

# Briefing Pack for Applicants Senior Inclusion Lead



STOCKSBRIDGE  
HIGH SCHOOL  
— This is Just the Start —

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

**The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.**



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***May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.***

## **Section 1: Post Advertisement**

**Post: Senior Inclusion Lead**

**Location: Stocksbridge High School**

**Pay scale: NJC Grade 7, Scale Point 27 to 31; £31,895 to £35,336, gross per annum pro rata**

**Actual Annual Salary: £28,675 - £31,769 (*Under 5 years' service*)**

**Contract: Permanent, Full Time - 37 hours per week, 41 working weeks**

**Start date: 01 September 2022**

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. Stocksbridge High School is an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. We are open, friendly and welcoming with great students and a dedicated staff. Stocksbridge High School is part of Minerva Learning Trust and together we have a vision of providing outstanding education for all the students within our schools.

We are seeking to appoint a well-motivated Senior Inclusion Lead to join our outstanding pastoral team structure. The successful candidate will:

- Have extensive knowledge and experience of working with young people and be able to offer care, guidance and support to meet the needs of all pupils within their year group.
- Have understanding and experience of liaising with external agencies.
- Has the ability to lead a team of year managers, with a strong emphasis on ensuring consistency and effective intervention.
- Have the ability to empathise with young people, has a flexible approach and takes pride in their work.
- Have the ability to support, monitor and manage pupil's behaviour, attendance and academic progress in order that they can succeed.
- Be able to analyse and present data to inform next steps and actions.
- Be able to work independently and as part of a team.
- Have the ability to forge positive relationships with staff, pupils, parents and outside agencies.

Candidates are encouraged to visit the school or have an informal discussion about the role with Sam Tipson – Assistant Headteacher, arrangements for this can be made via e-mail to: [htaylor@stocksbridgehigh.co.uk](mailto:htaylor@stocksbridgehigh.co.uk)

**The closing date is 9am on Monday 11 July 2022 and interviews will take place shortly after.**

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check.

The application form and information pack is available on the school website [www.stocksbridgehigh.co.uk](http://www.stocksbridgehigh.co.uk)

**Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, only Minerva Learning Trust application forms will be accepted.**

## Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews  
**Chief Executive Officer**

### Section 3: Letter from the Headteacher

Dear Candidate

I am delighted that you are considering making an application for this position at Stocksbridge High School. We are an ambitious and inclusive 11 to 16 comprehensive school firmly rooted in our local community. You will find us to be open, friendly and welcoming with great students and a dedicated staff.

Since 2017 the school has enjoyed sustained improvement in achievement and engagement. This has been driven by a staff united behind an inclusive and ambitious vision for our school and our community. There have clearly been challenges over the last year as we have responded the pandemic, national restrictions and lockdowns. I have to say, however, that the incredible responses of the staff teams through this time has done nothing but galvanise our strong leadership and resolve to make a difference to the young people we serve.

Every one of the young people we serve is entitled to thrive at school so that they may leave skilled, qualified and confident to make a success of their next steps in life. This is achieved through high quality leadership, teaching and support from our staff so that all students learn and progress well. Working at Stocksbridge High School means that you will always hold young people in high regard and have nothing but the highest of expectations for their learning, conduct and aspiration.

Opportunities for professional development and for sharing practice within the school and across the trust enable staff to continually develop their skills and experience. This ambition is evidenced in our recent improvements in achievement and increasing roll; we are now oversubscribed in Y7.

We are here to make a difference to the young people and families of Stocksbridge and we aim to be recognised as outstanding in this endeavour. It is an exciting time to join our school and if you share that ambition and determination I look forward to receiving your application.



Andy Ireland  
Headteacher

## Section 4: About Stocksbridge High School

### ...THIS IS JUST THE START...

#### Our Mission

All Students will be challenged to build ambitious future plans. Working together we will develop their character, skills and capacity to make their ambitions a reality.

#### Our Vision

Our vision is based upon the principles of "Believe, Achieve, and Succeed".

- **Believe** - Students will have belief in their own potential. They make positive choices, can acknowledge and celebrate their successes and tackle obstacles to progress with hard work and determination.
- **Achieve** - Students are challenged in every learning experience, every day to produce the highest quality work, through which they achieve their personal and academic goals.
- **Succeed** - Successful students have high expectations of themselves and strive to meet these expectations every day.

#### Our Values

Our values underpin all that we do as a school and are brought to life in all areas of our organisation.

- **Be positive** - We will be positive in all that we do.
- **Be caring** - We care for and support each other.
- **Be courageous** - We make choices to enable us to succeed, even when those choices are difficult.
- **Be reflective** - We consider the impact of our actions on ourselves and others.

#### Our Beliefs

- We will celebrate the achievements of all members of our school community recognising that achievements are personal to each individual.
- We will create an environment in which all members of our school value and enjoy learning.
- We will work to remove barriers to learning for all our students.
- We will do all that we can to ensure all members of our school community are safe and happy.
- We will ensure that all learning experiences are of the highest possible quality.

## ABOUT US

Stocksbridge High School joined the Trust in December 2017. Our aim is to create and sustain educational excellence for all young people, whilst still developing the whole person, building in them the skills they need to be confident, happy and successful.

Based in a superb new building we are proud to offer a stimulating environment for learning. As a growing school we have a unique opportunity to get to know every child individually, enabling us to develop and support them throughout their time at our school. We are driven as a school to constantly challenge ourselves and to accept the challenge of our parents to improve all that we do.

We want all students to make progress from their individual starting points and achieve outcomes that enable them to move on to the next phase of their education at the highest possible entry point.

To ensure this happens we:

- Are relentlessly positive with all students every day, believing they can and will succeed.
- Work tirelessly to remove barriers to learning for all students so that all students can be successful.
- Deliver high quality (quality first) teaching and learning experiences all day every day.
- Provide opportunities for all students to develop the skills required to be successful beyond their formal education.
- Ensure that students are safe at school.
- Work with students, parents, carers and the community to support our values of respect and tolerance.
- Celebrate the achievements of all students, recognising that achievements are personal to every child.
- Create an environment in which all staff and students' value and enjoy learning.
- Care for and support each other.

Our school is a popular, thriving 11-16 comprehensive. Our greatest asset lies in our people – a wonderful team of enthusiastic students, committed staff and supportive parents and governors. We value the contributions that each person brings. We are passionate about making school life enjoyable and challenging, providing varied opportunities for learning and securing the highest possible levels of achievement for each and every student. We believe our students deserve every opportunity to flourish, not solely in academic pursuits, but emotionally, socially, spiritually and culturally. We seek to ensure that every student develops vital transferable skills for life and work that will allow them to become active, informed and responsible citizens of the 21st century.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: [Stocksbridge High School](#)



## Section 5: Job Description



# Minerva Learning Trust Job Description



STOCKSBRIDGE  
HIGH SCHOOL  
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***Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

<b>POST TITLE</b>	Senior Inclusion Lead
<b>GRADE/SALARY</b>	NJC Grade 7, Points 27 to 31
<b>HOURS/WEEKS</b>	Full-time, Permanent – 37 hours per week, 41 working weeks
<b>LOCATION</b>	Stocksbridge High School
<b>RESPONSIBLE TO</b>	Assistant Headteacher for Inclusion
<b>RESPONSIBLE FOR</b>	Heads of Year
<b>PURPOSE OF THE JOB</b>	To have the prime responsibility for leading and co-ordinating the work of year leaders in facilitating the achievement and social and emotional development of children in their year group. To contribute in shaping the ethos, culture and strategic direction of the school.
<b>RELEVANT QUALIFICATIONS</b>	Minimum GCSE or equivalent level 2 in literacy and numeracy. Level 4 qualification in relevant field  Evidence of appropriate and recent professional development related to the nature of the post

### **SPECIFIC DUTIES AND RESPONSIBILITIES**

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

## **MAIN DUTIES**

### **Supporting the development of the Pastoral Team**

- To work with the Assistant Headteacher, DSL and SENDCO in undertaking team strategic planning related to the School Development Plan and local and national initiatives.
- To line manage a team of Year Leaders in ensuring the strategic planning related to the School Development Plan and local and national initiatives is implemented.
- To contribute actively to developing, promoting and maintaining a whole-school Pastoral Team ethos and shared working practices.
- To plan and coordinate cross-year group initiatives, activities and support.
- Attend Social Inclusion meetings and other leadership and management meetings as agreed and/or required.
- Implement agreed procedures for monitoring, recording and evaluating pupil progress both academically and pastorally.
- Support the development of an inclusion strategy and implement the agreed provision, ensuring all students receive appropriate intervention and support.
- Lead the promotion and development of pupils' behavioural well-being in curricular, extra-curricular and social contexts e.g. agreeing and implementing graduated intervention strategies and learning/behaviour contracts, actively supporting the planning and organisation of in and out of school hours activities.
- Provide expert advice and recommendations to appropriate colleagues in relation to issues relevant to a pupil or year group e.g. exclusion, intervention strategies.
- Participate in training and other learning activities and performance development as identified through line management and performance management activities.
- To develop, establish and maintain constructive relationships with other teams and staff, parents/carers, other agencies and professionals, members of the local community.
- To contribute to decision-making and policy development and implementation across the school - ensuring they are used effectively to influence pupil performance and achievement across the school.
- To support the Leadership Team and other colleagues in maintaining a presence in and around the school e.g. Learning Walks, lesson change-overs, whole-school detentions, the On-Call and Internal isolation procedures etc.
- To support and participate in whole-school activities related to the role e.g. rewarding and celebrating pupil achievement.
- To develop or support initiatives or activities that promote a positive image of the school and its pupils e.g. supervised community work.
- To support the management of the student council and provide feedback to SLT and the Pastoral team to address issues raised
- To Quality Assure (QA) the Consequence Room provision and ensure the atmosphere is appropriate at all times.
- To QA suspension, partial timetable and managed move paperwork and processes
- To deputise for the AHT at Fair Access panels
- To ensure all managed move monitoring paperwork is sent to home schools on time.
- Ensure internal inclusion processes are running effectively and make changes if necessary
- Drive waves of intervention from form tutors through to SLT links.
- Deliver assemblies across year groups
- Be a visible presence in school to ensure students are meeting behaviour and uniform standards.

## **Pupil Progress and Achievement**

- To work with all appropriate staff and other adults, in and outside of school, to identify and address pupil under-achievement and barriers to learning.
- To work with other colleagues in the Pastoral Team, Subject Leaders, teachers and other appropriate colleagues, in using data to set and monitor pupil achievement and attainment targets and to inform the development of strategies to challenge and support pupils.
- To work with Subject Leaders and other colleagues in helping pupils reach their potential.
- To lead the Pastoral Team in coordinating, monitoring and supporting the development and implementation of appropriate pupil rewards and sanctions procedures.
- To manage the implementation of agreed systems and procedures for identifying, monitoring, evaluating, and recording the social, emotional and behavioural development and progress of pupils.
- To ensure that pupil progress and achievement is celebrated e.g. displays, assemblies, Tutor time.
- To analyse, track and monitor appropriate data and develop effective intervention strategies.
- To supervise the Pastoral Team in facilitating and organising parent consultation events and activities.
- To work/liaise with other key staff and external agencies to facilitate alternative provision for pupils who are at risk of dropping out of education.
- To provide out of term/out of normal school hours support for pupils on an individual basis as agreed between the Pastoral Social Inclusion Teams and parent/carers.
- To liaise with other schools and external agencies to arrange pupil transfers, Managed Moves and Step out placements and to provide advice to pupils, parents/Carers and other relevant staff. To work with appropriate staff and other adults in monitoring and evaluating this process and taking appropriate action when and where necessary.
- To work with the Senior Leadership Team to organise transition between all relevant key stages, working directly with the Assistant Headteacher, DSL and SENDCO.
- Run regular student voice throughout the year with a focus on rewards and behaviour
- Scrutinise behaviour data, including lesson removals and suspensions to ensure appropriate and proactive provision is put in place to improve key data metrics.
- Support pastoral managers in planning and running reward events throughout the year. For example, reward trips and celebration events.

## **Pupil behaviour, guidance and support**

- To supervise the Pastoral Team in monitoring and evaluating all behaviour for learning plans, policies, expectations, and procedures – including those related to rewards and sanctions – ensuring that improved pupil achievement and well-being are the core intended outcomes.
- To hold year leaders accountable for their role in managing the behaviour of a year group and of implementing, monitoring and evaluating agreed whole school policies and procedures.
- To collaborate with colleagues in supporting pupils and families as appropriate e.g. exclusion, personal or family crisis, reintegration following a behaviour issue or long term absence.
- To identify pupils at risk and ensure that intervention systems are put in place as appropriate to ensure successful inclusion.

- To manage and supervise the implementation of support for vulnerable pupils, taking a direct lead in supporting those presenting with the most challenging needs.
- To contribute to raising the awareness and understanding of all stakeholders of the range of physical, social, emotional and psychological factors that impact on pupil development, performance and well-being.
- To support the development and implementation of strategies for preventing and/or dealing with bullying and supporting the victims of bullying.
- To work with the Assistant Head, Educational Welfare officers, year leaders and external agencies, in monitoring attendance and punctuality and in developing and implementing strategies to improve pupil achievement and address concerns as they arise.
- To manage the Pastoral Team, and other relevant colleagues, to ensure that the social, emotional and behavioural achievement of pupils – including attendance and punctuality - is monitored, evaluated and recorded in relation to school, local and national targets.
- Acting as a champion, advocate and voice for pupils.
- Acting as a link and mediator between pupils, parents and staff to resolve conflict and provide for reconciliation.
- Directly, or in conjunction with other appropriate colleagues, encouraging and facilitating Pupil Voice opportunities, actively valuing pupil opinion and involvement in school activities and initiatives.
- To support, facilitate and oversee effective and speedy home-school communications related to pupil performance and achievement.
- To encourage and facilitate active parental involvement in school matters enabling pupil progress in relation to their academic achievement and their social and emotional development and well-being.
- To ensure the strategic liaising with outside agencies in supporting the needs of pupils and their parents/carers is done consistently and at appropriate point across all year groups.
- To work as part of the school's Safeguarding Team.
- Respond to high level behaviour incidents and ensure pastoral staff follow up incidents in a timely manner
- Identify appropriate CPD for pastoral staff to improve the knowledge capital of the team

## **SAFEGUARDING**

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

## **OTHER SPECIFIC DUTIES**

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

## **GENERAL**

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

## Section 6: Person Specification



# Minerva Learning Trust Person Specification



**Post title: Senior Inclusion Lead**

Minimum Essential Requirements	Method of Assessment
<b>QUALIFICATIONS AND TRAINING</b>	
Minimum GCSE or equivalent level 2 in literacy and numeracy	AF
Level 4 qualification in relevant field	AF
Evidence of appropriate and recent professional development related to the nature of the post.	AF/I
<b>KNOWLEDGE AND EXPERIENCE</b>	
Secondary education experience in prior pastoral role	AF
Has knowledge/experience of working with outside agencies such as MAST/CYT/Social Care and Alternative Provision	AF/I
Experience of analysing data, drafting and presenting reports	AF/I
Knowledge of the Primary to Secondary and Secondary to Post 16 Transition process	AF/I
Alternative Provision and strategies to re-engage learners	AF/I
Experience of supervising staff	AF/I
<b>PROFESSIONAL DEVELOPMENT</b>	
Evidence of pastoral focused Continuous Professional Development	AF/I
<b>SKILLS</b>	
Can forge positive relationships with staff, pupils and parents	AF/I
Can analyse data to ensure pupil progress	AF/I
Excellent IT skills	AF/I/R
Excellent communication skills to manage interaction with a diverse range of stakeholders.	AF/I
Ability to supervise and manage a small team of staff	AF/I
<b>QUALITIES AND ATTRIBUTES</b>	
Ability to empathise with young people, parents, carers and staff	AF/I
Ability to manage time effectively	AA/AF/I
Ability to prioritise actions	AA/AF/I/R
Ability to motivate and inspire pupils	AA/AF/I
Be proactive and work on your own initiative	AF/I/R
Ability to maintain resilience and positivity	AF/I/R
Have a visible and positive presence around school	AF/I
<b>EQUAL OPPORTUNITIES AND SAFEGUARDING</b>	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I/R
A commitment to safeguarding students.	AF/I/R
Suitability to work with children.	AF/I/R

A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

**Key:** AA = Assessed activity  
 AF = Application form  
 I = Interview  
 R = Reference

## Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form  
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
2. Education and Training  
State your qualifications and any training you have undertaken relevant to the post.
3. Present Appointment  
Make it clear what your present post is, which establishment you work in and who your employer is
4. Previous Appointment  
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.
5. Referees  
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.
6. The Supporting Statement/Letter of Application  
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**
7. Arrangements for Interview  
Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.
8. The Interview  
Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.
9. Feedback  
Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.
10. Selection for Appointment  
Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.
11. Arrangements for Applications  
When you have completed your application, the completed form and covering letter should be e-mailed to [htaylor@stocksbridgehigh.co.uk](mailto:htaylor@stocksbridgehigh.co.uk) by the closing date.