

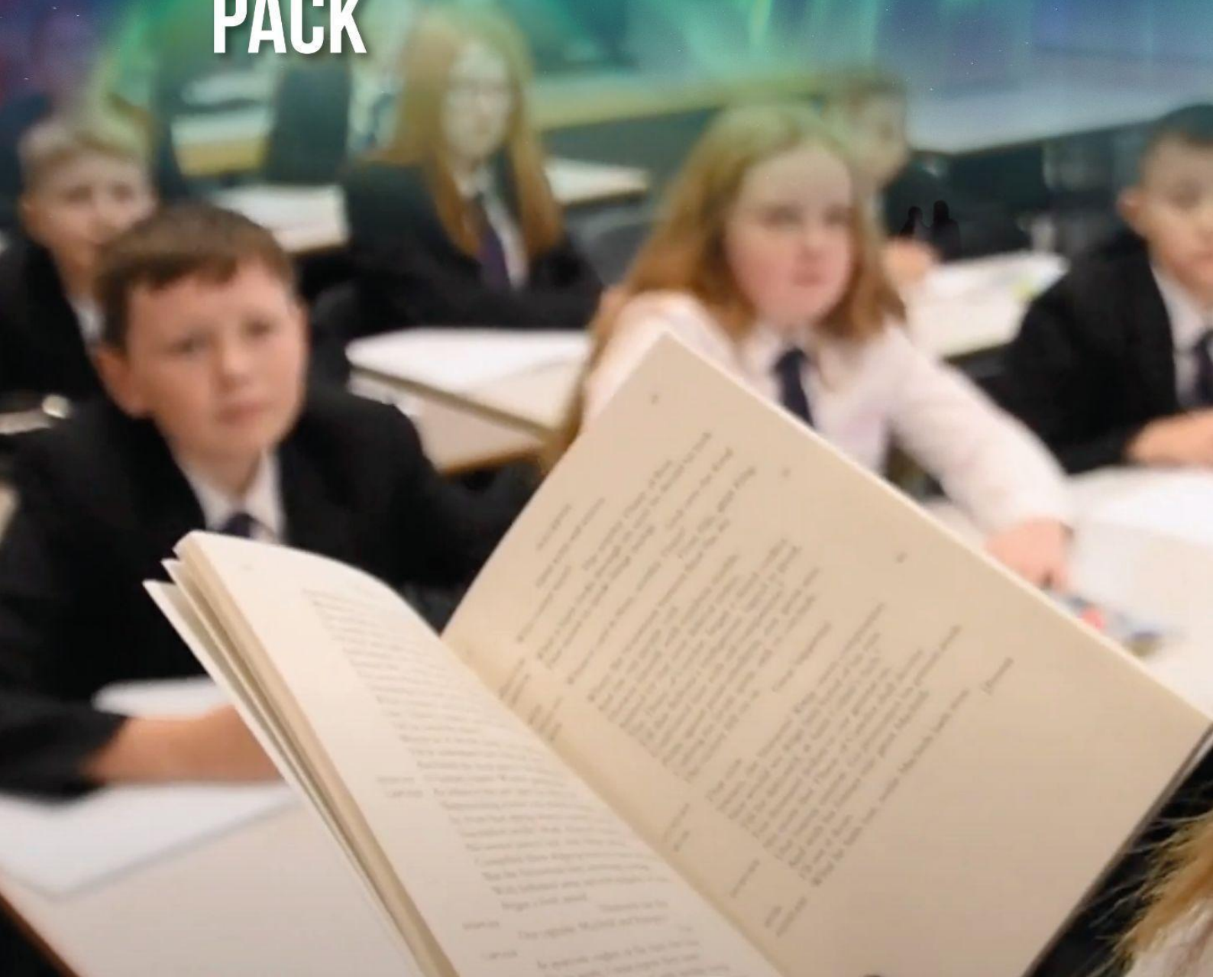


Northern
Lights

LEARNING TRUST

Venerable Bede CE Academy
Inclusion Coordinator

APPLICATION PACK



Northern Lights



We are a Multi-Academy Trust currently comprising ten schools – primary and secondary – and over 4,200 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.

OUR SCHOOLS



Benedict Biscop CE Academy
Sunderland



Dame Dorothy Primary School
Sunderland



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



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 7 primaries across Wearside and Teesside, with our central offices based in Seaham. We educate over 4200 pupils and employ over 600 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
Chief Executive Officer



Welcome from the Head of School

Thank you for your interest in the post of Inclusion Coordinator at Venerable Bede, where it is my privilege to serve as Head of School. We are a popular secondary school serving our local community. We sit on the border of Ryhope, Silksworth and Doxford Wards in Sunderland, but we have pupils who attend our school from across the City and beyond. It is our goal to provide an inclusive education, within the context of our local community, in which the rights of everyone are respected, regardless of personal beliefs. We are proud to be a school at the heart of our community.

We are a medium sized secondary school, built to accommodate 900 pupils. Our fundamental aim is to equip our pupils with the qualifications and skills which they will need to take their place in a modern British society. We hope that we play our part in helping our pupils understand how to live “Life in all its fullness” (John 10:10). Our mission statement is “To create a stimulating, secure and caring environment within which all members of our community will realise their potential in the light of the Christian Gospel.” This is embodied in our school motto: “Soar to the Heights Together”.

We want all of our pupils to reach their full potential. For each of our pupils we hope that with the guidance and support of their families and teachers, each of them will be able to develop their individual talents and fulfil their lifelong goals. I firmly believe that all children should have equal chance of success. It should be our goal in schools to enable all pupils to thrive, instilling in them a thirst for knowledge, and enabling them to understand how they play their part in unlocking their potential.

Every child deserves the right to a broad and balanced curriculum. At Venerable Bede Academy, we offer a DEEP curriculum to every child that spans 7 years as we have a range of transitional opportunities with our primaries (Y6) and local colleges (Y12).

Thank you for your interest in our academy. Visits to the school are welcome, by prior agreement. Please contact the school on 0191 5239745 to express an interest.

Kind regards

Tracey Burgess
Head of School

Inclusion Coordinator
Permanent
Venerable Bede CE Academy
Required as soon as possible
NJC SCP 31-33
£40,476 - £42,708 FTE Per annum
37 hours per week
Term time only plus 5 professional development days, plus 2
weeks (41 weeks)
Green Book Pay and Conditions

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: 1st September 2025

Short Listing will take place: w/c 1st September 2025

Interviews will take place: w/c 8th September 2025

HOW TO APPLY:

Letters of application should be returned, along with a Northern Lights Learning Trust application form, to recruitment@nllt.co.uk or by 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, please contact the school on 0191 5239745.

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 improved.

Salary band: NJC SCP 31-33

Working Weeks: 41 weeks (including INSET and 2 weeks in holidays, as directed)

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 Venerable Bede 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 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:
 - Adherence to NLLT AP Framework
 - Regular reviews
 - Excellent communication with parents/carers
 - 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
- Ensure
- 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.

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

Please note, that this is not a comprehensive list of all tasks that the postholder will carry out in their role. The post-holder may be required to do other duties appropriate to the level of the role as required by the Headteacher. This job description may be amended at any time in consultation with the post-holder.

PERSON SPECIFICATION

Inclusion Coordinator

CATEGORY	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
APPLICATION FORM	1. Completed application form		(A) E1
QUALIFICATIONS AND TRAINING	1. Educated to GCSE Standard at Grade A – C (or 9 – 4) including Mathematics and English or NVQ equivalent 2. Good standard of education with relevant qualifications appropriate to the post. 3. Willingness to undertake any further training and development, relevant to the role.	1. NVQ Level 4 or equivalent qualification in relevant discipline. 2. First Aid training or willingness to undertake appointed person certificate. 3. Child Protection training 4. Training in literacy/numeracy strategy 5. Training in SEN strategies.	(A) E1, E2, E3, D1, D2, D3, D4, D5 (I) D5
EXPERIENCE	1. Recent and relevant experience of working with children within an education setting, within a specified range/subject area. 2. Proven experience in leading inclusion or pastoral initiatives 3. Experience of line managing staff and conducting performance reviews 4. Experience of working with external agencies and alternative provision	1. Experience of working in a school environment	(A) E1, E2, E3, E4, E5, D1 (I) E1, E2, E4,

	5. Experience of leading or facilitating staff training		
KNOWLEDGE & UNDERSTANDING	<ol style="list-style-type: none"> 1. Ability to relate well to children and adults. 2. Experience of resources preparation to support learning programmes 3. Effective use of ICT to support learning 4. Excellent communication skills. 5. Be able to maintain confidentiality. 6. Excellent listening skills. 7. The ability to manage behaviour of children in a positive and supportive manner. 8. Understanding of inclusive teaching strategies and adaptive practice. 9. Knowledge of safeguarding procedures and responsibilities 10. Experience of using data analysis to inform strategic planning 	<ol style="list-style-type: none"> 1. Equal Opportunities and recognising the nature of the diverse school community 2. Understanding of basic technology – computer, video, photocopier etc. 3. In depth knowledge of SEND Code of Practice, Equality ACT 2010 and KCSIE 	<p>(A) E1, E2, E3, E4, E5, E7, E8, E9, E10 D1, D2, D3</p> <p>(I) E1, E4, E6, E10 D3</p>

PERSONAL CHARACTERISTICS

1. Friendly, approachable and professional manner.
2. Calm approach.
3. A commitment to working as part of the whole school team and supporting the vision and aims of the school.
4. High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.
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.
6. Demonstrate and promote the positive value, attitudes and behaviour expected from pupils.
7. Ability to liaise sensitively and effectively with parents and carers, recognising their role in pupils learning.
8. Skilled in mentoring and coaching colleagues
9. Ability to manage complex caseloads and competing priorities

(A)
E1, E2, E3,
E4, E5, E6,
E7, E8, E9

(I)
E3, E4, E5,
E6, E7, E8,
E9

OTHER	<ol style="list-style-type: none"> 1. Recommendation from both referees 2. Fully enhanced DBS clearance with children's barred list check 		References Enhanced DBS certificate
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Key

A = Application

Q = Qualification certificates

I = Interview

Venerable Bede CE Academy, part of the Northern Lights Learning Trust, is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

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. Referees will be asked to explain how the candidate meets the person specification for the role within their reference.

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.