

Post Reference: 2765

Job Title: Inclusion Leader

Grade: SO2 (Actual Salary £33,034 to £34,693)

Hours: 37 hours per week, term time only plus 10 days

Accountable to: Connect Manager

JOB DESCRIPTION

Role:

The academy is seeking an additional Inclusion Leader to work within our Internal alternative provision: Connect. You will provide bespoke support and guidance to individuals and groups of students which will remove barriers to learning both inside and outside of the academy. You will ensure all students can achieve their full potential, will have a restorative approach, and will work in collaboration with the Inclusion and Pastoral team.

A key responsibility for you will be to ensure full compliance with the provision set out in each pupil's Education, Health and Care Plan (EHCP), with particular attention to the high-quality, targeted interventions specified under Section F. You will work closely with the Connect Manager and Special Education Needs and Disabilities Coordinator (SENDCo) to coordinate and monitor personalised learning plans for vulnerable students, ensuring that statutory entitlements are delivered consistently and effectively throughout the provision.

As part of the Inclusion team, you will be responsible for fostering lasting change within the school community, with a focus on supporting the development of the Academy's inclusive practices. This includes working closely with students who require additional academic and emotional support through the Connect provision.

Connect is a newly established, strategic provision at Leeds East Academy, designed specifically to support students with Social, Emotional, and Mental Health (SEMH) needs. It forms an essential part of the school's broader SEND and Inclusion offer. The provision aims to provide a nurturing, structured environment where students can receive the support they need to re-engage with learning, develop emotional resilience, and overcome barriers to education. Connect primarily supports students who are struggling to access mainstream lessons due to Social Emotional and Mental Health (SEMH) challenges, providing tailored, flexible approaches to their education.

Please note that this job description should be read in conjunction with the National Core Standards for Teachers for main-scale post holders and the post-threshold standards where applicable or the non-teaching equivalent incorporating academy standards.

All post-holders at White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with White Rose Academies Trust.

General Duties and Responsibilities:

- Support the day-to-day operations of the Connect provision, ensuring a calm, safe, and structured learning environment for all students at all times.
- Deliver high-quality, targeted interventions in line with the provision specified in Section F of pupils' EHCPs, ensuring consistency, fidelity and impact.
- Develop and manage a weekly intervention timetable, coordinating with staff and students to ensure all EHCP-required sessions are logistically achievable and delivered within statutory expectations.
- Track, monitor and evaluate intervention outcomes, using data, session records and student feedback to assess progress and adapt provision where needed.
- Maintain accurate documentation of all intervention sessions, attendance and progress, ensuring records align with EHCP requirements and school policies.
- Liaise with the Connect Manager and wider staff team to ensure interventions are integrated into pupils' personalised learning plans and that provision remains coherent, responsive and compliant.
- Support the implementation of the delivery of a personalised, adapted curriculum that meets the wider development needs of students with SEMH barriers.
- Implement targeted interventions, including Thrive, emotional literacy, anger management, and cognitive behavioural strategies to support self-regulation, resilience, and well-being.
- Support the monitoring, tracking, and evaluation of student progress—both academic and behavioural—using data to inform provision and adapt support strategies.
- Support the development of the provision with enthusiasm and positivity, ensuring that academy initiatives and strategies are embedded within the provision and modelled through high expectations, professionalism, and commitment to inclusion.

- Work closely with the Connect Manager to ensure the student's wider development is embedded within the wider graduated response framework; this will include being responsible for collating, referring and being accountable for the graduated approach of pupils who access Connect, supporting the next appropriate steps.
- Coordinate reintegration plans for students returning to mainstream lessons, liaising with subject teachers, year teams, and external professionals as needed.
- Develop and maintain strong communication with families, offering regular updates, engaging parents/carers in support plans, and fostering positive home-school relationships.
- Support planning and risk assessments for students within the provision, ensuring a proactive and restorative approach to behaviour management.
- Track, monitor and implement clear structures and processes surrounding the transition in and out of Connect, ensuring the graduated approach is documented carefully to address any barriers to learning which impact attending mainstream lessons.
- Ensure safeguarding is prioritised at all times, identifying concerns promptly and following academy procedures in line with statutory guidance.
- Contribute to the development of whole-school strategies that promote inclusion, emotional well-being, and positive behaviour.

Equal Opportunities:

- To promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided.
- To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.

Generic Staff Requirements:

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents/carers, and the wider community.
- Adhere to the principles expressed in the aims of the academy and its mission statement.

- Actively contribute to the continued development of the academy and self by attending training, participating in relevant meetings and appraisals, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply academy policies in all aspects of the role.
- Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes.
- Work collaboratively with colleagues, knowing when to seek help and advice.
- Contribute to the overall ethos, work, and aims of the academy by attending relevant meetings, training days/events as requested.
- Be aware of and comply with the academy policies and procedures e.g. safeguarding, child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be responsible for safeguarding children and promoting their welfare and following child protection procedures.
- Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding, and promoting the values, standards and equal opportunities of the academy.
- Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through White Rose Academies Trust Performance Management Appraisal Policy. The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar

to obtaining employment; this will depend on the circumstances and background to any offence.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

PERSON SPECIFICATION

The specific qualifications, experience, skills, and values required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it is an essential or desirable requirement, and at which point in the recruitment process it will be assessed.

You should be able to demonstrate the following criteria:

E = Essential

D = Desirable

Measured by:

A = Application Form

T = Test/Exercise

I = Interview

R = References

C = Certificate

Qualifications

E	GCSE level of education C or equivalent (to include English and Maths)	A I R
E	Relevant qualification or experience	A I R
E	A good level of appropriate ICT skills	A I R

Knowledge and Experience

E	Excellent knowledge of strategies to improve attendance and tackle poor attendance	A I
D	Sound understanding of behaviour modification and ability to apply this knowledge to create impactful interventions	A I
E	Experience of group intervention sessions	A I
D	Experience working directly within an Alternative or specialist provision	A I
D	Experience of developing positive relationships when dealing with parents	A I
E	Possess relevant first aid training or a willingness to undertake first aid training	A I
E	Suitable to work in an environment where there is a responsibility for promoting and safeguarding the welfare of children and young people	A I
E	Experience of working collaboratively with others	A I
D	Possess an understanding of trauma informed practice and the importance of this when working with young people	A I
D	Possess an understanding of restorative practise	A I

E	Demonstrate further professional development through qualifications or training	A I
E	Demonstrate high standards of organisation that leads to improving the support for students	A I
E	Possess knowledge of strategies to improve the climate for learning, including anti-bullying, anti-racist, and strategies that support protected characteristics	A I
E	Possess good understanding of how to maintain effective links with external agencies such as social care, Looked after Children Team, Neighbourhood Police Team and family resource workers in order to support students and their families	A I
E	Possess good knowledge of how to support vulnerable children and students with complex needs	A I
E	Experience of liaising with teachers about the wellbeing of students	A I
E	Excellent knowledge of strategies to improve attendance and tackle poor attendance	A I

Skills, Attributes, and Abilities

E	Demonstrate high levels of professionalism	R
E	Able to set high expectations and delivers exceptional standards and commands credibility through expertise	A I
E	In conjunction with line manager, ability to suggest interventions to improve student attendance and wellbeing	A I
E	Know when to consult, make decisions and defer to others	A I R
E	Able to meet deadlines	A I R
E	Able to prioritise, plan and organise activities	A I R
E	Able to form good relationships with all stakeholders	A I R
E	Able to manage own personal time effectively	A I R
E	Able to set and achieve challenging professional goals	A I R
E	Take responsibility for own professional development	A I R
E	Able to carry out administration responsibilities including analysing and measuring the impact of own work	A I R

Behavioural and other characteristics

E	Take enjoyment from seeing young people learn in a positive climate and shows commitment to ensuring all are supported in making progress.	A I R
E	Able to lead the development of others	A I R
E	Be committed to engaging learners and ensuring that they are safe	A I R
E	Possess a personal impact/presence underpinned by high expectations of achievement and behaviour	A I R
E	Be an innovative manager, able to solve problems and convert them into success	A I R
E	Be committed, resilient, robust and resourceful and has a reflective, focussed and determined disposition	A I R
E	Able to be sensitive, empathetic yet professionally and objectively detached when managing conflict	A I R

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