

Recruitment Pack

Trust Inclusion Lead

Central Team

Welcome from the CEO

Dear Prospective Candidate,

Thank you for your interest in the role of Trust Inclusion Lead and in joining Leeds Diocesan Learning Trust (LDLT). This is a significant and exciting opportunity to lead inclusion within the Trust and impact on over 2,200 children and the work of hundreds of staff across 14 Church of England primary schools in West and North Yorkshire.

We are seeking an experienced and outstanding inclusion leader who combines high expectations for pupils and staff with a collaborative and generous approach to leadership. You might have a track record of leading within schools as SENDCo and/or across a Trust. You may have school senior leadership experience. You may be a qualified educational psychologist or working in a cognate discipline and can bring specialist knowledge and professional experience to the role.

Our work is rooted in Christian values, and we seek leaders who are committed to living out these values through their leadership, demonstrating compassion, integrity, courage and respect in all that they do. At LDLT, we believe that our schools are strongest when leaders work in trust with a shared purpose to further the Trust vision of Loving Living and Learning Together. You will join a warm, welcoming and highly supportive network of Headteachers and Trust leaders who value professional dialogue, mutual challenge and collective responsibility for improving outcomes for all children across the Trust.

If you are a reflective and values driven leader who is ambitious for children's outcomes and experiences, committed to collaboration and inspired by the opportunity to serve within a values based learning community, we would be delighted to receive your application. If you feel you could be our Inclusion Lead do not hesitate to contact me to discuss the role.



Richard Noake
CEO of LDLT

About Leeds Diocesan Learning Trust

Should you be successful in your application, LDLT will be your employer. Leeds Diocesan Learning Trust (LDLT) is a Church Trust within the Church of England Diocese of Leeds. It welcomes any school that wants to develop and improve within a culture of mutual sharing and dynamic collaboration.

LDLT opened its doors in September 2022 with a strong vision of full flourishing through loving, living and learning together. As a Diocesan Trust, LDLT is an important part of the Diocese of Leeds' vision for education and was established by the Leeds Diocesan Board of Education to provide high-quality services, support and challenge to an increasing number of schools across the diocese looking to take on academy status. LDLT is an inclusive Trust, established to be a home for schools with or without a religious foundation and it will equally support Church and community schools looking for a secure and nurturing environment, where their uniqueness will be safeguarded.

The Trust has 14 schools across North and West Yorkshire: Craven, Leeds, Kirklees and Ripon with all schools being within the Primary phase. The Trust has aspirations to grow in these four specific geographies over the next five years and to also establish other clusters where demand dictates.

LDLT's dedicated central team has a strong focus on school improvement through collaborative working across peer network groups and other mechanisms to provide a real benefit to schools.

Our Vision and Christian Ethos

LDLT is guided by a vision that ***serving and celebrating our unique schools and communities, we will love, live and learn together***. This vision reflects our shared commitment to create environments where children, staff, governors and all members of our school communities are valued as people of God, and where transformational learning and the flourishing of all are at the heart of everything we do.

Staff Support, Wellbeing and Benefits

LDLT is committed to being a trust that values its people. We know that great staff create great schools. As part of LDLT, colleagues benefit from:

- **Generous Pension Schemes**

- Teachers' Pension Scheme (TPS) for teaching staff
- Local Government Pension Scheme (LGPS) for support staff

Both schemes offer excellent employer contributions and long-term financial security.

- **Cycle to Work Scheme**

Employees can benefit from our Cycle to Work scheme, supporting sustainable travel and staff wellbeing.

- **Professional Development**

We invest significantly in professional learning, offering:

- Trust-wide CPD programmes
- Leadership development pathways
- Collaboration through subject and phase networks
- Opportunities for career progression across the trust

For more information about the Leeds Diocesan Learning Trust, please visit www.ldlt.co.uk

Trust Inclusion Lead - Job Description and Person Specification

Reporting to:	Director of Primary
Accountable to:	Director of Primary
Duration of post:	Full time, permanent, all year round.
Work commitment:	During the working day (37 hours per week) plus evenings where needed
Salary:	L2 to L8 (£54,927 - £63,688) plus generous pension scheme
Holiday:	Teacher's Terms and Conditions.
Start date:	January 1st 2027
Location:	Trust office and across all sites and schools
Travel requirements:	Need to be able to travel to schools and other sites. Travel expenses offered.

Job Purpose

The postholder will lead the development of a strong inclusive culture across the Trust, ensuring the highest standards of achievement, safety and pastoral care for all children. They will implement a comprehensive inclusion strategy that promotes the safety, wellbeing, and inclusion of all pupils, enabling them to thrive both within and beyond the school environment. They will relentlessly focus on ensuring equality of opportunity for all.

The postholder will be a member of the LDLT central team. Their work will involve supporting and providing advice, guidance and training to all of the LDLT schools. The postholder will report to the Director of Primary. The Inclusion Lead is responsible for the strategic leadership of inclusion and will be focussed on supporting and safeguarding those children across the schools identified as vulnerable, including children with special educational needs and/or disabilities (SEND), those who are disadvantaged or those known, or previously known, to social care. The post-holder will also support schools in meeting the needs of pupils with other barriers to learning.

Key Duties and Responsibilities

Strategic Leadership and Management

- Develop and coordinate a Trust-wide strategy for inclusion, in line with the vision, values and strategic aims of the Trust.

- Lead the development, implementation, and monitoring of Trust-wide and school-level policies, including the SEND policy and Inclusion Strategy, ensuring these translate into effective working practices that effectively support the achievement and flourishing of all children.
- Formulate, lead on and monitor priorities identified in the Trust Strategic Plan, developing an approach to inclusion that raises the aspirations, attainment and wellbeing of all pupils.
- Understand and disseminate key government and national guidance and/or initiatives regarding inclusion and SEND.
- Advise on resources, policies, and strategies to maximise pupil achievement and ensure statutory requirements are met.
- Encourage collaborative working across the trust, within schools and with external partners, sharing expertise, pooling resources and working with families, local authorities and specialist services to ensure effective support for vulnerable pupils.
- Monitor and report on the consistency and impact of inclusion provision across the Trust.
- Line manage assigned teaching and/or support staff across the Trust.

Operational Support and Staff Development

- Work alongside Trust and school leaders to implement the Trust inclusion strategy and ensure it is embedded within the daily working practice of all schools in the Trust.
- Work alongside school leaders to ensure that the needs of vulnerable children or those with barriers to learning are quickly identified.
- Collaborate with school staff to ensure that high-quality teaching and adaptive, inclusive practices are effectively implemented across all subject areas.
- Where required, work alongside school leaders to establish effective early interventions promptly.
- Assist school leaders in the effective planning and development of whole-school curriculum provision for vulnerable pupils, drawing upon evidence-based practice.
- Provide practical advice and support to school staff on adapting the learning environment for children who experience barriers to access.
- Alongside school leaders, evaluate the impact of adaptations to the curriculum and learning environment on pupils who have barriers to learning.
- Work collaboratively with external professionals, including Local Authorities, to align instructional leadership, behaviour, attendance, safeguarding, and SEND strategies across the Trust.
- Coordinate the sharing of best practice across the Trust, drawing upon relevant guidance, research and day-to-day school practice.
- Contribute to the design, delivery and evaluation of the Trust CPD programme for SENCOs, teaching, and support staff, identifying key professional development needs and ensure appropriate, effective training is delivered to all relevant staff.
- Coordinate the Trust's Inclusion cluster meetings to strengthen collaboration and share best practices across schools.
- Provide support and guidance to special educational needs coordinators (SENCOs) in liaising with the Local Authority and other local services, especially where professional challenge is required.
- Induct, support and mentor new SENCOs, working with headteachers to develop appropriate support.

Pupil Support

- Champion the needs of pupils eligible for the Pupil Premium (PP), working with school leaders to ensure that funding is effectively utilised to remove barriers to learning.
- Work closely with SENCOs and other relevant school leaders, advising on day-to-day strategies to support pupils with SEND, those known or previously known to social care and those who face additional barriers to participation and achievement.
- Maintain oversight of the Trust's vulnerable list of students, monitoring provision in place and progress towards agreed outcomes.

- Oversee the commissioning and on-going use of alternative provision across the Trust for pupils who face barriers to learning, including evaluating the effectiveness of such provision
- Oversee pupil wellbeing provision, including review of early and targeted support for individual pupils where relevant.
- Implement and act on a calendar of regular, insightful pupil voice, evaluating this and advising on approaches to improve pupils' experience of school and sense of belonging.
- Support and advise schools in the development and implementation of plans for pupils at risk of suspension or exclusion, including reintegration plans.
- Undertake quality reviews of Trust and school-led inclusion provisions, alongside Headteachers.

Monitoring, Evaluation and Reporting

- Track and analyse key inclusion data, including attendance, behaviour, exclusions, and the progress of vulnerable groups.
- Monitor and report on the consistency and impact of inclusion provision across all schools within the Trust.
- Contribute directly to the school self-evaluation processes and inclusion development plans.
- Provide feedback, and reports, to the Trust Board, Trust Committees and CEO as required.

Continuing Professional Development and Confidentiality

- All staff are expected to participate fully in the Trust's appraisal and performance development processes, demonstrating a commitment to continuous improvement and personal growth. This includes participating in regular reviews, reflecting on practice, and contributing to the setting and evaluation of professional objectives. Staff are expected to use appraisal as a constructive opportunity to celebrate strengths, identify areas for development, and align their professional growth with the strategic priorities of the school and Trust.
- Postholders are required to take responsibility for their own ongoing professional development, proactively engaging with opportunities offered by the Leeds Diocesan Learning Trust (LDLT). This includes attending relevant training, conferences, briefings and networking events that support excellence in professional practice.
- Staff must adhere to all Trust-wide policies, procedures and statutory requirements.
- A high standard of professionalism is essential at all times, including maintaining strict confidentiality in all matters relating to LDLT, its schools, pupils, staff and wider business.

Safeguarding

- LDLT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- All staff are required to uphold the highest standards of professional conduct and to follow Trust and school safeguarding policies and procedures at all times.
- The postholder must attend relevant safeguarding training, maintain an up-to-date understanding of child protection responsibilities, and act promptly on any concerns in line with statutory guidance, including Keeping Children Safe in Education.
- This role is subject to an enhanced Disclosure and Barring Service (DBS) check, satisfactory references and appropriate pre-employment safeguarding checks.

Terms and Conditions

This job description is current at the date of appointment. In consultation with your line manager, the post description may be varied to reflect or anticipate changes in the role. The post holder may be required to undertake any other duties commensurate with the grade of the post, including other miscellaneous work deemed suitable by Trust management.

Person Specification

Qualifications	Essential	Desirable
Educated to degree standard or demonstrable equivalent work experience	✓	
Relevant SENCO qualifications	✓	
Relevant child protection and safeguarding training/qualifications		✓
A relevant counselling or mentoring qualification		✓
Experience and Knowledge	Essential	Desirable
Sound understanding of inclusion, pupil premium and SEND practice, law and funding	✓	
Knowledge and understanding of the education sector and working in schools	✓	
A good knowledge of the legal framework surrounding inclusion and SEND	✓	
Excellent understanding of the OFSTED framework and its relevance for inclusion.	✓	
Knowledge of the relevant agency support networks, both nationally and locally across local authorities.	✓	
Experience of working as a SENCO within a school or educational establishment.	✓	
A proven track record of working alongside colleagues to empower and support them to meet the needs of vulnerable children.	✓	
Experience of developing and maintaining partnerships and relationships with statutory bodies and external authorities and agencies.	✓	
Experienced in designing and delivering effective training and coaching on inclusion and SEND matters,	✓	
Experience of and ability to hold colleagues to account, using policy, process and practice to ensure the needs of vulnerable people are realised.	✓	
Skills	Essential	Desirable
Excellent interpersonal skills with the ability to build relationships and interact effectively with colleagues, families and external organisations.	✓	

Ability to manage competing priorities and take effective action to deal with these.	✓	
Ability to adapt to different audiences and circumstances.	✓	
Excellent written communication skills including the ability to write formal reports and respond to concerns and complaints.	✓	
Able to analyse and deal with complex or difficult situations, with skill and discretion.	✓	
Ability to write bids for grant capture or new income streams.		✓

Selection Process Guidance

Safeguarding and Safer Recruitment Checks

LDLT is committed to safeguarding and promoting the welfare of children and young people, and all recruitment processes reflect our obligations under Keeping Children Safe in Education (KCSIE). All appointments are subject to safer recruitment checks, including an enhanced Disclosure and Barring Service (DBS) check, verification of identity and qualifications, online checks, employment history scrutiny, and the receipt of satisfactory references. Any gaps in employment will be explored during the interview process.

Equality and Diversity

LDLT is an inclusive employer and is committed to ensuring equality of opportunity for all applicants. We welcome applications from individuals of all backgrounds, faiths and protected characteristics. Recruitment decisions are made solely on the basis of merit and alignment with the values, ethos and requirements of the role. We are dedicated to creating a workforce that reflects the diversity of the communities we serve.

Applications

All applications must be submitted using the official application form, which ensures a fair and consistent process for all candidates. Applicants should complete all sections in full and provide a supporting statement that demonstrates how they meet the job description and person specification. CVs alone cannot be accepted in place of a completed application form.

Shortlisting

Applications will be shortlisted against the criteria outlined in the person specification. The selection panel will carefully review each application, and shortlisted candidates will be contacted directly to confirm next steps. Candidates who are not shortlisted will be informed following the completion of this stage.

References

References will be requested for all shortlisted candidates prior to interview, in line with safer recruitment guidance. One reference must be from the candidate's current or most recent employer, and, where applicable, one must be from a role involving work with children. Referees will be asked about the candidate's suitability for working with young people and any concerns related to safeguarding.

Interview

Shortlisted candidates will be invited to attend an interview, which may include a range of assessment activities such as a lesson observation, presentation, in-tray task or written exercise, depending on the role. The interview panel will explore experience, skills, values, and suitability for working at the trust. Candidates will be informed of the structure of the day in advance.

Final Selection

Following the completion of all interview activities, the selection panel will evaluate each candidate against the requirements of the role. Decisions are made objectively based on merit, safeguarding considerations and the needs of the school. Candidates will be informed of the outcome as soon as possible after the selection meeting.

Offer of Employment

Any offer of employment will be made subject to all safer recruitment checks being completed satisfactorily, including enhanced DBS clearance, verification of identity and qualifications, medical clearance, and the receipt of references deemed suitable by the Trust. The successful candidate will be issued with a conditional offer followed by a contract of employment once all checks are confirmed.

Timeline

- Application deadline: Monday 12th October 0900
- Shortlisting: Monday 12th October
- Interviews: Monday 19th October

While every effort will be made to adhere to published dates, the Trust reserves the right to make adjustments where necessary.

Questions and Contact Details

If you have any questions about the role or the recruitment process, please do not hesitate to get in touch. Enquiries and application queries can be directed to:

- Richard Noake, CEO
- Email: info@ldlt.co.uk
- Telephone: If you would like a phone conversation please email the info@ldlt.co.uk address requesting a date and time to discuss the role.