

# Inclusion Co-ordinator

## Application Pack

Westbourne Academy  
Ipswich, Suffolk

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## Inclusion Co-ordinator



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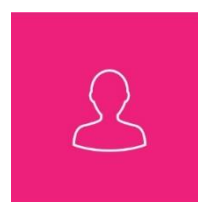
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*#TransformingLives*



# 01. About Academy Transformation Trust

## Our Vision

### We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

### How do we ensure this across our trust?

#### In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred

### What does this look like across our trust?

#### Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

#### Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

#### Wellbeing

At Academy Transformation Trust we put our people's welfare and wellbeing at the centre of everything and we know that this is more than just cake in the staff room on a Friday (although that is nice too!) Our Wellbeing Strategy covers 4 key areas: Working Environment, Personal Growth, Health and Lifestyle Initiatives and Culture.

## Diversity, Equity & Inclusion

On our journey of *#transforminglives*, we are building a Diverse and Inclusive Community. We are aspiring to promote our Inclusivity, via Curriculum and Employee engagement. Together, we want to break down barriers, enjoy each individual and celebrate the value they bring to our Trust Family.

## Our Values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

## Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

## FAST FACTS ABOUT OUR TRUST

Our cross-phase group of academies was founded in 2011 and, since that time, we have grown to our current family of 21 academies (primary, secondary, post-16 and FE) operating across 10 English local authority areas. We are responsible for the education of over 12,500 learners; for the careers of almost 2,000 colleagues; and for the most effective spending of over £80 million of taxpayer income each year.

### ATT Institute

42 Leadership  
Development  
pathways across all  
our directorates

### Strategic Aims

- To plan and deliver a curriculum which enables students to re-integrate with learning, delivers improving progress and outcomes for all learners and demonstrates that lessons have been learned from the pandemic experience
- To create the conditions in which our people can demonstrate independent, thoughtful and confident behaviours in pursuit of our vision and aims
- To continue to improve our financial performance alongside an enhanced reputation in business operations and governance



### Finance Headline Figures

- We receive £78 million in funding and other income

### Headline Performance Measures

- Record progress scores for many of our primary academies in 2019
- Rising attainment 8 and progress 8 rates for three consecutive years across all secondary academies



**ATT | 21 Academies** Local  
Authority Areas | 10



**Staff | 1739**

Primary | 429

Secondary | 1145

Special | 28

FE | 67

Other | 70



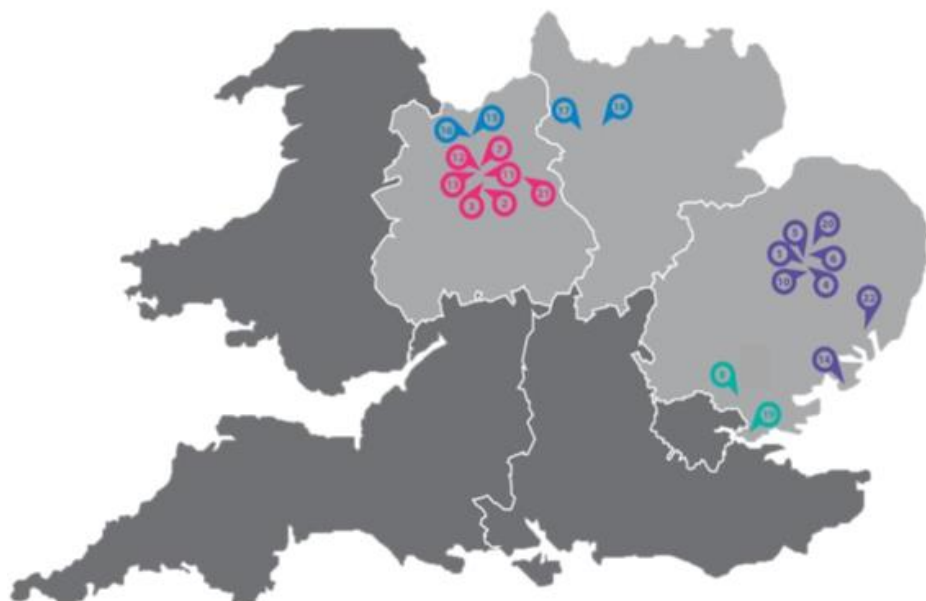
**Learners | 12,505**

Primary | 2711

Secondary | 8451

Special | 45

FE | 1298



### Governance

People Engaged | Over 120

Trustees | 11

Members | 5



## 02. Westbourne Academy Information

Westbourne Academy in Ipswich isn't just a school – it's a microcosm of the world with students from all around the globe. Between them they speak 32 languages, and their unique perspectives on learning and life make this a unique academy.

Since 2016, our Ofsted rating has gone from Requires Improvement to Good in 2019 – an incredible transformation that we are keen to continue.



In particular, inspectors noted that “students enjoy positive relationships with their teachers” and that teachers “benefit from a comprehensive training programme in a range of areas that is bespoke to the needs of individuals”.

We regard this as an enormous achievement, as many of our students come from deprived backgrounds and face significant barriers to learning.

We welcome fresh ideas from our teachers and actively value their creativity and imagination. We are passionate about innovative teaching practice, and we are always keen to find new ways to stimulate our students' learning.

Ipswich is one of only 12 areas in the country to be included in the DfE's Opportunity Areas Programme, meaning we receive additional funding aimed at improving social mobility. This allows us to offer enhanced packages to exceptional colleagues.

Westbourne Academy offers the satisfaction of transforming disadvantaged young people's futures, in an excellent location amidst attractive countryside, just an hour from London.

## 03. Our Institute



### What is our ATT Institute? Who does it serve?

Our 'Institute' is an umbrella term for all people development available to all ATT stakeholders. It serves our whole ATT community: children and young people, parents and carers, employees and the wider community.

### Our ATT Institute Vision

We are committed to the very best people development. We empower all stakeholders through equality of opportunity and place the needs of our stakeholders and the communities we serve at the front and centre of all we do. We believe we are better together and value collaboration within and beyond our organisation. ATT People Development activities will be the very best learning our stakeholders have ever had. Through high-quality people development we will all transform lives and communities.

Our Institute is a learning eco-system through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system. Leadership does not just come from the top; it has to be genuinely stakeholder-led. Irrespective of our role: admin, education, estates, finance, governance and operations, we all have a responsibility to make things better for children and young people and to help ensure that teachers are delivering a top-drawer education. Thus, we have a professional obligation to keep getting better through engagement in people development activities so that the 'edge' between schools and communities, where educators work with pupils, parents and carers and communities is the best it can possibly be.

We resolutely believe it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ATT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute. The advancement of our Institute in this way, will lead to whole of system improvement and transform more lives and more communities.

### Available people development opportunities for all employees:

#### Role Performance Development

Our Institute has established 42 Leadership Development Pathways (LDPs) across all our directorates: Education, Finance, Governance, Trustees and Operations, shared through an Institute brochure. The purpose of each LDP is to explain available people development experiences that will support role performance development. Through this menu of opportunities, colleagues can design their own people development journey.

ATT Institute is also a provider of the following people development courses:

- The National Professional Qualification for Middle Leaders
- The National Professional Qualification for Senior Leaders
- ATT Institute Learning Leaders Course & the SSAT Lead Practitioner Accreditation

#### Strategic collaboration

Collaboration is the oxygen of an improving and self-sustaining Trust. This is facilitated through the following strategic collaboration groups:

- Principals' Development Group
- Strategic Development Group
- Subject Team Network Group

These groups have been described as the 'engine room' of our organisation and the colleagues that lead them, the 'learning brain.'

#### Research design and its translation

Research is a crucial resource in building knowledge, facilitating learning and renewing our practice. However, it is integral that our research practice does not sit independent to our work in classrooms. Built into our approach is inquiry-based learning. To advance our commitment to research-informed practice, we have established an action research team. The action research team contribute to the advancement of research in areas linked to our strategic improvement priorities and have responsibility for translating their research findings through Strategic Development and Subject Team Network Groups.



# 04. Job Description

## Inclusion Co-ordinator

Job Title:	Inclusion Co-ordinator
Grade:	NJC 9 - 17
Responsible to:	Assistant Principal
Hours of work:	32.5 hours per week, 39 weeks a week including PD days

### Being an effective Inclusion Co-ordinator

- The Inclusion Co-ordinator will lead and develop our inclusion provision by providing high quality support for students who would have otherwise received fixed term exclusions.

### Key elements of the role:

- To supervise and provide support for students in the Inclusion room.
- To work with Heads of House and Pastoral Leaders to ensure all students within their respective Houses are supported in moderating their behaviour to support their learning and progress.
- To liaise effectively with Senior Leaders, SENDCo, colleagues as well as parents/carers and other outside agencies.
- To develop personalised programmes for targeted students in order that they fully access the curriculum and are empowered to self-manage their own behaviour.
- To develop and recommend students to specific programmes that will enable them to address their challenges.
- To ensure regular feedback to targeted students with refined targets and recognition of their progress.
- To have regular communication with parents and to ensure the families are kept informed of issues and the progress of their child.
- To evaluate student progress, make appropriate recommendations and to implement further support or intervention for SEND students, as necessary.
- To work effectively with relevant outside agencies.
- To support in the management of the Inclusion Unit.
- To liaise with the Pastoral Team and SENDCo regarding student progress.
- To attend training as directed and to develop and delivery support programmes as appropriate.

### Being accountable for resources:

- To effectively manage and deploy resources within the team to ensure maximum impact on student progress.

## 04. Job Description

### Being Accountable for the Learning Environment:

- To ensure that the appearance and ambience of the classroom in the subject is conducive to learning and promotes pride and high expectations.
- To ensure that the **'Encouraging Positive Behaviour Policy'** is implemented consistently so that effective learning can occur.
- To ensure that the subject area is safe and report any Health and Safety concerns. To ensure Risk Assessments are updated annually or after an incident.

### Generic to the role:

- To be fully committed to the Safeguarding and promotion of welfare for all young people.
- To act responsibly, and ensure health and safety at work for yourself and others reporting any concerns immediately to the Health and Safety co-ordinator.
- To be a tutor as part of the House System. Attending five tutor sessions per week and any other related meetings.
- To undertake any other duties as may be required from time to time by the Principal or SENDCo.





# 05. Person Specification

## Inclusion Co-ordinator

	Essential	Desirable
Education/ Qualifications	<ul style="list-style-type: none"><li>• GCSE's in Maths and English (Grade c/4 or above)</li></ul>	<ul style="list-style-type: none"><li>• A Level or equivalent</li><li>• Youth work qualification</li></ul>
Experience	<ul style="list-style-type: none"><li>• Demonstrable ability of working with young people</li></ul>	<ul style="list-style-type: none"><li>• Demonstrable experience of delivering activities and sessions for young people</li><li>• Demonstrable experience of working with challenging communities</li></ul>
Knowledge/Skills	<ul style="list-style-type: none"><li>• Demonstrable knowledge of all Microsoft platforms</li><li>• Demonstrable knowledge and understanding of working with data, or the aptitude to learn</li><li>• Ability to form and maintain positive relationships with people of all ages and backgrounds</li><li>• Ability to communicate confidently and effectively both orally and in writing</li><li>• Highly organised with the ability to work under pressure and to tight deadlines</li></ul>	<ul style="list-style-type: none"><li>• Awareness and understanding of best practice in ensuring Safeguarding and child protection</li></ul>
Professional Attributes	<ul style="list-style-type: none"><li>• Self-motivated / has initiative. Able and willing to make difficult decisions when required</li><li>• Passion for working with young people</li><li>• Reflective and willing to improve and develop as a professional</li><li>• Ability to work as a member of a team as both leader or member. Willing to work flexibly</li><li>• Enthusiasm, vision and loyalty</li><li>• Patient, resilient and able to cope with pressure</li></ul>	

Westbourne Academy is committed to safeguarding and promoting welfare of young people and expects all staff to share this commitment



## 06. How to apply

### Inclusion Co-ordinator Westbourne Academy

#### Status:

32.5 hours per week  
39 weeks per year including PD days

#### Applying:

Please apply by visiting  
[www.academytransformatio  
ntrust.co.uk/vacancies](http://www.academytransformatio<br/>ntrust.co.uk/vacancies)

#### Salary:

NJC Points 9 - 17  
£15,419.33 - £18,066.06 (Actual)  
£20,903.00 - £24,491.00 (FTE)

#### Closing Date:

Monday 4<sup>th</sup> October 2021

#### Start Date:

ASAP

#### Interviews:

w/c 11<sup>th</sup> October 2021



# *#TransformingLives*

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