



# White Woods Primary Academy Trust

The Pod  
Canklow Woods Primary School  
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Chief Executive Officer: Kate Davies

**Job Title:** Inclusion Lead  
**Grade/Band:** SCP 24 - 27, Band H  
**Responsible to:** Headteacher

## Main Purpose of the Role

As the Inclusion Lead, you will play a crucial role in providing specialised support and intervention to all children with social, emotional, and mental health challenges. Your main focus will be to promote an inclusive and supportive learning environment, enabling learners to achieve their full potential academically, socially and emotionally.

## Specific responsibilities

- ✓ Develop and implement strategies to support children with their social, emotional, and mental health needs, in collaboration with teaching staff and other relevant professionals.
- ✓ Working with the SENDCo develop, implement and monitor the implementation of inclusion and behaviour plans for individual children.
- ✓ Monitor and evaluate the effectiveness of intervention programs, making adjustments as necessary to ensure continuous improvement.
- ✓ Conduct assessments and identify individual student needs, designing personalised intervention plans to address challenges effectively.
- ✓ Supported by school leaders, contribute to the development of school-wide practices by
  - o providing training and guidance to all staff focused on SEMH needs in the classroom, including leading whole school staff meetings and contributing to Trust networks.
  - o giving guidance to teachers and staff on recognising and responding to SEMH needs in the classroom.
  - o line manage members of support staff who support children with SEMH and behaviour needs and contribute to performance appraisal processes.
  - o Collaborate with parents, carers, and external agencies including Early Help to ensure a holistic approach to supporting students both inside and outside of school.
- ✓ Undertake the role of Deputy Designated Safeguarding Lead to promote and safeguard the welfare of children and young people within the school.

**Child-centred - Collaboration - Curiosity - Challenge**

- ✓ Organise and facilitate workshops or group sessions to enhance children's emotional resilience, social skills, and mental well-being.
- ✓ Provide specialist key worker support to students
- ✓ Work within the established relationship policy to anticipate and manage behaviour constructively, promoting self-control and independence
- ✓ Support with Early Help assessments and team around the child meetings as required
- ✓ Work with other agencies and professionals as required
- ✓ Other duties as seen fit by the headteacher

## General

- ✓ Attendance at staff meetings and Trust training activities where relevant.
- ✓ Participate in performance management
- ✓ As this post requires working in Schools a DBS and barred lists check at the enhanced level will be required.

## Person Specification

1. Knowledge and Experience	Essential/Desirable	Shortlisting
A. Experience of working with children with special educational needs	E	✓
B. Experience of working with children with complex needs	E	✓
C. Knowledge and experience of planning, preparing, delivering and evaluating learning activities	E	✓
D. Experience of assessing pupil progress and reporting on development and attainment	E	✓
E. Experience of providing support and guidance to staff on how to adapt learning activities to support individual needs	E	✓
F. Understanding of other agencies and their role and experience of working with other professionals to provide pupil support	E	✓
G. Practical knowledge of how children develop and learn and how to motivate them	E	✓

H. Understanding of statutory frameworks relating to teaching	E	
I. Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes	E	✓
J. Full working knowledge of relevant legislation e.g.: child protection, health and safety, confidentiality and data protection and codes of practice	E	
K. Knowledge and experience of using a range of computer applications and ICT including word processing, spreadsheets, databases, presentation software, internet and e-mail	E	✓
<b>2. Qualifications and Training</b>	<b>Essential/Desirable</b>	<b>Shortlisting</b>
A. Level 6 qualification e.g. Bachelor Degrees, Graduate Certificates and Diplomas, or Level 5 qualification e.g. Diplomas of HE and FE, foundation degrees and HNDs, plus experience in relevant areas of work over a period of years or evidence of the equivalent level of knowledge gained through work experience	D	✓
B. Meet the HLTA standards or have an equivalent qualification or experience	E	✓
C. Relevant training e.g.: learning strategies/specialist area	E	✓
<b>3. Skills and Abilities</b>	<b>Essential/Desirable</b>	<b>Shortlisting</b>
A. Communicates effectively on a 1:1 basis about straightforward and detailed issues with a range of people	E	
B. Deals confidently with different points of view in conversations	E	
C. Contributes clearly and effectively to discussion with others	E	
D. Persuades others to own point of view on routine issues	E	
E. Produces detailed written information to communicate information, ideas and opinions	E	

F. Makes decisions as to when and how duties are to be carried out	E	
G. Responds independently to unanticipated problems and situations	E	
H. Uses a rational or disciplined approach to problem solving	E	
I. Analyses and interprets complex information to solve difficult problems and develop new ideas or concepts	E	
J. Uses previously untried new ideas or concepts to generate solutions to problems	E	
K. Produces medium-term solutions or plans	E	

4. Beliefs, attitudes and personal attributes	Essential/Desirable	Shortlisting
A: A shared commitment to culture with a work ethic and drive to match that of the Trust in improving education and life chances of the communities we serve	E	✓
B: Committed and passionate about the provision of outstanding primary education.	E	✓
C: Belief and commitment to equality of opportunity for all	E	
D: Optimism and resilience in the face of challenges	E	✓
E: Self-aware and able to learn	E	✓

5. Additional Factors	Essential/Desirable	Shortlisting
A: Ability to travel within a reasonable timeframe	E	
B: No serious health problem which is likely to impact upon job performance (that cannot be accommodated by reasonable adjustments)	E	
C: Good attendance record in current/previous employment (not including absences resulting from disability)	E	

D: A commitment to safeguarding and promoting the welfare of children and young people.	E	
E: A willingness to share information and expertise.	E	
F: A commitment to ongoing staff development and the development of others.	E	

### Statements relevant to all posts

All duties and responsibilities should be carried out in accordance with agreed policy and procedures, in particular those relating to: Environmental; Health and Safety; Equal Opportunities; Risk Management; Data Protection; IT; Safeguarding and Financial Regulations.

Safeguarding is everyone's business. All employees, governors, contractors and volunteers share a responsibility, both corporately and individually, to ensure that every person is treated with dignity and respect and protected from others who may abuse them. We have a duty of care to safeguard and promote the welfare of children and young people, and must raise any concerns without delay.

The job description is an outline only and may vary from time to time without changing the character of the job or level of responsibility. The post holder must be flexible to meet the operational needs of the service.

The person specification covers key areas of competence and methods of assessment other than interview may be used (as appropriate to the job) to assess what a candidate can do and how they act in a specific area or situation. These include: ability test; work-related task; occupational personality questionnaire and presentation. Where this is the case, shortlisted candidates will receive details in advance of the selection process.