



Lord Grey Academy
Lord Grey Can



PASTORAL INCLUSION MANAGER

Internal Suspension Room and Bespoke Interventions

Required as soon as possible

Application pack contents

- Advert
- Information on Tove Learning Trust
- A job description
- A person specification

“Lord Grey Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.”





Advertisement

PASTORAL INCLUSION MANAGER **Internal Suspension Room and bespoke Interventions**

PERMANENT

Hours of Work Monday to Thursday 8.15 – 4.15pm, Friday 8.15 - 3.45pm

37 hours per week

39 weeks per year – 38 Term time weeks plus 5 training days

Grade H, Points 14 - 21 (FTE £29,540 to £33,143)

Actual Starting Salary £25,407 per annum

We are seeking to appoint as soon as possible a proactive and reliable Pastoral Inclusion Manager to join our Behaviour Team. The successful candidate will enjoy working with young people and will play a key role in supporting students in school to appreciate and modify their understanding of the education system and how this benefits themselves and their peers. The Inclusion Manager will work with small groups of students on personalised learning plans and contribute to the development of behaviour systems and communications to the students and staff body.

Opportunities to train to learn how to use different programmes and initiatives will be part of ongoing CPD, along with networking opportunities and collaborative practice. The successful candidate will need to be willing to learn, highly organised and motivated to improve standards of student achievement.

Please specify your area of specialism on the application form.

A vacancy booklet, information for candidates booklet and the application form are available on the vacancies section of Lord Grey Academy's website:

<https://www.lordgrey.org.uk/vacancies/>

Please note the application form and information for candidates booklet are available on the right hand side of the above link.

Completed application form and covering letter should be submitted to Human Resources at Lord Grey or emailed to hr@lordgrey.org.uk by 9am on Wednesday 17th June 2026. Interviews will be held on Tuesday 23rd June 2026

Only successfully short listed candidates will be contacted. CVs alone will not be accepted.

The Academy is committed to safeguarding children. The successful applicant will require an enhanced DBS check.



Tove Learning Trust

Tove Learning Trust (TLT) is a highly successful multi-academy Trust with primary, secondary and alternative provision schools across the West Midlands, Northamptonshire and Milton Keynes. We are a cross-phase trust providing a high-quality education for over 11,500 children between the ages of 4 and 18. Within our family of schools, we have four primaries, nine secondaries and two alternative provision schools.

As an employer of choice, we recognise every colleague is an individual, we value diversity, and work as a team to remove barriers to equity. We know that when you are 'the best you', whatever your role is with the Trust, you will transform students' lives.

The Trust is committed to ensuring that all children achieve as highly as possible, and we work hard to offer stimulating environments that enable every learner to progress and flourish. We have a small central team and a committed Board of Trustees that are focused on delivering outstanding outcomes.

We aim to have academies that are excellent communities of learning where children thrive on success.

You will have access to a team of school improvement directors specialising in Maths, English, Science,

Humanities, EYFS, SEND & Inclusion. Our outcomes in the vast majority of our schools exceed national expectations, and many of our schools are rated Good or better by OFSTED.

Employee Benefits:

- Teacher & support staff pension schemes
- Continuous Professional Development (CPD)
- Training School Alliance
- Networking opportunities
- Specsavers eyecare voucher
- Free Flu vaccine
- Employee Assistance Programme (EAP)
- Medicash - Health Cash Plan:
 - 24/7 GP Appointments & prescription services
 - Dental treatment
 - Optical care
 - Physiotherapy
 - Skinvision - skin health tracker
 - A range of essential healthcare expenses
 - Exclusive discounts on shopping & travel

The Academy is committed to safeguarding children. The successful applicant will require an enhanced DBS check.



JOB DESCRIPTION

Role:	Pastoral Inclusion Manager - Internal Suspension Room and bespoke intervention
Responsible to:	Assistant Principal Behaviour
Based at:	Lord Grey Academy
Hours:	37 hours per week
Contract:	8.15am-4.15pm Monday-Thursday & Friday 8.15am-3.45pm (30 minutes unpaid lunch break) 38 weeks Term-time + 5 inset days
Grade:	H, points 14-21

JOB CONTEXT

To work under the line management of the Assistant principal - Behaviour in order to provide an effective and efficient support service for students at Lord Grey Academy. The post holder will support students working in our Internal Suspension Room for the vast majority of the time: The area is intended as a quiet part of the school where students can, when necessary, fulfil internal exclusions whilst being furnished with the necessary academic materials to enable them access to the curriculum.

The Internal Suspension room is an area of the school:

- For teaching personalised learning courses and work related skills to small groups of students;
- Where Senior Staff may place students who need a more individualised programme of learning for a short period of time;
- Where Senior Staff may refer identified students for 'behaviour coaching' and support;
- Where Senior Staff may place students in internal exclusion for a short period of time;

KEY RESPONSIBILITIES

- Efficient and effective running of the ISR
- Effective Personalised Learning
- Accurate Data tracking and reporting
- Supporting the Academy's ethos and culture

Job Description

Responsibility area 1 - Efficient and effective running of the ISR

- 1) Providing students with the necessary resources to learn effectively;
- 2) Ensuring students are able to use equipment and materials provided;
- 3) Assisting in the motivation and encouragement of each student;
- 4) Contributing to areas requiring reinforcement or development, e.g. language, behaviour, reading, spelling, handwriting/presentation etc;
- 5) Making sure the students concentrate on and finish the work set.
- 6) Enable restorative conversations to be held where students are struggling to articulate their views.

Responsibility area 2 - Effective Personalised Learning

- 7) Liaise with Heads of Department/Course Leaders and classroom teachers to put together a curriculum (curriculum and/or behavioural) for students working in the ISR;
- 8) Assume responsibility for supervising small groups of students, or individual students supporting their access to the curriculum.
- 9) Provide continuity of adult care of e.g. supervising break and lunchtime activities and detentions;
- 10) Provide support to students reintegrating back into school after exclusion(s) as part of a reintegration plan to include monitoring of reports, setting of clear expectations, in-class support working with pastoral team;
- 11) Provide programmes of behaviour coaching to identified students giving them strategies to improve and succeed within school and lessons.



Responsibility area 3 - Accurate Data tracking and reporting

- 12) Assist with classroom and courses administration;
- 13) Duplicate written materials;
- 14) Maintain accurate records for attendance and behaviour within the ISR
- 15) Contribute to the maintenance of student records;
- 16) Maintain accurate records to be used in the removal from lessons and exclusion systems;
- 17) Assist with production of charts and displays;
- 18) Provide feedback to senior staff and pastoral staff
- 19) Ensure all documentation is stored and processed in line with the School Data Protection Policy and Document Retention Guidelines in line with the General Data Protection Regulations (GDPR).

Responsibility area 4 - Supporting the Academy's ethos and culture

- 20) Echo the schools ethos and culture to all students within the ISR and school community
- 21) Contribute to Tutor times, assemblies and development of the behaviour systems
- 22) Play a full part in the life of the School community, to support its ethos and to encourage staff and students to follow this example.

Other Duties

- 23) Attend relevant in-service training;
- 24) Visit students on work placement;
- 25) Attend meetings as required;
- 26) Mentor identified students when required;
- 27) Appreciate and support the role of other professionals
- 28) Assist with the supervision of pupils out of lesson times, including before and after academy (for example, breakfast club, after school self study club or interventions)
- 29) Accompany teaching staff and pupils on visits, trips and out of academy activities as required and take responsibility for a group under the supervision of the teacher

General Duties

- 30) To ensure the effective implementation of the academy's Equalities Policy and Safeguarding and Child Protection Policy
- 31) To contribute towards the delivery of high-quality education for all students
- 32) Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- 33) Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- 34) Participate in training and other learning activities and performance development (including first aid certificate) as required
- 35) To comply with any other reasonable requests from the Assistant Principal when there are exceptional circumstances
- 36) To undertake such duties as may from time to time be reasonably assigned by the Principal.

This job profile is a guide to the work that you will initially be required to undertake. This job description is not necessarily a comprehensive definition of the post. It may be altered from time to time to meet changing circumstances. Staff are expected to carry out any reasonable instruction given by the Principal or other such authorised person as to allow for the effective running of the academy. This job profile does not form part of your contract of employment.

Tove Learning Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties and responsibilities.



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Tove Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff & visitors to share this commitment.

Signed: _____ **Date:** _____



PERSON SPECIFICATION - Pastoral Inclusion Manager

Experience	Essential	Desirable	How evidenced
Previous experience in a Behavioural / Pastoral role for minimum of three years		✓	A R
Previous experience working within a school environment.	✓		A R
Planning and teaching individuals and small groups		✓	A R
Training or expertise in a relevant curriculum or other learning area (e.g. ICT, maths, literacy, Behaviour or Pastoral)		✓	A R
Knowledge	Essential	Desirable	How evidenced
Effective use of ICT to support learning	✓		A I
General understanding of national/foundation stage curriculum and other basic learning programmes/strategies		✓	A I
Experience and/or knowledge of delivering literacy/numeracy programmes		✓	A I
Basic understanding of child development and learning		✓	A I
Ability to self-evaluate learning needs and actively seek learning opportunities	✓		A I
Ability to relate well to children and adults	✓		A I R
Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support	✓		A I
To have the ability to provide an accurate and legible handwritten record from the personal dictation of a student in examinations	✓		A I
Ability to communicate effectively, both verbally and in writing	✓		A I
Education, Training and Qualifications	Essential	Desirable	How evidenced
Good numeracy/literacy skills – GCSE Maths and English at grade C or above or equivalent	✓		A I
Level 4 or above qualification in the area of specialism applied for or willingness to undertake additional qualifications via Tommy Flowers Apprenticeship scheme	✓		A I
Training in relevant strategies e.g. literacy / maths / behavioural / pastoral	✓		A
First Aid at Work qualification		✓	A I
Other Requirements	Essential	Desirable	How evidenced
Participate in development and training opportunities	✓		A
Commitment to uphold the school's Equalities Policy and Safeguarding and Child Protection Policy	✓		A
Willingness to be flexible with working hours to respond to the school's needs	✓		A
Subject to successful completion of enhanced DBS check	✓		A
A commitment to continuing personal development and training	✓		A I

A – Application form I – Interview R – Reference