



Holy Family Catholic Multi Academy Trust

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Inclusion Teacher

Job Title	Inclusion Teacher
Location	Holy Family Catholic Multi Academy Trust - St Mary's Catholic College
Responsible To	Head of Centre - Inclusion
Salary Grade	MPS or non qualified teachers will be considered
Contract	This is a full-time, permanent contract

Key Purpose of Job

An enthusiastic, committed and inspirational Inclusion Teacher with desire and passion to bring energy to Catholic education, transforming the lives of children with multiple vulnerabilities.

A firm belief in relational based practice and policy with a commitment to put inclusion at the heart of everything you do.

Key Responsibilities of the Post

- Planning and delivery of effective, purposeful education for young people in Key Stages 2, 3 and 4, who may be struggling to manage the expectations of a mainstream environment and need additional support.
- A flexible practitioner, you will teach across a wide ability range, while maintaining high expectations for all students, as well as a desire to help every child fulfil their potential.
- Strive to develop individual excellence, embrace opportunities and build strong communities with Gospel Values at the heart.
- Support students' in developing new skills through a carefully planned curriculum
- Design bespoke learning plans and monitor progress through regular reviews
- Ensure all Health and Safety, safeguarding procedures are adhered to during lessons
- Teach students, in a variety of settings, including one-to-one, small group and in-class support as well as in offsite activities.
- Work with students, staff, and parents/carers to promote positive attitudes towards learning.
- Work cohesively with the Head of Centre, teachers, and key stakeholders to deliver the strategic plan for inclusive education.



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- Allocate time for praise, regularly praise the students and inform parents of positive choices
- Nurture a positive working environment with carefully designed and well planned lessons
- Deal with disruptive behaviour effectively and look for positive outcomes
- Generate positive relationships with students by gaining knowledge about them, taking a keen interest in them and showing empathy
- Respect a students' emotions and offer clear and consistent approach
- Model positivity and build a reciprocal positive relationship with students and stakeholders built on mutual respect
- Celebrate a students' individuality
- Explain consequences of actions, rather than threaten with punitive punishments
- Develop a range of strategies and support networks to help manage and improve student behaviour and attitudes towards learning.
- Using ICT systems to contribute to target setting, tracking, and monitoring of student attendance, behaviour/attitude towards learning and work with staff to set targets and monitor progress.
- Through strategic duty points, safeguard all students throughout the day, including during unsupervised times

Working Environment & Conditions of the post

- The Element Centre and Off-site provision

Other Duties

- a) To undertake additional duties as required, commensurate with the level of the job
- b) To contribute to the effective working of the HFCMAT
- c) Maintain positive, professional relationships with students, parents/carers and teachers
- d) To participate in induction training, staff review processes and professional development opportunities
- e) All staff must commit to Equal Opportunities and Anti-Discriminatory Practice
- f) The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings and school vehicles
- g) The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled
- h) The post-holder is expected to familiarise themselves with, and adhere to, all relevant Trust Policies and Procedures
- i) The post-holder must comply with the Trust/School's Health and Safety requirements specifically for the school they are based



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j) The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether “spent” or “unspent”. Criminal convictions will only be taken into account when they are relevant to the post.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.



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Person Specification

Area	Job requirements	Essential/Desirable	Evidence
A. Qualifications and Professional Development	GCSE English and Maths (grade C or above) or equivalent	E	A, C
	Willingness to identify and take part in relevant self-development opportunities	E	A, C, I
	Driving licence and access to a vehicle	D	A, C
	Relevant qualifications	D	A, C
	Degree and QTS	D	A, C
B. Experience, Attributes	Working with children, young people, parents and families within an educational context	E	A, I, R
	Working with young people who have been vulnerable to exclusion / who have been excluded from school	E	A, I, R
	Working with professionals from other agencies and in multi agency context	E	A, I, R
	A sense of humour and a can do attitude	E	A, I, R
	A genuine desire and passion to improve the outcomes of vulnerable children	E	A, I, R
	Be able to work under your own initiative and part of a supportive team	E	A, I, R
	Qualification or experience in a trade or industry	D	A, I, R
	Resilience and versatility	E	A, I, R



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<p>C. Knowledge/ Skills</p>	<p>Understanding of Safeguarding, Keeping Children Safe in Education and the Data Protection Act</p> <p>A good team player with good interpersonal skills and the ability to work effectively as part of a growing organisation</p> <p>The ability to respond effectively and build good relationships with pupils and parents</p> <p>Good level of written and verbal skills</p> <p>Ability to exercise discretion and maintain confidentiality</p> <p>Good organisational skills with the ability to multitask</p> <p>Good IT skills in particular Excel, Word and email</p> <p>Good interpersonal / communication skills</p> <p>Ability to overcome communication barriers with children and students</p> <p>Ability to listen effectively</p> <p>Ability to maintain accurate and up to date records</p> <p>Ability to meet tight deadlines and plan and manage own time effectively</p> <p>Demonstrate an ability to cope with stressful / conflict situations</p> <p>A practising Catholic</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p>	<p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A, I</p>
<p>D. Other Conditions</p>	<p>Satisfactory pre-employment checks including DBS</p>	<p>E</p>	<p>C</p>

Key to Evidence:

- A – Application Form & Letter
- C - Certificates
- I – Interview
- R - Reference