



Application Pack

Inclusion Support Worker



Job Title	Inclusion Support Worker
Salary & Grade	G5 SCP 7-11 £22,026-£23,477 (FTE £26,403-£28,142)
Contract	Permanent
Reporting to	Head Teacher
Start Date	ASAP

Dear Applicant

Thank you for your interest in the role of Inclusion Support Worker.

Waterton Academy Trust is looking to appoint an inspirational and ambitious Inclusion Support Worker to join the team at Cherry Tree Academy as soon as possible.

Cherry Tree Academy is on an exciting school improvement journey with all stakeholders firmly committed to providing high-quality education for all pupils. We seek to ensure that every pupil achieves their full potential and develops a sense of belonging to our school community and family of schools.

The Governors, leaders and children of Cherry Tree Academy are currently seeking an Inclusion Support Worker to join the growing team as soon as possible, with dates to be mutually agreed. The successful candidate will work closely with the teaching staff supporting children with their learning and behavioural needs. This is an excellent opportunity for an ambitious and talented individual to take a key role in our team. We are looking for someone with a genuine passion for education – someone who is driven to make a difference to the lives of the children they work with.

Waterton Academy Trust is a forward thinking Multi Academy Trust of 13 partner schools, serving the Wakefield and Barnsley districts.

We look forward to receiving your application.

Warm Regards,

Adam Dawson
Headteacher

About Us

Waterton Academy Trust is a thriving and values-led partnership of schools committed to giving every child the best possible start in life.

Established in 2014 with Walton Primary Academy as its founding member, the Trust has grown steadily and strategically, guided by a strong moral purpose and a deep understanding of the communities we serve. We believe that **success is a shared experience** – every learner, every member of staff, and every school should flourish, together.

By the end of 2026, we expect to support more than 4,000 pupils across our schools, with a dedicated team of over 600 staff and an annual turnover approaching £28 million.

Our growth has not been about size alone - it reflects the strength of our educational offer, the diversity of our provision, and the depth of our partnerships.

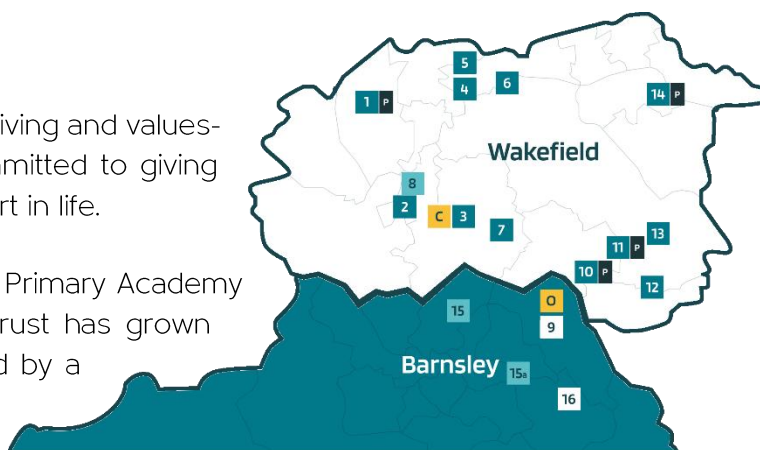
We work across two key regions - Wakefield and Barnsley - and are proud to be seen as a trusted and collaborative presence within the wider education system. All our schools are primary-phase, and collaboration sits at the heart of how we work. Our Trust continues to grow, with King's Oak Primary joining us in September 2025, and two other schools in the pipeline for growth.

In response to local need, our first independent special academy – Newstead Academy opened in Barnsley in 2023 and has already grown to include a satellite site based at Hunningley. Building on this success, we are preparing to open a new specialist setting - Hammer Lane Academy - in Wakefield in September 2025. These developments are a testament to our commitment to inclusive education and our ability to work alongside local partners to meet the needs of all learners.



We also know that a great start in education begins early. That's why we've expanded our offer to include four pre-school settings, with plans for further growth.

If you share our belief that all children deserve the highest-quality education and want to be part of a forward-thinking, people-centred organisation, we'd love to hear from you.



Our Locations

Waterton Offices

C - Centre for Excellence
O - Operations Office

Waterton Schools

- 1 - Wrenthorpe Academy
- 1p - Wrenthorpe Pre-School
- 2 - Sharlston Community School
- 3 - Walton Primary Academy
- 4 - Normanton Junior Academy
- 5 - Lee Brigg Infant and Nursery School
- 6 - Normanton Common Primary Academy
- 7 - Crofton Infant's School
- 8 - Hammer Lane Academy
- 9 - Churchfield Primary School
- 10 - King's Meadow Academy
- 10p - The Meadow Pre-School
- 11 - West End Academy
- 11p - The Woodland Pre-School
- 12 - South Kirkby Academy
- 13 - Ackworth Mill Dam School
- 14 - Cherry Tree Academy
- 14p - Cherry Blossom Pre-School
- 15 - Newstead Academy
- 15a - Hunningley Academy
- 16 - Kings Oak Primary

Our Vision and Values

The Trust is proud of its shared vision and values, which are embedded across all aspects of our work.

This vision—centred on collaboration, aspiration, enjoyment, and equity—guides our actions and unites our schools in a common purpose. We aim to create a culture where success is a shared experience, every child enjoys a rich and relevant curriculum, and all pupils are supported to achieve their full potential, regardless of background.

Candidates interested in joining the Trust are encouraged to explore our vision and values to ensure they align with their own ethos and long-term aspirations.





About The School

On behalf of the children, staff, and Academy Standards Committee at Cherry Tree Academy, I would like to thank you for your interest in joining our team.

I first joined Cherry Tree Academy in February 2023 and have worked tirelessly alongside our dedicated staff to enhance the learning experiences of our children. Every day, I am inspired by the enthusiasm, curiosity, and resilience of our pupils, and I am proud to lead such an ambitious and passionate team.

From my very first visit, I knew Cherry Tree Academy was the perfect place for me. Walking through our school, I am greeted by smiling, eager learners who are proud of their school and excited about their futures. Our academy is a wonderful place to work and learn, and we are on an exciting journey of improvement.

In January 2024, Ofsted recognised our progress, awarding us 'Good' in **Leadership & Management** and **Behaviour & Attitudes**, while highlighting our **EYFS provision** as a true strength. We are determined to build on this success as we work towards achieving an overall 'Good' judgement.



At Cherry Tree Academy, our core values—**respect, resilience, consideration, inclusivity, and compassion**—are at the heart of everything we do. We expect our staff to **embody these values every day**, creating a nurturing and inspiring environment where children not only excel academically but also develop into confident, responsible, and kind individuals.

This is a **fantastic time to join our team**. We are looking for teachers who share our passion for making a difference, who are eager to contribute to our journey, and who thrive in a collaborative and forward-thinking environment. Ofsted praised the ambition and pace of our improvements, and we need **motivated, innovative professionals** to help drive us even further.

At Cherry Tree Academy, we are committed to providing a **stimulating, creative learning environment** where every child can reach their full potential. Our diverse, engaging curriculum ensures that children are not only prepared for academic success but also for life beyond the classroom.

If you are **ambitious for our children**, enthusiastic about high-quality teaching and your own CPD, and ready to live out our values in a **welcoming and inclusive** school community, we would love to hear from you.

I look forward to welcoming passionate educators who want to make a real difference at Cherry Tree Academy.

Adam Dawson
Headteacher





About Our School

Cherry Tree Academy is a 1.5 form entry primary school serving the Pontefract community.

Ofsted (2024) recognised the positive improvement journey the school is on.

- Leaders have high expectations for all pupils who attend Cherry Tree Academy. This includes pupils with special educational needs and/or disabilities (SEND).
- Pupils at Cherry Tree Academy are safe and they behave well in school and at breaktimes.
- Early years is a strength of the school. The provision is carefully planned.
- The school is considerate and aware of the workload and wellbeing of staff.



Since joining the school, I have been fully supported and provided with numerous opportunities to access a range of high-quality CPD. This has allowed me to further develop as a classroom teacher.

KS2 Class Teacher



The role is as rewarding as it is challenging and with the support of the Cherry Tree family, I am happier than I have ever been in my teaching career. It is truly a 'family' where we support each other on a daily basis. We have fun, we laugh and we work really hard to keep the children at the very centre of our focus.

KS1 Class Teacher



At Cherry Tree we thrive on the opportunity to make a positive change to the lives of children and their families.

EYFS Support Assistant



Our Pupils

Waterton Academy Trust serves communities with some of the highest levels of deprivation in the region, and in the country. In response, we place children's well-being, voice, and enrichment at the very heart of our work. We believe that every pupil, regardless of background, should feel the full benefit of belonging to a trust that puts their experience of school first.

Pupil voice is not just encouraged - it's embedded in our decision-making. Our elected Children's Parliament meets regularly with the CEO and Headteachers, sharing their views and shaping priorities for improvement. Their efforts were recognised nationally, receiving a letter of commendation from former Prime Minister Theresa May.

Beyond the classroom, we create rich and joyful experiences that promote creativity, confidence, and healthy living. Our roaming art gallery, Waterton's Got Talent, and Waterton Young Chef of the Year celebrate the diverse talents of our pupils, while our annual MATlympics and extensive sports offer promote inclusion, teamwork, and well-being.

These experiences are not just events; they are integral to our mission—ensuring that every child in a Waterton school is heard, celebrated, and empowered to thrive.

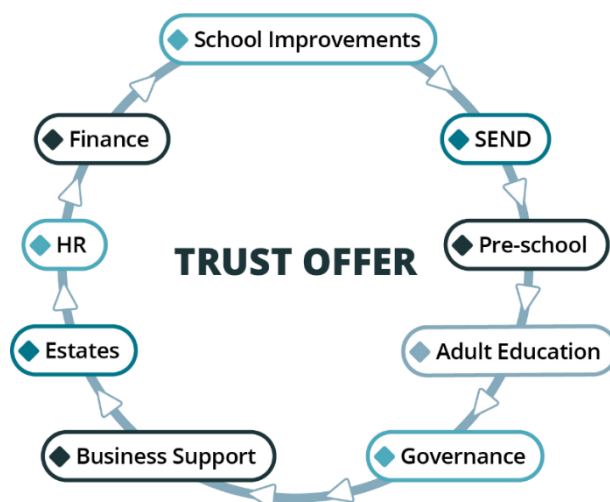


Trust Offer

At Waterton Academy Trust, we are proud to provide a consistent, high-quality offer that enables every school - regardless of size, Ofsted rating, or context - to thrive. Our Trust Offer ensures that all academies benefit from the same comprehensive package of educational and operational support, tailored to meet individual school needs while remaining accessible to all.

This offer is underpinned by our belief that school leaders should be able to focus their time and energy on what matters most: delivering excellent teaching and learning. By reducing operational burdens and providing high-quality, evidence-informed school improvement support, we create the conditions in which pupils and staff can flourish.

Our investment in a strong and expert central team means that every school can draw upon specialist support in areas such as safeguarding, governance, curriculum, finance, HR, IT, estates, marketing, and data protection. This support is complemented by access to legal advice and professional development, including high-impact CPD, leadership development, and coaching.



The Trust Offer is more than a service package - it's a reflection of our values. It supports excellence, equity, and collaboration across all Waterton schools, enabling leaders to deliver the very best for their pupils, every day.

To read about impact in 2024, please read our annual report to stakeholders on the Trust website.

<https://www.watertonacademytrust.org/academies/trust-performance/>

Job Description – Inclusion Support Worker

Job Title	Inclusion Support Worker
Reporting to	Headteacher
Grade	G5

Main Purpose	Overall Purpose of the Post: To support successful learning, participation and inclusion in mainstream education for children and families who have identified emotional, social and behavioural difficulties in order to remove barriers to achievement.
Key Responsibilities	Key Outcomes/ Activities: <ul style="list-style-type: none"> • To support staff and pupils socially and emotionally. • To work closely with the HT, DHT, SENDCo and class teachers to develop plans based on the functional analysis of individual student need and provision. • To work in collaboration with the HT, DHT, SENDCo and class teachers to liaise with parents/ carers and partner services in regards to individual student's social conduct. • To support analysis of attendance and behaviour incidents of individual pupils to determine proactive support for them and to inform decisions on their provision. • To maintain relevant up to date training in supporting pupils with specific needs. • To maintain records and lead debriefs following situations and relevant meetings. • To support relevant paperwork required by external agencies. Support for Families <ul style="list-style-type: none"> • Support parents/carers of pupils receiving additional support through being a visible presence. • Maintain regular communication with specific parents/carers and provide personalised support for families through issues as they arise. • Put interventions in place to encourage parents/carers' involvement in supporting pupils' development and progress. E.g. LEGO therapy, Theraplay. • Keep up to date on the latest services available in the local area so you can promote and signpost parents/carers to these via a range of communication channels (e.g. social media, newsletters, in meetings, etc). • Carry out home visits, where required. • Implement and monitor progress of action plans, working with parents/carers to adjust support as necessary. • Provide personalised support for parents/carers to help manage transition for their child.

	<div> <div>Support for Pupils</div> <ul style="list-style-type: none"> • Work with relevant staff to identify and bring onboard pupils and parents/carers that would benefit from personalised support. • Input on pupil action plans in consultation with relevant staff and professionals, where necessary. • Liaise and build relationships with external agencies and professionals, following up on actions where necessary. • Maintain regular communication with relevant staff to update them on progress of individual pupils. • Assist with developing and reviewing the school's transition programme, contributing insights around the needs of parents/carers and pupils during this process. • Promote and ensure health and safety, positive values, attitudes and good pupil conduct, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour. • Use specialist skills/training/experience to support learning and identify and remove barriers. • Ensure provision supports pupils during periods of emotional need. • Assist with the development and implementation of positive behaviour management. <ul style="list-style-type: none"> ○ Establish productive working relationships with pupils, acting as a role model and setting high expectations; challenge and motivate pupils, promote and reinforce self-esteem. ○ Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance. ○ Act as the Key Worker for pupils as required, coordinating the provision of support from external agencies and ensuring the effective communication of information within school so pupils receive a holistic package of support. ○ Supervise pupils in supervision, trips and out of school activities as required. <div>Support for Staff</div> <ul style="list-style-type: none"> • Respond to and support the whole school behaviour policy, providing support to staff in line with school policy and procedure. • Contribute to the development and maintenance of a robust system recording to track students' behaviour, attendance and rewards. • Identify patterns emerging in relation to data and inform staff of proactive ways to work with pupils. • Work with staff to establish appropriate learning environments and promote the inclusion and acceptance of all pupils within the classroom. • Work closely with the HT, DHT, SENDCo and EWO to participate in comprehensive assessment of pupils to determine those in need of particular help. </div>
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	<ul style="list-style-type: none"> • Work with teachers and other staff in evaluating and adjusting support plans as appropriate for individual pupils. <ul style="list-style-type: none"> ◦ Provide objective and accurate information/feedback/reports as required, to a range of audiences to support decision making for pupils; ensuring the availability of appropriate evidence. • Liaise sensitively and effectively with parents/carers as agreed with teachers within your role/responsibility and participate in feedback sessions/meetings with parents as required. • Contribute to planning, development and organisation of systems/procedures. • Support school to recruit the hardest to reach parents to family learning. • Work closely with family learning and parenting providers to ensure a coherent local offer and avoid duplication. • Support school to run parent engagement events.
Customers and Clients	<ul style="list-style-type: none"> • Effective use of learning materials and resources. • Maintain up-to-date training knowledge and practice in relation to Positive Handling.
Expectations of All Employees	<ul style="list-style-type: none"> • Represent and promote Waterton Academy Trust values internally and externally • Ensure that all stakeholders receive an excellent customer service experience in all dealings with you and with Waterton Academy Trust • Deliver your day-to-day duties consistently with the agreed service level • Actively promote and act, at all times, in accordance with Trust policies, e.g. Code of Conduct, Health and Safety, Equal Opportunities and Safeguarding • Make a commitment and contribution to the overall ethos and values of the trust, upholding these in all activities connected with the role • Undertake other duties commensurate with the job level • Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct
Additional Information	The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.
Working Conditions	<p>The post holder may be subject to some exposure to disagreeable or unpleasant people related behaviour.</p> <p>The post involves contact with people which through their circumstances or behaviour occasionally places emotional demands on post holder</p>
Characteristics of the Post	<p>Employees are encouraged to participate in training activities in order to enhance their own personal development.</p> <p>The employment checks are required:</p> <ul style="list-style-type: none"> • Evidence of entitlement to work in the U.K. • Evidence of essential qualifications – see job specification • Two satisfactory references • Confirmation of medical fitness for employment

	<ul style="list-style-type: none">• Registration with appropriate bodies (where applicable) <p>The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults: Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.</p>
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Person Specification – Inclusion Support Worker

AF: Application Form

OT: Occupational Task

CQ: Certificates/Qualifications

I: Presentation

I: Interview

R: Reference

Qualifications	Essential	Desirable	Assessed
Good educational background including English and Maths A* - C or equivalent	X		AF
Evidence of further training and qualifications in working with young people	X		AF
Support Work in Schools (SWIS) Level 2 or NVQ Level 2 Teaching Assistant		X	AF
NVQ Level 3 for Teaching Assistants qualification or willingness to work towards		X	AF
Experience	Essential	Desirable	Assessed
Experience of working with vulnerable children and young people to address emotional, social and behavioural needs.	X		AF/I
Experience of working in an educational setting to support learning for young people with additional needs.	X		AF/I
Experience of working with parents and families to remove barriers to achievement and progress	X		AF/I
Experience of developing and delivering sessions on self-esteem and behaviour management with children and young people	X		AF/I
Minimum of two years' experience of working with children and young people with emotional, social and behavioural difficulties within an educational context.		X	AF/I
Knowledge	Essential	Desirable	Assessed
Knowledge of the primary curriculum.	X		AF/I
An understanding of the potential barriers to learning for children and young people.	X		AF/I
Knowledge of good working practices for engaging children and young people	X		AF/I
Knowledge of safeguarding procedures	X		AF/I
Knowledge of child protection procedures including CAF and safeguarding policies		X	AF/I
Awareness of current educational initiatives with regards to working with young people with SEN.		X	AF/I
Personal Attributes	Essential	Desirable	Assessed
Ability to establish effective working relationships with children and young people, parents/carers and other agencies and staff.	X		AF/I
Ability to work collaboratively with other adults.	X		AF/I
Good verbal communication skills.	X		AF/I
Effective record keeping and information gathering	X		AF/I
Good report writing skills.	X		AF/I

Ability to respond calmly and flexibly to a range of difficult and differing situations	X		AF/I
Good ICT skills.	X		AF/I
Ability to work a part of a team	X		AF/I
Ability to work under own initiative	X		AF/I
Other	Essential	Desirable	Assessed
To undertake Team Teach training as required	X		I
Suitability to work with children and young people	Essential	Desirable	Assessed
Satisfactory DBS disclosure and standard Trust pre-secondment checks	X		AF, R, I
Ability to work in a way that promotes the safety and well-being of learners	X		AF, R, I

Next Steps

For further information about the opportunity please contact Joanne Clift on jclift@watertonacademytrust.org or 01924 967603

To Apply

Please submit applications via My New Term.

Selection Timeline

Closing Date: Monday 8th December 2025 – 8am

Shortlisting: Monday 8th December 2025

Interviews: Week commencing 8th December 2025

Start Date: ASAP

Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. An enhanced DBS check is required for the successful candidate, this process is completed by an online third party company. The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of interview. We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request. Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.

It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.