



**HIGHAM LANE
NORTH ACADEMY**

Inclusion Manager (Permanent)

Full-time (37 hours per week, term time only plus 5 INSET days)

Salary: £24,598 - £27,284 (dependent on service and experience)

September 2026 start



Welcome to Higham Lane North Academy

Higham Lane North Academy is a school where 'everyone belongs and everyone is included.' Our students know that they are part of 'Team North', and as North Stars we ensure that they benefit from our exceptionally high expectations alongside our high levels of care, nurture and support. Our highly effective and well-designed pastoral system places the wellbeing of students at the centre of our school, where through our House System and the role of House Champions, we ensure that students feel safe and happy with the confidence to thrive.

Our students live by our motto that we are 'proud because we always do what is right' and they exhibit our school values that 'we are conscientious, we are compassionate and we are confident' both within lessons and beyond. Due to our strong and robust processes and systems, students learn the highly ambitious curriculum exceptionally well. They are highly motivated and commit to the comprehensive range of ambitious and enriching opportunities that are available to them beyond the classroom.

We opened our school in September 2026 to 150 students. As we embark upon our second year at HLNA, as a highly popular and over-subscribed school again, you will be joining at a unique time where you will support our continuing growth as an exceptional school. Committed to the highest standards for education, as a team of dynamic and committed professionals, we look forward to your ideas and contributions as we seek to embed our very strong practice in this pastoral role.



Kirstie Robinson
Headteacher

**We are proud because we
always do what is right.**

Inclusion Manager

We are seeking a highly motivated Inclusion Manager who will ensure that the North Star students that you work with feel safe, heard, and valued—and, as a result, are able to thrive in all aspects of school life.

Working closely with the KS2/3 Teacher, Pastoral Manager and SENDCO as our founding pastoral team, you will further develop your leadership skills in this role. You will use a range of strategies to support students in all aspects of school life. This support will be both within the classroom with their academic studies and as a key worker to support their general or specific needs beyond the classroom.

Above all, you will act as an inspirational role model, encouraging students to embody our school value: *'We are proud because we always do what is right'*, playing an active role in promoting our ethos that *'everyone is included and everyone belongs.'*

Our wonderful students are excited to work closely with an Inclusion Manager who will make a difference and become a significant and trusted presence in their school journey over the coming years.

We look forward to receiving your application!



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Welcome from the CEO of Central England Academy Trust



Thank you for your interest in joining Central England Academy Trust. Our growing Trust currently consists of a diverse family of five schools in the Nuneaton area: a primary special school, a secondary special school, a primary school and two mainstream secondary schools.

Our Trust's core values summarise what is important to us and what we actively promote:



working together and with others to achieve the very best for the staff, pupils and families that we serve.



recognising the individuality and uniqueness of our staff and pupils, and that we do not all start from the same place. We strive to provide all of our staff and pupils with what they need in order to have equal access to opportunities, to thrive and to succeed.



to be ambitious for all of our staff and pupils and have the highest expectations of them, supporting them to achieve to the very best of their potential.



ensuring that everyone in our MAT feels safe and supported in all that they do.

I hope this application pack provides you with the information needed to consider applying for this position, and I wish you every success with your application.

Best wishes



Andrew Dickinson
Chief Executive Officer

Employee Benefits of working at Central England Academy Trust

We strive to be an employer of choice, and are committed to ensuring our employees feel valued, appreciated and at the heart of what we do.



We have a number of core benefits which include:

Professional Development

- We support all our schools and services to offer professional development that is rooted in the evidence of what improves teaching and learning
- We listen to what your career aspirations are and how we can support you within your role
- We provide Trust-wide CPD in key areas, including SEND, behaviour and teaching and learning
- We support staff in accessing a wide range of qualifications, including Diplomas, Masters and National Professional Qualifications (NPQs)

Appraisal

- Our staff appraisal focuses on supporting our employees to be the very best they can be. There is no performance-related pay in our Trust, and we put staff at the heart of what we do so they can put children at the heart of what they do

Apprenticeship Levy

- As a large employer we pay into the Apprenticeship Levy Fund and are therefore able to offer a wide range of apprenticeships to both new and existing staff.

Pension Schemes

- A contributory pension scheme relevant to your role: Teachers' Pension Scheme for teaching staff, and the Local Government Pension Scheme for non-teaching staff.

Employee Support Schemes

- Subsidised eye care for extended VDU users
- A Gym Membership Scheme
- A Cycle to Work Scheme
- An Employee Assistance Programme, providing practical and emotional support.
- An Employee Benefits Scheme, offering discounts on everyday essentials
- A Health Cash Plan benefit, providing reimbursements for various health-related expenses, including dental treatments, optical care, physiotherapy and more

We are proud because
we always do what is right

Compassion - Compassion - Confidence

00-014

Reprographics



How to apply

Please complete the Application form, as well as the Equality Details Form, that you will find on the School's website (www.hlina.co.uk) and email them to jobs@hlina.co.uk, indicating in the message title the post that you are applying for. We strongly welcome the opportunity to meet you before applying to discuss the role and for you to visit our school and meet some students. If this interests you, please contact Kirstie Robinson, Headteacher, on 02475106910.

The closing date for applications is Tuesday 5th May 2026

Please address the following points when completing the 'Additional Information' section of the application form: -

- Why you feel your personal qualities and experience make you an excellent candidate for this position;
- Your specific ideas about what you can do as an Inclusion Manager to ensure students at Higham Lane North Academy are safe, happy and thrive within all areas of school life.

Your Environment



The school building and grounds

Higham Lane North Academy's building and grounds have been planned to create a learning environment that provides high-quality educational provision, academic excellence, exceptional pastoral care and personal development in a school that is at the heart of the community. Our convenient location provides easy access from the new Northern Link road that links new housing developments in the north and east of Nuneaton, from the A5, and by bus. There is also a dedicated walking/cycling lane along the new access route and a secure compound for bike storage.

The impressive, state of the art facilities include:

- An impressive assembly hall
- A well-stocked library and learning space
- Designated staff work room areas with facilities
- IT-rich classrooms
- Spacious dining hall with outdoor canopy
- Drama studio
- Dance/activity studio
- Curriculum habitat areas
- Outdoor learning spaces
- Indoor Sports England accredited sports hall
- Four outdoor tennis/basketball/volleyball/netball courts
- Four outdoor multi-use pitches for sports such as rugby, football and athletics plus a grass running track around the largest of these with capacity for field events
- Outdoor amphitheatre
- Separate optional entrance for children with SEND
- Designated SEND garden
- Meadow grass planting and flowering lawns creating an ecological corridor across the site



**HLNA is a school where everyone belongs
and everyone is included.**

HLNA staff benefit from:

- 01** A supportive, collaborative working environment that places staff workload and wellbeing at the heart of all working practices.
- 02** A clear behaviour and praise policy that enables all teachers to teach, and all pupils to learn effectively with a highly visible and supportive senior leadership team. This includes a centralized detention system, ensuring that you are fully supported with your practice.
- 03** A commitment to an ambitious, broad and balanced knowledge curriculum that is highly considerate of teacher workload and wellbeing, particularly around planning, assessment and feedback.
- 04** Research-based teaching and learning practice and strategies developed with workload and wellbeing in mind. Alongside this you will work within an environment that has a genuine passion and enthusiasm for teaching and learning that will enable you to thrive and flourish within the classroom.
- 05** Weekly CPD opportunities with a careful balance between whole-school, subject and personal priorities to be even more effective.
- 07** Opportunities to obtain professional qualifications and develop your career over the coming years in a growing school. We will provide bespoke career stage training such as NPQH and ELP (Exemplary Leadership Programme).
- 08** The opportunity to work with a highly experienced, effective, forward-thinking and ambitious senior leadership and Trust team.
- 09** A supportive senior leadership and trust team that will regularly seek your feedback to hear your views on what is going well, and how we can be even more effective, giving you control over your work practice and contributions.
- 10** The opportunity to work collaboratively with other schools within our Trust, particularly with Higham Lane School and Oak Wood Primary and Oak Wood Secondary Schools.

Duties and responsibilities



Working closely with the KS2/3 Teacher, the Pastoral Leader and the SENDCO, the post will support EHC students and other vulnerable students to ensure that they are able to achieve well and thrive at school. This includes:

- providing first line support to students on academic and pastoral issues both within the classroom and beyond
 - providing achievement, safeguarding, attendance, behavioural and educational support to students.
 - providing a strategic link between the school and other agencies and parents/carers.
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Pastoral and Academic Support:

- Monitor and take appropriate action in relation to the behaviour and progress of the students that you are working with strategies for improvement
- Support the KS2/3 teacher with students that you are working with.
- Develop and prepare support plans, 1:1 mentoring arrangements and assist with the writing of Early Helps.
- Implement the School's rewards and consequences system with the students that you work with.
- Challenge and motivate students and promote and reinforce self-esteem with a range of SEMH support.
- Support pupils' learning including working with individuals and small groups, using detailed knowledge, experience, specialist skills and training.
- Conduct 1:1 and small group SEMH interventions to build confidence, emotional resilience, and motivation to pupils with complex needs, difficulties with engagement, attendance or behaviour, including emotional regulation
- Be a Key worker for students with EHC plans and vulnerable students
- Create, write, update and review targets on pupil passports termly and distribute to staff
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.
- Provide for general care, safety and welfare of pupils, which includes tasks connected with their social inclusion and support with personal care and physical care (such as placing students in and out of standing frames)

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 - Provide for general care, safety and welfare of pupils, which includes tasks connected with their social inclusion and support with personal care and physical care (such as placing students in and out of standing frames)
 - To develop, implement and evaluate Individual Education Plans (IEPs) devised by the Support for Learning Department and other suitable programmes to support inclusion
 - To collate information from staff and share with Senior Leadership Team, Progress Leaders, School Counsellor and other staff, as appropriate, positive feedback and issues of concern about the student's welfare and achievements.
 - To monitor the progress of identified students working away from the classroom and to support students with re-integration into lessons.
 - To attend meetings with parents and outside agencies where appropriate, this includes safeguarding meetings, early help meeting and completing early help assessments.
 - Work with the Senior Leadership Team (SLT) and Pastoral Team and other staff to support students to ensure that they achieve well. This includes monitoring student behaviour as well as visiting students on an alternative provision.
 - Within the Inclusion Room, have oversight of students supporting them to uphold high standards in line with school policies, including maintaining accurate and up-to-date records.
 - Ensure that teachers have provided appropriate resources for students to complete work if not working in the classroom.
 - Administration tasks including keeping accurate records of behaviour and liaising with relevant stake holders to support students.
 - Support with Reflections/On-Call/Reflections/social time supervision
 - Become a Designated Safeguarding Lead (DSL)
 - Other tasks as required by the Pastoral Manager or Senior Leadership Team (SLT) Link.
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Person Specification



Qualifications and training



Minimum of GCSE (or equivalent) English and Maths at grade A – C (9-4)

Further relevant qualifications/training at equivalent to a NVQ level (e.g. SEND, social services, youth and community, probation, police, counselling) or be able to demonstrate equivalent knowledge, experience and skills.

Experience



Experience and training in, and knowledge of, behaviour management strategies and safeguarding (DSL training)

Experience of working with young people.

Have considerable experience of working to support children/pupils learning with SEND

Experience of working with parents/carers and outside agencies.

Experience of working in an educational setting. Experience of working on own initiative and making decisions.

Skills and knowledge



of methods to ensure pastoral and academic care.

Understanding young people's emotional and educational needs.

Knowledge and understanding of youth culture.

Ability to lead others and work effectively as a member of a team.

Ability to use ICT for recording, monitoring and reporting.

Good communication skills (written and verbal) and high level interpersonal skills, with students, adults and other professionals/agencies.

Ability to take responsibility and work with autonomy within set boundaries.

An understanding of and ability to negotiate targets.

Recognising and understanding the importance of partnership working with parents / other agencies.

Understanding and ideas about the development of community links.

Awareness of the need for the school to play a full part in the local community.

Have effective pupil management strategies.

Personal qualities



Willingness to undertake training.

Personal impact, self-confidence and presence.

Energy, enthusiasm, commitment and perseverance

Adaptability to changing circumstances and new ideas.

Reliability and integrity.

Set a good example by one's own presentation, personal and professional conduct

An excellent health and attendance record.

Further Conditions of Service:

- To undertake any other responsibilities as may reasonably be directed by the Headteacher.
- To support and maintain the ethos of the School and its aims and values.
- Follow and implement all school policies and procedures.
- Liaise and collaborate with the designated safeguarding lead (DSL) on matters of safeguarding and welfare for pupils with your year group.

Please note our clear expectations regarding **personal and professional conduct of staff and the safeguarding of students:**

- Our staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct:
- Staff uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
 - having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
 - showing tolerance of and respect for the rights of others.
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
 - ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.
- Staff must have proper and professional regard for the ethos, policies and practices of the School, and maintain high standards in their own attendance and punctuality.





Contact Us

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