



FIERTÉ
MULTI-ACADEMY TRUST
Proudly inspiring all to excellence



Inclusion Leader – Wilnecote Junior Academy:

Job description and Person Specification

Context and rationale

The Inclusion Leader role sits within the context of the Fierté Trust vision, values, and Trust

Improvement proposition. The role serves the vision of '*proudly inspiring all to excellence*'. It has been created in response to the significant challenges that exist in providing support for learners in receipt of the pupil premium grant.

This role will strengthen and add capacity to the senior leadership team, ensuring continued improvement and sustainability of recent changes. The postholder will play a pivotal role in driving high-quality teaching and learning across the school, with a clear focus on inclusion. They will lead strategies to improve outcomes for all pupils and work proactively to narrow attainment gaps for identified groups. These include, but are not limited to, pupils eligible for pupil premium, young carers, persistent absentees, and those under social care involvement. The role will champion equity, remove barriers to learning, and ensure that every child has access to an ambitious curriculum and the support needed to thrive.

Our Vision and Values

Inspiring All to Excellence



Our values reflect how we operate and behave and the culture we create with our children, our staff, and our stakeholders, they are:

1
We care.



2
We leave no one behind



3
We celebrate individuality.



4
We are brave.



Our central commitment is to help children, staff and communities achieve excellence. To deliver our vision we focus on four key areas:

Our people – investment in our people in all areas and across all stages creating a strong Trust people proposition for our children, staff, and stakeholders.

Excellence – we support excellence with a systematic focus on continuous school improvement.

Growth and development – sustainable growth of the Trust, ensuring strong governance, financial and operational infrastructure to support Trust growth with clear and effective communication and engagement across all schools.

Wellbeing – we develop self-belief, mental and physical well-being and aspiration of our children, staff, and communities.

The Trust's intrinsic commitment to pupils, parents and staff are embedded within our Trust Proposition (Offer):

We pledge to assure pupils to engage with learning that inspires and fosters curiosity. We seek to deliver an education that develops well-rounded individuals, accessing a range of experiences that challenge and enhance skills, talents and aptitudes. The culture of elevated expectations will lead to high pupil achievement. Strong ambitions will be fostered through the development of self-belief, mental well-being and aspiration.

We pledge to parents that as a family of schools, and through our Trust Proposition (Offer), that we will improve your child's education by sharing ideas and expertise with each other. This commitment to collaboration will continue to place the investment with children, allowing them to flourish, love learning and access a rich curriculum that meets their needs. As the Fierté Family grows, we will remain true to our vision and values.

We pledge to teaching staff that as a family of schools: we work closely together, share excellence and value the core threads of education- quality first teaching; curriculum; assessment and behaviour. We will strive to offer structured career pathways for all teaching staff, supported by high-quality professional investment so that staff at all levels learn collectively.

Pupil Premium Inclusion Leader Job Description

Role:	Inclusion Leader
Salary and grade:	Leadership Scale 1
Line manager:	Executive Leader

- The role is funded through Regional Improvement for Standards and Excellence (RISE) so is fixed for a period of 6 terms.
- Flexible working arrangements are available. It is anticipated that the role will be 0.6 FTE; however, the school is open to discussing working patterns to best support the successful candidate. Flexible working arrangements are available.
- Applications will be sought from suitably qualified teachers from within the Trust in the first instance.

Main purpose of the role:

The Inclusion Leader will be responsible for leading and managing the provision of inclusive education for disadvantaged learners across the school. This includes the development and implementation of policies and practices that promote inclusion, diversity, and equality.

Main duties and responsibilities:

- Collaborate with teachers, leaders, and support staff to embed and enhance excellent **quality-first teaching** practices.
- Lead initiatives to further develop and refine strategies introduced to date ensuring they deliver the best possible outcomes for pupils.
- Monitor, evaluate, and support teaching and learning to raise standards and close gaps in achievement, particularly for disadvantaged learners, including make recommendations for improvements.
- Provide professional development opportunities and coaching for staff to improve classroom practice and pupil progress informed by research and evidence of what works.
- Contribute to whole-school strategic planning and decision-making as part of the senior leadership team.
- Develop and implement an effective system to monitor the impact of interventions that supports work life balance.
- Work closely with parents, carers, and other stakeholders to improve outcomes for children.
- Provide training and development opportunities for staff improving outcomes.
- Ensure compliance with all relevant legislation and guidelines related to inclusion.
- Liaise with and report to the Executive Leader and Head of School on a regular basis.
- Engage proactively with others in and outside of the Trust.
- Responsible for writing, implementing and evaluating the Pupil Premium Strategy.

Trust Inclusion Leader Person Specification

Role: Inclusion Leader
Salary and grade: Leadership Scale 1
Line manager: Executive Headteacher

<i>Criteria</i>	<i>Qualities</i>
<i>Qualifications and experience</i>	<ul style="list-style-type: none"> i. Qualified Teacher Status. ii. Degree. iii. Experience of coaching and mentoring colleagues. iv. Proven experience in school leadership or middle leadership with demonstrable impact on pupil outcomes. v. Experience in promoting inclusion. vi. Experience in working with a diverse range of stakeholders. vii. Experience of working in a range of settings, particularly within Key Stage 2.
<i>Skills and knowledge</i>	<ul style="list-style-type: none"> i. Working knowledge of a range of assessment and recording strategies; how these can be most effectively used to monitor learners' attainment and progress in the context of Pupil Premium. ii. Knowledge of the latest research-informed developments, thinking and initiatives for quality first teaching. iii. Fostering positive professional relationships; working effectively with staff of varying roles and experience. iv. Modelling very high standards of written and spoken communication in all professional activities including the ability to write clear reports including analysis and evaluation of data. v. Developing and implementing strategic plans. vi. Strong understanding of effective teaching strategies and approaches to narrowing attainment gaps. vii. Ability to inspire, motivate, and develop staff at all levels.
<i>Personal qualities</i>	<ul style="list-style-type: none"> i. Commitment to promoting inclusion and equality. ii. Excellent interpersonal and communication skills. iii. Creative, reflective, and resilient. iv. Open to new ideas from within and outside of the Trust. v. A commitment to getting the best outcomes for all pupils promoting the ethos and values of the Trust. vi. Able to work under pressure and prioritise effectively. vii. Commitment to safeguarding and equality. viii. Well organised, able to plan and prioritise effectively to meet deadlines and targets. ix. Acts on own initiative. x. High standards of personal and professional integrity.

Key Performance Indicators

KPI	Evidence
<p><i>Links made with other Inclusion Leads (Trust and external).</i></p>	<p>Team site – regular posts, responses, documents added, meetings held etc.</p>
<p><i>Links made with suitable agencies and professionals, for example, the local Research School and the EEF.</i></p>	<p>Record of contacts made. E-mails.</p>
<p><i>Inclusion Improvement Plan compiled using the Trust agreed approach –</i></p> <p>Problem (why?) What needs to change e.g. teacher behaviour, learner behaviour, attainment?</p> <p>Intervention Description (what?) What are the essential 'active ingredients' of the intervention? What activities and behaviours will you see when it is working?</p> <p>Implementation Activities (how?) How will it be done? What blend of activities are required? Training, coaching, monitoring, materials, and resources.</p> <p>Implementation Outcomes (how well?) How will you know that it is working? Do staff feel the approach is feasible and useful? Fidelity, reach and acceptability over the short, medium, and long-term.</p> <p>Final Outcomes (and so?) How will pupils, teachers, and the school benefit? Over the short, medium, and long term.</p>	<p>Improvement Plan (agreed with the Executive Headteacher).</p> <p>Half-termly annotated reviews of the Improvement Plan.</p>
<p><i>Clear impact on attainment for disadvantaged learners, targets achieved, engagement with agencies, positive feedback from colleagues.</i></p>	<p>Reports. Individual and consolidated data. Case studies. Questionnaires.</p>
<p><i>Discernible/evidenced improvements for disadvantaged pupils individually and collectively.</i></p>	<p>Collaborative Picture Building. Strategic Peer Reviews. TAM/TAtS. Ofsted reports.</p>
<p><i>Regular verbal and written feedback provided to the Executive Headteacher.</i></p>	<p>Documented meetings.</p>

Process for recruiting the Inclusion Leader (WJA)

