



Northern
Lights
LEARNING TRUST

Inclusion Coordinator
Ian Ramsey CE Academy

APPLICATION PACK



Northern Lights



We are a Multi-Academy Trust currently comprising 12 schools – primary and secondary – and over 4,600 children and young people in an area stretching from Teesside through to Wearside.



We are a Teaching School Hub, one of 87 DfE centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country.



We are an Early Years Stronger Practice Hub, set up by the DfE to provide advice, share good practice and offer evidence-based professional development for early years practitioners.



We provide Initial Teacher Training, a school-based learning opportunity where you will train in a highly personal, supportive and creative environment, with purpose and challenge at the heart of it all.

OUR SCHOOLS



Benedict Biscop CE Academy
Sunderland



Dame Dorothy Primary School
Sunderland



Firthmoor Primary School
Darlington



Grange Primary School
Hartlepool



Hart Primary School
Hartlepool



Holley Park Academy
Washington, Sunderland



Ian Ramsey CE Academy
Stockton-on-Tees



St Aidan's CE Academy
Darlington



St. Helen's Primary School
Hartlepool



St. Peter's Elwick CE Primary School,
Hartlepool



Tilery Primary School,
Stockton-on-Tees



Venerable Bede CE Academy
Sunderland

Every Northern Lights school has its own values and its own vision and that's really important to us because all of our schools are there to serve our community but equally, our Trust is there to serve each other.

We do that with humility and with an openness because at Northern Lights it's not all about the academic – that is really important to us – but we know, as a Trust, we are successful if we have ensured that in an holistic way our children and young people have had every opportunity to experience, to flourish, to thrive, to understand the wonder and the joy of the world around them.

– Jo Heaton OBE, Chief Executive, Northern Lights Learning Trust



Welcome from the CEO

Thank you for your interest in the position of Inclusion Coordinator within Northern Lights Learning Trust.

We are a growing Multi-Academy Trust that is currently made up of 3 secondaries and 9 primaries across Wearside and Teesside, with our central offices based in Seaham. We educate over 4600 pupils and employ over 700 members of staff and serve a diverse range of schools and communities. Each of our schools have their own individual ethos, values and vision, which sit together as part of our Northern Lights vision of 'Shining Together and Stronger Together'. As a CofE MAT, our schools are a mixture of Church and non-Church schools that range in size and levels of disadvantage. We see this diversity as a real strength to learn from and work with each other.

As a Multi-Academy Trust we are at the heart of the current educational landscape, as a designated DfE Centre of Excellence as a Teaching School Hub and DfE Early Years Hub, responsible for teacher development across all ages and phases of education, working with over 300 schools. We are collaborative in our approach and value professional development highly in all we do.

We are looking for someone whose values align with us as a Trust and has the drive and ambition to work collaboratively to provide the best opportunities and outcomes for our young people.

We look forward to receiving your application.

Yours faithfully

Jo Heaton OBE
Chief Executive Officer



Welcome from the Headteacher

I am privileged to be Headteacher at Ian Ramsey CE Academy. It is my pleasure to welcome you to our school.

Ian Ramsey CE is a popular and oversubscribed secondary school at the heart of the Stockton community and its surrounding villages. There are approximately 1187 pupils on roll in years 7-11. In 2022, Ofsted described our academy as a place where 'Pupils and staff have positive relationships. There is an inclusive culture built on a Christian ethos.'

The Christian ethos shapes the daily culture of our school so our children feel safe and are cared for. Our Academy's mission statement, 'Together to learn, to grow, to serve', encompasses our commitment to ensuring all members of our community use the gifts we have been given to serve others to learn as individuals and build the confidence to achieve their aspirations.

We provide a broad and inspiring academic experience, which is interesting, challenging, and relevant to the needs of our pupils. We want all our children to reach their full potential, to give them the opportunity to flourish, to recognise and develop their individual gifts and talents and approach the outside world with confidence. Our DEEP curriculum, offers all pupils a first class education based on high-quality teaching and a range of experiences outside of the classroom.

The 2025/26 academic year will be an exciting one for all those involved. Whilst the most recent Ofsted inspection judged the academy to be 'good' in all areas, there is still so much potential that is yet to be recognised and harnessed.

Each member of staff plays an essential role in the day to day running of the school and each can positively impact the children and young people in our care; the post of Inclusion Coordinator will be no different and is a vital role in the whole academy team.

Thank you for your interest in our academy.

Kind regards

Donna Park
Headteacher

Inclusion Coordinator

Permanent

Ian Ramsey CE Academy

Required as soon as possible

NJC SCP 31-33

£41,771 - £44,075 FTE Per annum (actual)

37 hours per week

Term time only, plus 5 professional development days, plus 2
weeks (41 weeks)

Green Book Pay and Conditions

Ian Ramsey CE Academy is seeking to employ a dynamic, outstanding professional who will inspire and motivate all within our school community.

The successful candidate should:

- Demonstrate high expectations of yourself and others.
- Enjoy working collaboratively, being innovative and creative
- Have the skills and knowledge to ensure the school is a safe environment
- Possess excellent organisational skills
- Have an excellent understanding when dealing with children and adults
- Keep calm under pressure whilst maintaining confidentiality
- Have an enthusiasm which would allow you to be supportive of the Trust and school's ethos.

If so, we would really welcome your application.

In return you will receive:

- A supportive working environment that puts people at the heart of the organisation
- The opportunity to work as part of a growing Trust and shape this role
- Continuous professional development
- A range of Trust initiatives that improve wellbeing. Current initiatives include an annual wellbeing day.
- National Terms and Conditions of Employment
- Teachers' Pension Scheme/ Local Government Pension Scheme

Employee welfare and benefits package including:

- 24-hour GP access
- Nurse support service
- Mental health services, including stress management, mental health first aid training and bereavement support
- Free Flu vaccinations
- Counselling Services
- Physiotherapy
- Financial wellbeing coaching
- Maternity and Paternity support
- Menopause support
- Access to useful wellbeing resources
- Cycle to work scheme
- Lifestyle savings including discounts on shops, food and drink and days out

CLOSING DATE:

Applications must be received by: 12pm, Monay 31st August 2026

Shortlisting will take place on: TBC

Interviews will take place on: TBC

HOW TO APPLY:

Applications should be submitted via email on recruitment@nllt.co.uk or if you prefer you can submit through post to Northern Lights Learning Trust, Spectrum Business Park, Lighthouse View, Building 2, Seaham, SR7 7PR

Applications will only be considered on receipt of an application form, CV's and other forms of application will not be accepted. For further information, or if you would like to arrange a visit to the school, please contact us on recruitment@nllt.co.uk

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

Details of the school can be found on the school website:

<https://www.ianramsey.org.uk/>

JOB DESCRIPTION

Post: Inclusion Coordinator

Responsible to: Deputy Head

Responsible for: Leading the strategic development and delivery of inclusive practices across the school—encompassing safeguarding, behaviour, attendance, SEND, and equality—while managing pastoral staff, collaborating with key stakeholders, and ensuring that all pupils' needs are effectively supported and outcomes continually improve

Salary band: NJC SCP 31-33

Start date: As soon as possible

Key purpose of the role:

The Inclusion Coordinator is accountable for ensuring excellent inclusive practices across school in the areas of safeguarding, attendance, behaviour, disadvantaged learners, learners with SEND and equality and diversity (protected characteristics) in Ian Ramsey CE Academy. As part of the role/responsibilities the Inclusion coordinator will work alongside the Deputy Head to strategically develop and implement whole school initiatives, monitor and report on key outcomes, ensuring pupils remain at the core. The post holder will lead and manage members of the pastoral team as identified, ensuring that the wellbeing and academic provision of pupils is supported and needs are met effectively. This will involve working alongside the SENDCo, multi agencies, parents/carers and the governing body. Promoting and fostering strong partnerships in line with school values and trust values.

Key Responsibilities:

STRATEGIC DIRECTION AND RESPONSIBILITIES

Working with all to:

- Lead, manage and advise on inclusion within the school
- Line manage, develop and performance manage members of the pastoral staff as identified
- Lead or assist staff training in supporting inclusivity for all students within school
- Ensure Inclusive provision is effective and impacts on the attainment and achievement of vulnerable pupils within the school (accountable for strategic oversight of vulnerable pupils – VPR Register (Vulnerable Pupils Register))
- Contribute to SEF and School Development Plan
- Produce progress reports and monitoring and analysis when appropriate
- Liaise with and keep informed all heads of department, Inclusion Team members and SLT on inclusion matters (both local, regional and national)
- Promote, contribute and uphold the school vision of quality first provision for all students at Wave 1 (Provision for all)
- Lead on aspects of 'personalisation' for individual or groups of pupils to meet needs and secure best outcomes, inclusive of writing support plans alongside the SEND team and SENDcO

- Assist the DHT for Behaviour & Culture in creating an effective team by promoting collective accountability and approaches to secure high expectations and excellent outcomes for all pupils both socially and academically
- Chair and produce agendas for effective pupil review meetings, inclusive of minutes and ensure actions are communicated and fulfilled
- Develop skills and knowledge for mentoring and coaching colleagues
- Lead on transition for vulnerable pupils across key stages but also year to year transitions
- Develop and maintain excellent relationships with parents/carers to ensure pupils are fully supported and both parent/carer and pupil voice remains at the centre
- Advise on how extended services may be used to include and inform identified pupils and their families
- Ensure that the Inclusion Team supports the school's implementation of all current statutory requirements such as: Disability Discrimination Act, SEND Code of practice, Equality Act 2010, KCSIE and all school policies

LEARNING

- Lead and coordinate quality assurance systems including pupil voice, parent voice and provision mapping
- Alongside DHT analyse and interpret data on students pastoral and academic provision, action planning accordingly
- Support teaching staff to develop inclusive practice, inclusive of inclusive enabling environments
- Collaborate with SENDCo in supporting teachers to use and embed adaptive practice
- Ensure alongside the DHT and SENDCo pupils in the PDH, Pathway Centre and any internal provision follow an appropriate curriculum that meets need and that regular assessments and progress reviews are carried out, inclusive of feedback to SLT and parents/carers (action planning next steps accordingly)
- Assist the DHT in ensuring any commissioned alternative Provision is of a high quality, meets need and is safe for pupils in attendance through:
 - o Adherence to NLLT AP Framework
 - o Regular reviews
 - o Excellent communication with parents/carers
 - o Knowledge and understanding of DfE guidance and recommendations

SUPPORT & EXPERIENCE

- Identify and support opportunities for independent learning
- Manage the provision of information to parent/carers and other staff about curricular choices, teaching groups for vulnerable pupils
- Ensure vulnerable pupils have extracurricular opportunities available to them and signpost families where school are not able to offer a specific activity/provision
- Improve participation of wider curriculum opportunities where applicable
- Ensure Inclusion is promoted through school website, social media and information is available to families

- Ensure that provision mapping for student need is reviewed on a regular basis and staff deployed accordingly alongside DHT and SENDCo
- Support in upholding the standards of behaviour in school and liaise with parents/carers, building strong, trusted partnerships
- Support the SENDCo with individual learning plans, ensuring effective SMART targets, targets in practice and monitoring and review, inclusive of regular reviews with pupils and parents/carers
- Support in the Safeguarding and welfare of pupils
- Support leaders in effective partnership working inclusive of LAs, regional and national networks

ADDITIONAL ASPECTS

- Demonstrate a commitment to safeguarding and promoting the welfare of children and young people, staff and volunteers;
- Act in compliance with data protection principles in respecting the privacy of personal information held by the Trust;
- Comply with the principles of the Freedom of Information Act 2000 in relation to the management of Trust records and information;
- Carry out their duties with full regard to the Trust's Equal Opportunities Policy, Code of Conduct, and all other Trust Policies;
- Comply with the Trust Health and Safety rules and regulations and with Health and Safety legislation.

PERSON SPECIFICATION

Inclusion Coordinator

| CATEGORY | ESSENTIAL | DESIRABLE | METHOD OF ASSESSMENT |
|-------------------------|---|--|--|
| APPLICATION FORM | <ol style="list-style-type: none"> Well-presented and complete application form | | Application |
| QUALIFICATIONS | <ol style="list-style-type: none"> Educated to GCSE standard at Grade A-C (or 9-4) including Maths and English or NVQ equivalent (A,I,C) Good standard of education with relevant qualifications appropriate to the post (A) Willingness to undertake any further training and development, relevant to the role (I) | <ol style="list-style-type: none"> NVQ Level 4 or equivalent qualification in relevant discipline (A,I,C) First Aid training or willingness to undertake appointed person certificate (I) Child Protection training (A,I,C) Training in literacy/numeracy strategy (A,I) Training in SEN strategies (A,I) | (A) Application (I) Interview (C) Certificates |
| EXPERIENCE | <ol style="list-style-type: none"> Recent and relevant experience of working with children within an education setting, within a specified range/subject area (A,I) Proven experience in leading inclusion or pastoral initiatives (A,I) Experience of line managing | <ol style="list-style-type: none"> Experience of working in a school environment (A,I) | Application Interview |

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|---|---|---|------------------------------|
| | <p>staff and conducting performance reviews (I)</p> <ol style="list-style-type: none"> 4. Experience of working with external agencies and alternative provision (I) 5. Experience of leading or facilitating staff training (A,I) | | |
| <p>KNOWLEDGE & UNDERSTANDING</p> | <ol style="list-style-type: none"> 1. Ability to relate well to children and adults. (I) 2. Experience of resources preparation to support learning programmes (A,I) 3. Effective use of ICT to support learning (I) 4. Excellent communication skills (I) 5. Be able to maintain confidentiality (I) 6. Excellent listening skills (I) 7. The ability to manage behaviour of children in a positive and supportive manner (I) 8. Understanding of inclusive teaching strategies and adaptive practice (A,I) 9. Knowledge of safeguarding procedures and | <ol style="list-style-type: none"> 1. Equal Opportunities and recognising the nature of the diverse school community (I) 2. Understanding of basic technology – computer, video, photocopier etc.(I) 3. In depth knowledge of SEND Code of Practice, Equality ACT 2010 and KCSIE (A,I) | <p>Application Interview</p> |

| | | | |
|--|--|--|---|
| | <p>responsibilities (A,I)</p> <p>10. Experience of using data analysis to inform strategic planning (I)</p> | | |
| <p>PERSONAL CHARACTERISTICS</p> | <ol style="list-style-type: none"> 1. Friendly, approachable and professional manner (I) 2. Calm approach (I) 3. A commitment to working as part of the whole school team and supporting the vision and aims of the school (I) 4. High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements (I) 5. Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners (I) 6. Demonstrate and promote the positive value, attitudes and behaviour | | <p>Application Interview References</p> |

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|---------------------|---|--|---------------------------------------|
| | <p>expected from pupils (A,I)</p> <ol style="list-style-type: none"> 7. Ability to liaise sensitively and effectively with parents and carers, recognising their role in pupils learning (I) 8. Skilled in mentoring and coaching colleagues (A,I) 9. Ability to manage complex caseloads and competing priorities (I) | | |
| <p>OTHER</p> | <ol style="list-style-type: none"> 1. Satisfactory references (which will be requested for all candidates progressed to interview under safer recruitment practices) 2. Enhanced DBS with barred list check | | <p>References DBS certificate</p> |

References:

References will be requested prior to interview, unless there are exceptional circumstances, and the applicant does not give consent to do so on the application form. Please contact us to discuss further if you do not consent.

DBS:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.**Safeguarding:**

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Pre-employment occupational health:

Pre-employment occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required. In some circumstances, an appointment with Occupational Health may be required to assess fitness for the role.

Equal opportunities:

Northern Lights Learning Trust are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

Artificial Intelligence and Recruitment at Northern Lights Learning Trust

Northern Lights Learning Trust is committed to embracing innovation while maintaining fairness and integrity in our recruitment processes. We recognise that candidates may choose to use AI tools to support the preparation of their applications. While this is acceptable, we expect all submissions to reflect the applicant's own experiences, values, and suitability for the role and it is essential that AI is used appropriately.

AI must not be used to:

- provide misleading or false information at any stage of the application journey
- inflate or invent qualifications, skills or experience
- complete assessments as part of the recruitment process
- create generic responses and copy them into your application

If you have any questions about the use of AI in your recruitment process with us, please email: hradmin@nllt.co.uk