.uk



Our Vision

To transform lives through a highly inclusive educational approach.



Inclusion is at the heart of our trust

- We are **compassionately rigorous**; we care deeply about our community which is why we push everyone to reach their full potential even if this is difficult.
- We have **unconditional positive regard**; we treat everyone with respect, dignity, and warmth regardless of the circumstance or challenge.
- **We leave no one behind**; we count in ones and focus on individual needs whilst ensuring everyone can thrive.
- **Everyone is welcome**; we actively embrace diversity and are relentless in how we teach our stakeholders the importance of this.

Our Shared Principles

We expect all staff at Oak Learning Partnership to embrace our Shared Principles:



Values-Driven

We are a deep-rooted values-driven organisation and we are passionate about working with integrity and honesty, showing respect and kindness for everyone while ensuring we deliver the best education for our pupils. We understand that by creating environments with strong core values everyone thrives.

All of our schools have their own core values which are taught and lived. These are important to us as they feed into our values-rich wider trust family. We also recognise that each school's core values are an important part of their individual identities.



An Exceptional Education for All

Central to our vision as a partnership of schools is our aim to run exceptional schools which deliver excellent outcomes for all learners. We are an organisation which is a beacon for strong inclusive practice. We share a common language around the curriculum and pedagogy. Our schools tailor their approach according to their context. We provide a framework of educational support centrally which helps our schools in their improvement journey. The staffing structure allows us to be flexible in the models of support which we can offer, and we can create new models of support that work for individual schools.



Identity and Individuality

We are passionate about working in partnership as a group of schools, working together to increase capacity and creativity for all. We recognise the collective benefits that this collaborative approach brings. We are also committed to each of our schools having autonomy in many aspects of their work and we are resolute that each school will retain its own identity and protect its history. Leaders in our schools are well-supported and we understand that their autonomy and accountability are vital factors in securing the strong performance of their schools.



Our People Matter

We ensure that our people are highly valued. We are committed to developing people at all levels. Whilst experience and qualifications can be important, our priority is recruiting people who want to make a difference, who share our values and vision, and who have the right attitude. We invest in the professional development of our people, offering opportunities across our schools. We value all of our people; our passion for inclusion is reflected not only across learners but across staff and we ensure that we support their well-being.



Collaborate with Purpose

Our strength comes from our alliance of primary, secondary and special schools and we look to learn from one another. Our schools are committed to collaboration both within our group of schools and outside, and where approaches are having an impact these are shared and applied to other contexts within the partnership. Our schools actively support one another and so all benefit from the partnership. Strong central systems provide high quality support for all schools.

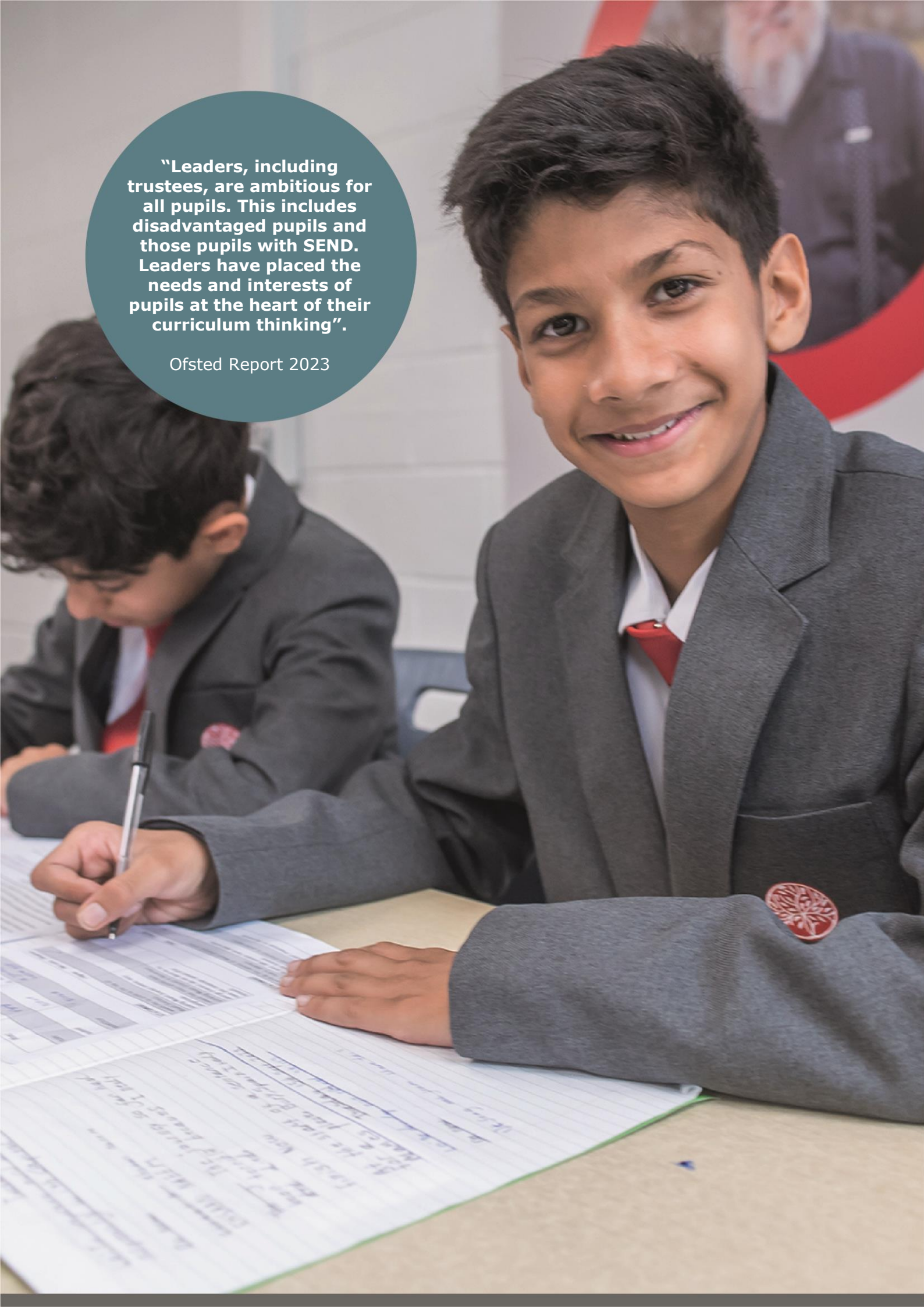


Focus on Impact

We concentrate on the things that work rather than merely ticking boxes. We recognise that more often than not, keeping things simple and doing them consistently well makes the biggest difference. Our centralised support around business functions allows school leaders to focus on their core purpose - delivering an exceptional education.

“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 2023



Workload Charter



Email Embargos

No expectation that emails should be responded to out of working hours.



Working Practices

Workload managed in line with role.



Investment in Staff

Clear career progression and funding available for Continuing Professional Development.



Induction

Agreed programme of induction for all staff.



Open Door Policy

Open door policy allowing easy access to senior leaders.



Staff Rooms

Are comfortable, dedicated, physical space within school where staff can take time out.



School Calendar

Planned and managed by Senior Leadership Team and issued at the beginning of the academic year.



Systems

Adopt systems to make the process effective and free up more time.



Communication Strategies

Agreed protocols in each school for communication.



Wellbeing

Access to specialist external support.



Staff Voice

Annual Staff wellbeing Survey and regular feedback drop-in sessions.



Residential Payback

Staff received time back following their involvement in residential trips.



Instructional Coaching

Is adopted by all trust schools allowing staff to practise and develop their skills.



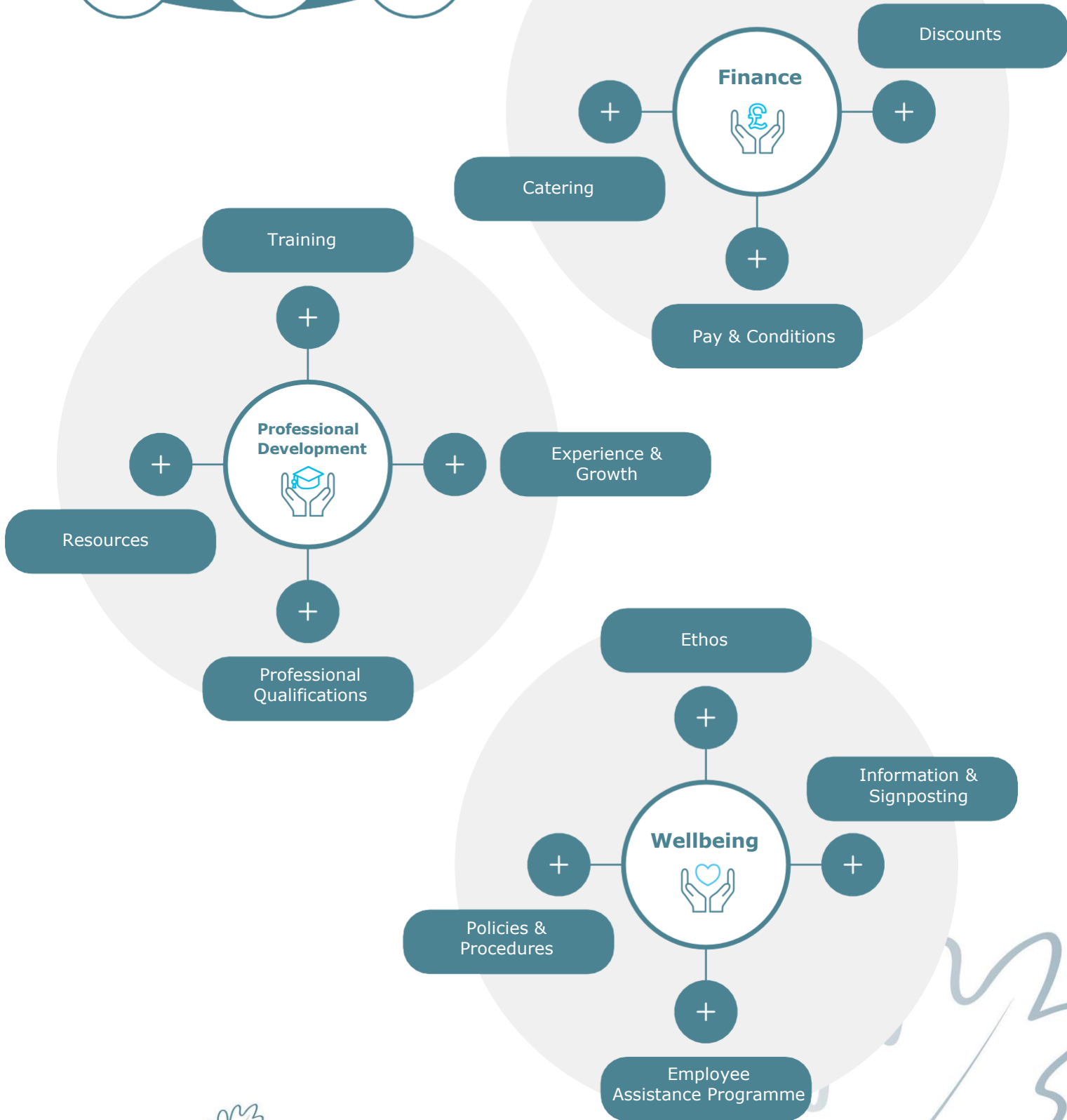
Being Flexible

Flexible Working policy and practises available.



Staff Benefits

In order to attract the strongest talent, we offer a competitive reward and benefits package





Hazel Wood
High School

Hazel Wood High School

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Bury
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BL9 7QT

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recruitment@oaklp.co.uk

www.hazelwoodhigh.co.uk



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