



Inclusion Supervisor
September 2024

The
Boulevard
Academy



Welcome letter from the **Principal**

Dear Applicant,

Thank you for enquiring about the position of Inclusion Supervisor The Boulevard Academy.

As Principal I am extremely fortunate to work with an outstanding and dedicated team of colleagues who have transformed learning for our students and our community.

The Boulevard Academy opened in September 2013 through a need to offer greater opportunities for our children locally to learn and develop in a way that's best for them and our aim is to offer learners and parents a community centred secondary education in Hull.

I wanted to lead this academy, because the vision, ethos and values align with my own. I firmly believe that every child has unique skills and talents and that they should be given every opportunity to develop them. I hold an unwavering expectation that all children can and will succeed. Each and every member of staff within this academy will hold the same expectation.

As Principal for the school I want to ensure:

- That every child achieves, no matter what their starting point;
- That our teaching will ensure achievement through providing the highest standards of teaching and learning;
- That we provide and support everyone in our learning community.

You will be joining us as we have just received approval to expand our school and its buildings. The plans for this expansion include new music and drama facilities; technology rooms for practical and digital studies as well as more general teaching classrooms; a new staff area and a Learning Resource area. Our vision can only be realised by recruiting exceptional colleagues, who can make a purposeful and lasting impact on the community we serve.

CPD and innovative staff development is at the very forefront as we develop and grow. Staff joining us will have opportunities for leadership development at all levels as we expand, and I will encourage all staff to actively contribute their ideas in developing new ways of working.

I look forward to meeting you and reading your application.

Janice Mitchell

Principal





Welcome to The Boulevard Academy

Our Mission Statement:

To work with all our students to assist them to develop the high expectations, academic and life skills that will best help them to be successful. Fostering personal confidence and happiness, we will challenge students to take responsibility for building a better world for the next generation.

We are one of three secondary schools in a developing Multi-Academy Trust (Thrive Co-operative Learning Trust) that currently consists of 10 schools.



The Boulevard Academy, 75 Massey Cl, Hull HU3 3QT
Tel: (01482) 217898 | Email: people@thrivetrust.uk





**Welcome from
Thrive Co-operative
Learning Trust Chief
Executive Officer
(CEO), Jonathan
Roe**

On behalf of Thrive Co-operative Learning Trust, I would like to thank you for your interest in working with us.

Our mission is to *inspire pupils to thrive in life*. We work cooperatively as a multi-academy trust to enable each pupil, school, and community to reach their fullest potential, and to aspire living our co-operative values.

We hope that you would like to join us in this mission.




Our Values



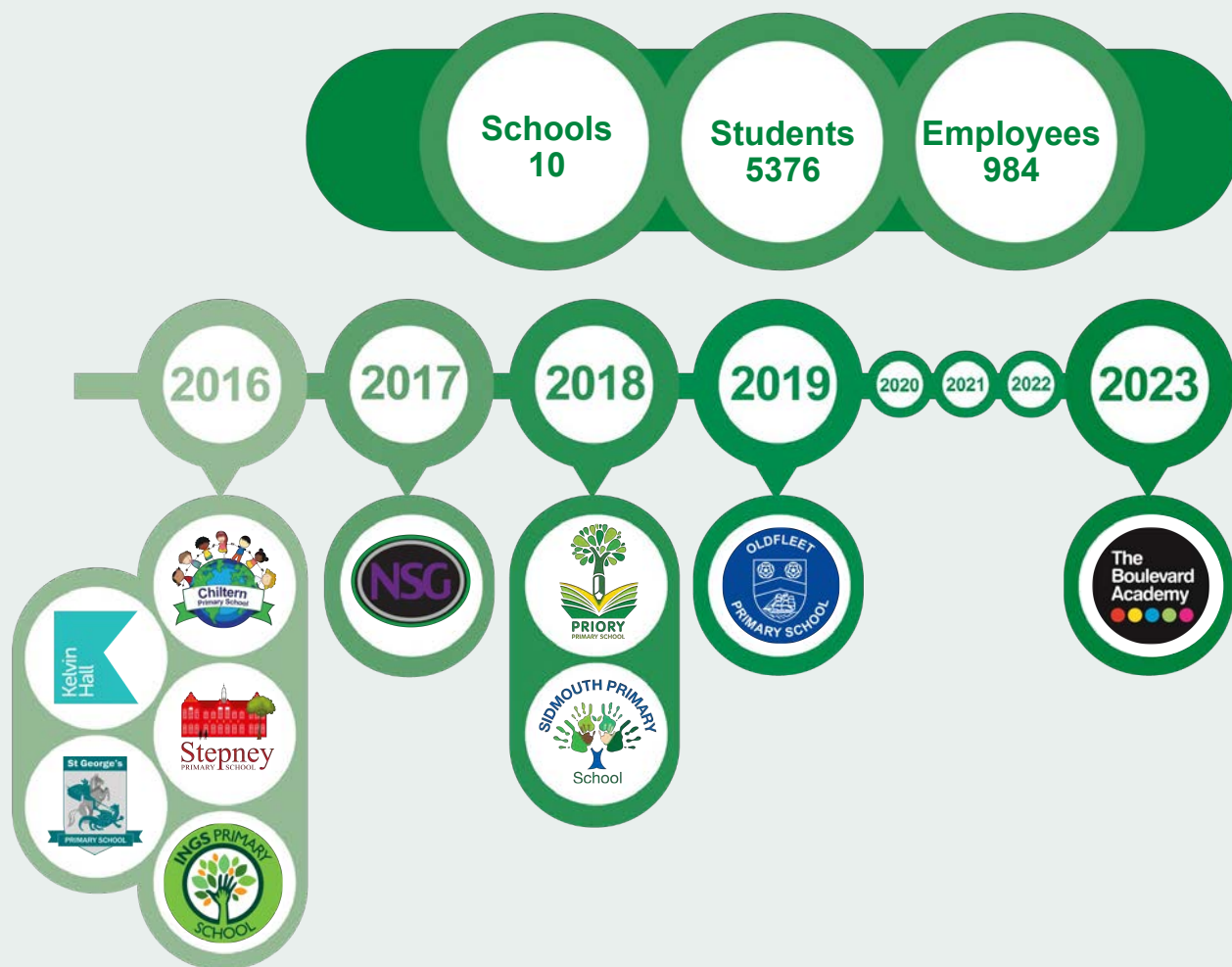
Thrive Mission Statement *Inspiring pupils to thrive in life*

Thrive Co-operative Learning Trust **understands thriving to mean learning**, and learning to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when **we work together for the common good**. This sense of agency plays out at three scales as it affects the future of **the individual, their community (local and national), and their planet**.

View our **Thrive Charter** here...



Our Journey so far...



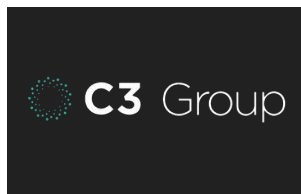
Our Partners

Our ongoing partnerships with the following organisations



**REACH
FOUNDATION**

Our partnership with the Reach Foundation is leading us to develop a 'Cradle to Career' model across our three schools in HU3 - and later across the whole of Thrive.



Our recent partnership with C3 Group has brought us closer to achieving our goal of net-zero emissions, reinforcing our pledge to create a more sustainable future for our students, staff, and the wider community.



Yorkshire 100 aims to identify 100 future school leaders and take them on a development journey of peer-led support and cutting edge national and international school development.



Coop Schools

Coop Schools provides services and support for the network of cooperative schools, strengthening school improvement and local accountability.



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Inclusion Supervisor
Salary: Grade 6 Point 13 - 19 (£21,933 - £24303 actual salary per annum)
Hours: 35 hours per week, Term Time Only plus 5 training days
Permanent
2nd September 2024

The Boulevard Academy is part of Thrive Co-operative Learning Trust which was formed in September 2016 and is now responsible for 10 schools across Hull, 3 secondary and 7 primary schools.

The Boulevard Academy creates a positive learning culture that is highly aspirational and supportive.

The Boulevard Academy is looking to appoint a suitable candidate to administer and run our inclusion room. This is part of the rewards and sanction system, with students directed to spend time away from the mainstream classes for a given period of time. The postholder will coordinate the work from subject areas and therefore must possess the ability to work alone.

We will offer you:

- An inclusive school and outstanding Multi-Academy Trust to work in.
- Friendly, motivated and enthusiastic students.
- A Development Programme aimed at both new and experienced teachers.
- Desirable rewards and benefits package.

We recognise the importance of a visit when considering an application. Should you wish to have an informal and completely confidential discussion or to arrange a visit, please contact 01482 217898 or email info@theboulevardacademy.com

Closing date: Friday 7th June 2024, 9:00am

Interviews: To be confirmed

As part of Thrive Co-operative Learning Trust commitment to safer recruitment processes and in accordance with statutory guidance: [Keeping Children Safe in Education](#) an online search will be carried out on all shortlisted candidates.

Please note, we do not accept CVs, applications must be submitted using our application form.

A candidate's suitability to work with children will be explored at all stages of the recruitment process. The successful applicant will, in accordance with statutory guidance, be subject to a comprehensive pre-employment checking process including receipt of a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS), a Children's Barred List check, a Section 128 Management Check if relevant, Prohibition check and overseas checks as applicable, identity check, medical clearance, proof of qualifications, satisfactory references and a check regarding their eligibility to work in the UK.

This role involves contact with children and provides regular access to children, therefore it is 'regulated activity'. As such, this post is exempt from the Rehabilitation of Offenders Act - 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

Our commitment to equality and diversity: Thrive Co-operative Learning Trust recognises and celebrates the diversity of its schools and their communities. There is a shared commitment across the Trust to develop further a culture of respect, where discrimination is not tolerated, and individuals are treated equitably and fairly and feel a sense of belonging.

Please visit [Thrive Trust website](#) to view our Job Applicants Privacy Notice, which explains how we collect, store, and use personal data about individuals applying for jobs at our school.



Job Description

Post Title	Inclusion Room Lead
Grade	Grade 6
Location	The Boulevard Academy
Reporting to	Assistant Principal

Purpose of Role

To administer and supervise the day to day running of the internal inclusion room, and to co-ordinate work from relevant subject areas. The postholder will be the sole supervisor of the inclusion room so the ability to work alone is essential.

Key Responsibilities

- To promote and safeguard the welfare of children and young people.
- To promote and safeguard the welfare of students following up causes for concern, investigating indicators of possible welfare concerns, and representing the school at cross agency meetings where necessary. Promote good practice by taking the lead and contributing to discussion in relevant meetings, at training events and training of PLD mentors within the department.
- Provide continuous supervision of the students within the inclusion room ensuring that they work productively and safely.
- Encourage students to reflect on their behaviour and attitudes to learning and to work with them to accept responsibility for their actions.
- Liaise with subject teachers to gain key information about units of work in order to provide work that is age and ability appropriate for students in the inclusion area.
- Ensure that the inclusion room procedures are adhered to and that the room is well maintained and is a suitable environment which reflects our vision and values.
- Implement strategies to support pupils with SEMH needs both within the unit and beyond.
- Establish productive working relationships with pupils, acting as a role model, providing support, encouragement and guidance with their learning.
- Provide information and advice to enable pupils to make appropriate choices about their own learning and behaviour.
- Act as a 'key person' to individual pupils, as appropriate, and within the academy's practices.
- Set clear expectations in line with the academy's BFL policy and apply these consistently within the unit.
- Be aware of and support differences. Challenge and motivate pupils, reinforcing self-esteem and promoting the inclusion and acceptance of all.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Liaise and communicate effectively both verbally and in writing with staff, parents and external agencies.
- Working with parents, students, members of the pastoral team, subject teachers/ leaders, and senior staff to write and provide coherent strategies within the Individual Behaviour Plans, Pastoral Support Plans and Individual Education Plans. To have regular communication and meetings with parents and carers at school (and off site if necessary) to discuss issues of concern or positive comments regarding their child.
- To plan policy and procedures and take the lead for the reintegration of students into mainstream education where appropriate, promoting the inclusion and acceptance of all students within the classroom and encouraging students to interact and work cooperatively with others.
- Deal with incidents of challenging behaviour or disruption to learning where necessary. This includes making recommendations to senior leaders as appropriate, where this might result in exclusion, inclusion, detentions or other sanctions. Manage all processes relating to such sanctions.

- To retain and update detailed student records and notes of meetings and/or intervention with students to ensure an accurate record of support, concerns and positives which can be relied on as a timely and accurate record for reference by parents, teaching staff and leaders in the school.
- To attend parents' evenings to discuss and inform parents/ carers of their child's progress and to provide attendance figures for each event in the agreed format.
- To work in a professional manner with integrity, maintaining student and staff confidentiality.
- To comply with the school policies and codes of practice in relation to Health and Safety, Equality and Diversity.

The inclusion Supervisor must carry out their duties with full regard and commitment to the Governing Body and Academy Policies.

The job description is not necessarily a comprehensive definition of the post and the inclusion room lead may be required to undertake other tasks appropriate to the level of appointment as the Academy may require.

General

- The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility.
- The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act. Confidentiality must be maintained at all times.
- The postholder must be flexible to ensure the operational needs of the Academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various workplaces as directed.
- To promote the Academy's Equal Opportunity Employment Policy.
- The Health and Safety at Work etc. Act (1974) and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the post holder's responsibility to take reasonable care for the Health, Safety and Welfare of him/herself and other employees in accordance with legislation and the council's Safety Policy and Programme. Specific details are outlined in the Departmental Safety Policy.
- Where the postholder is disabled, every effort will be made to supply all the necessary employment aids, equipment of adaptations to enable him/her to perform the full duties of the job. If, however, a certain task proves to be unachievable then job redesign will be given full consideration.

Safeguarding Children

Thrive Co-operative Learning trust is committed to safeguarding and promoting the welfare of our pupils and young people. Each school has a robust Safeguarding Policy and all staff will receive training relevant to their role at induction and throughout employment at the school. We expect all staff to share this commitment. All post holders are subject to a satisfactory Enhanced disclosure from the Disclosure & Barring Service (DBS) and satisfactory employment references, as well as identification and qualification checks which will be required before commencing duties.

Responsibilities for Staff:	Phase Team
Responsibilities for Customers/Clients:	Safeguarding and promoting the welfare of children. To ensure the pastoral support and inclusion, monitoring of academic progress and achievement, and liaison with parents/ carers of the students referred to the PLD by PYL.
Responsibility for Budgets/Financial Resources:	None
Responsibility for Physical Resources:	Maintain the security and confidentiality of all student information and data, assessment and examination papers, IT and other physical equipment, and uniform for student welfare reasons. Mostly classroom based but the role will also include travelling around the school liaising with the pastoral team, SEN, SLT and teachers. Subject to frequent periods of computer input and data manipulation. At times students may be more hard to manage than in other situations in school.



		E	D	Assessed
Qualifications	GCSE Grade C/4 (or equivalent) in English and Maths or to be achieved within two calendar years.	✓		Certificates/AF
	Appropriate Level 4 Qualification or above		✓	
	Relevant CPD		✓	
Relevant Experience	Working with or caring for children of a relevant age		✓	Certificates AF, I
	2 years' experience in the field of education		✓	
Skills & Abilities	Motivation to work with children and young people	✓		AF, I
	Ability to form and maintain appropriate relationships and form personal boundaries with children and young people	✓		
	Be able to deal with the complex needs of students and staff surrounding all situations	✓		
	Ability to work in a creative way, showing flexibility in unplanned situations	✓		
	Excellent interpersonal and communication skills	✓		
	The ability to work independently and use own initiative	✓		
	Ability to prioritise workload and work well under pressure and without distraction	✓		
	Awareness of the importance of confidentiality	✓		
	Good level of Literacy, Numeracy and Writing skills	✓		
	Effective use of IT to support learning	✓		
Knowledge	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	✓		AF, I
	An appreciation and understanding of the Academy and the community it serves	✓		
Interpersonal/ Communication Skills: Verbal Skills	Ability to establish professional, effective working relationships with a range of partners/ colleagues and children & young people	✓		AF,I



		E	D	How Identified
Personal Qualities	Maintain a high levels of confidentiality at all times	✓		AF, I, R
	Make a commitment to the wider life of the school	✓		
	Ability to present a smart professional image in line with the Dress Code of the school	✓		
	Engage in additional training and development including being proactive in identifying own development needs	✓		
	Have the self-motivation and personal drive to complete tasks to the required time scales and quality standards	✓		
	Strive for excellence and ways to improve own performance and the performance of the school	✓		
Disclosure & Barring Service	The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced disclosure from the Disclosure & Barring Service and Children's Barred list check	✓		DBS
	This post is exempt from the Rehabilitation of Offender Act 1974 the candidate is required to declare full details of everything on their criminal record.	✓		(after short listing)



How to apply



Application forms can be downloaded from TES or Eteach and should be returned via email to people@thrivetrust.uk

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