



Heworth Grange
School

Enriching Lives, Inspiring Ambitions

BUILD YOUR DREAM CAREER

Join our Team!

RECRUITMENT PACK

Head of Inclusion & Student Support
Heworth Grange School, Gateshead

EXCELLENCE AND EQUITY WITH INTEGRITY

WELCOME FROM THE CEO



Dear Candidate,

Thank you for your interest in the position of Head of Inclusion & Student Support at Consilium Academies.

At Consilium, we are on a mission to being an excellent trust with excellent schools – we would love you to join us in that mission.

We are a values driven trust and bring this to life every day though our commitment to excellence, equity and integrity.

We recognise the unique value of everyone, whether they are staff or students and are dedicated to ensuring that every member of our Trust reaches their full potential. To achieve this, we collaborate with stakeholders and external organisations to build relationships that enhance opportunities for all members across the Trust.

We have a commitment to ensure each and every staff member is supported to achieve their goals within their career and have the skills and development to flourish. This commitment is reflected in our Centre for Professional Learning, where colleagues have access to tailored training opportunities and resources to meet their specific needs.

We firmly believe that every student, regardless of their background deserves an excellent education and an equal opportunity to fulfil their potential. This vision guides us in creating an environment where every pupil can thrive.

As part of our Trust, our academies align with collective aims, including prioritising holistic development of pupils academically, socially and emotionally. We aim to instil a passion for lifelong learning and continual improvement among our academies, staff and students, empowering them to pursue their aspirations and ambitions. Our goal is to create a family of academies that is inclusive and embraces diversity, fostering a supportive community where all members feel inspired and empowered to succeed.

We look forward to your application, thank you for your interest in joining the Consilium family.

Mr Michael McCarthy
Chief Executive Officer of Consilium Academies.

WELCOME FROM THE PRINCIPAL



Welcome to Heworth Grange School

Thank you for your interest in joining Heworth Grange School. As Principal, I am proud to lead a community that is committed to delivering an excellent education for every student who comes through our doors. Our ambition is clear: to be the school of choice for our community and beyond – a place where parents have confidence, students are proud to belong, and staff feel valued, supported and, as part of a determined team, able to make a meaningful and lasting impact.

Heworth Grange is a school that is more than an organisation focused solely on examination outcomes, although our students do achieve highly across a wide and diverse curriculum, from maths and Computing to Dance and Film Studies. What defines us is the breadth of opportunity we offer and our commitment to supporting and developing the whole child. We believe education should extend far beyond academic achievement, shaping character, ambition, and responsibility.

Our curriculum is intentionally broad and balanced to ensure there is a pathway to suit every learner's strengths, interests, and aspirations. We want our young people to uncover their talents, find their passions, and develop the confidence they need to succeed in life. Alongside academic rigour, we place significant emphasis on personal development, community engagement, and preparing students for the challenges and opportunities that lie ahead.

We are a large school with excellent facilities, yet we are increasingly known for the warmth, connection, and genuine care that underpin our culture. The strength of Heworth Grange lies in its people. Our talented and dedicated staff team bring expertise, integrity, and compassion to their roles, ensuring our students feel seen, supported, and inspired. Joining Heworth Grange means becoming part of a collegiate, ambitious, and highly committed professional community where your contribution will be valued and where you will be supported to grow and excel. It's a lively and vibrant place to work where the rewards of delivering real change to our students and community are more than worth the efforts.

As a member of staff, you will play a central role in delivering exceptional teaching and pastoral care, shaping the experience of our students, and contributing to our continuous drive for improvement. We expect high standards, but we invest heavily in professional development, collaboration, and the systems that enable staff to thrive in their work. We're on a journey of transformation and, as part of the DfE's RISE programme, we're receiving additional funding, support and opportunities to work with other local schools and trusts to ensure we become recognised as the excellent school our students deserve. Our most recent Ofsted inspection took place in November 2024 and celebrated the changes that had been put into place – those changes are now embedded and we're confident that our next inspection will show significant improvements in all key areas. We need the best people to join us and help accelerate those improvements.

If you've got the moral drive, enthusiasm and energy to join our team at Heworth and really make a difference to children's lives, I'd love to hear from you. If you are considering joining us, I encourage you to visit the school, meet the team and experience our culture in action. Seeing our community on a typical day is the best way to understand what makes Heworth Grange such a rewarding place to work.

Neil Rodgers
Principal

ABOUT THE SCHOOL



Heworth Grange is proud to be part of Consilium Academies' Multi-Academy Trust (MAT). As part of Consilium, we are dedicated to working towards the Consilium mission of providing an inclusive partnership with our community where lives are enriched by providing care, experience and opportunity, and where every student benefits from the same opportunities to succeed.

We are guided by four key drivers.

Every child- No Excuses

At Heworth Grange, we want every single student to achieve their potential. We go the extra mile for our students and understand that some of our students will require more support to overcome barriers to learning than others. We work collaboratively to problem solve and find the best therapeutic and academic solutions for our students to achieve the best possible outcomes.

High Expectations

We know that expecting the best from all our students is integral to them achieving a world class education. We strive day in and day out to ensure the highest standards of behaviour where everyone can learn and develop in a safe and secure environment. We also work tirelessly to embed the importance of attendance as a vital employability skill and work collaboratively with parents and carers to ensure all students attend school.

Engaging Learning

We know that great teaching and learning everyday will make the difference for our students and will support them to achieve their very best. We want to ensure all students are fully engaged and inspired by the learning experiences at Heworth Grange and as educators we fully commit to professional development to ensure we are continuously developing and providing the best experiences for our students.

No Islands

We know that there is strength in unity and at Heworth Grange we do not want anyone to feel like an island. We care for each other and we support each other, this means that we learn better. Our No Islands culture means that we work collaboratively with parents, carers, outside agencies, governors and other Trust schools. We value relationships above all else because we know that trust is vital to the success of our organisation. We put students and staff at the heart of our decision making, ensuring everyone benefits from continuous improvement. We ensure that our staff have access to great professional development so that we continue to grow in expertise and provide the very best education for our young people.

We want to do everything in our power to ensure that the students at Heworth Grange leave school with the academic qualifications and personal skills to become happy and successful adults in their own right. We want our students to develop a life-long love of learning and to have the confidence to make a difference in their community as positive, proactive citizens within our society.

ABOUT THE TRUST



Consilium Academies is a Multi-Academy Trust dedicated to Excellence and Equity with Integrity. Consisting of eight schools across three hubs in Salford, South Yorkshire, and the North East of England, our culture is built on support, guidance, capacity building, and fostering a collaborative approach to school improvement.

Our Trust is committed to the highest standards of curriculum, teaching, and learning, leading to excellent outcomes for our pupils. This commitment extends to our staff, with a focus on high-quality learning, professional development, and an uncompromising approach to support and growth.

Schools within the Trust are encouraged to engage in rigorous self-evaluation and take swift action to address any areas of underperformance, guided by our School Improvement Framework.

Our Key Areas of Focus:

- **Expert Knowledge:** We prioritise school-to-school support, fostering expert knowledge, and providing effective assistance to our schools.
- **Ambitious Curriculum:** Our schools share a common language for curriculum development, with a focus on Enriching Lives, Inspiring Ambitions, and embedding Equity, Diversity, and Inclusion throughout.
- **Effective Pedagogy:** Our research-focused approach seeks impactful teaching methods, a shared language for pedagogy, and developing partnerships with external experts.
- **Purposeful Practice:** We respect each school's identity while promoting a shared understanding of high-quality practice and staff development.
- **Rigorous Assessment & Intervention:** We implement evidence-based benchmarking and targeted support through Rapid Action Plans, maintaining a relentless focus on achieving strong outcomes for all students.
- **Rich Culture:** Guided by Excellence, Equity, and Integrity, we aim to identify, attract, develop, and retain expertise at all levels, ensuring our schools contribute to the Trust's success over time.

Led by our Chief Executive Officer, Michael McCarthy, our Central Team provides direct services, accountability, leadership, and management to our schools. We operate a strong partnership model, where our partner schools play a crucial role in the Trust's continual growth and development.

Our collaborative approach respects each school's individual identity, empowering them to focus on student achievement and success while being part of a supportive network committed to excellence.

BENEFITS



As a Trust, we want our staff to feel supported and valued. Whether you are a teacher or member of the support team, we want your work to have a positive impact on your health and wellbeing.



A CONTRIBUTORY PENSION SCHEME, MEANING WE'LL SAVE TOGETHER

34 DAYS ANNUAL LEAVE + BANK HOLIDAYS FOR SUPPORT STAFF (PRO-RATED FOR PART-TIME) & 36 HOUR WORKING WEEK FOR FULL-TIME SUPPORT STAFF



EMPLOYEE ASSISTANCE PROGRAM WITH ACCESS TO COUNSELLING AND CBT 24 HOURS A DAY, 7 DAYS A WEEK

A CPD OFFER FOR EVERY MEMBER OF STAFF; TO HELP YOU PERFORM AS WELL AS YOU CAN IN YOUR ROLE, TO HELP YOU REACH YOUR CAREER ASPIRATION



FREE MEMBERSHIP TO VIVUP. WITH HUNDREDS OF EXCLUSIVE OFFERS AND DISCOUNTS AVAILABLE ONLINE AND IN STORE.

ACCESS TO THE LEADING HOME ELECTRONICS LEASE SCHEME, EXCLUSIVE TO PUBLIC SECTOR EMPLOYEES



ENHANCED CONTRACTUAL SICK PAY IN LINE WITH THE BURGUNDY BOOK AND GREEN BOOK, PROTECTING YOU AND YOUR FAMILY

AUTOMATIC PAY PROGRESSION FOR ALL STAFF IN LINE WITH THEIR CURRENT GRADING STRUCTURE



JOB DESCRIPTION



JOB TITLE:	Head of Inclusion & Student Support
REPORTS TO:	Vice Principal
CONTRACT:	Permanent
WORKING PATTERN:	36 hours per week, term time plus 5 days
GRADE:	Grade 11 (SCP 33 – 36)
ACTUAL SALARY:	£39,498 - £42,282

MAIN PURPOSE OF THE ROLE

To provide strategic and operational leadership of the school's pastoral, inclusion and intervention provision, ensuring that vulnerable, disadvantaged and at-risk pupils, including those with SEND, are effectively supported to engage in education, overcome barriers to learning and achieve positive outcomes.

The post holder will lead the development, implementation and evaluation of inclusion strategies that improve behaviour, engagement, attendance, wellbeing and achievement. They will oversee specialist inclusion provisions, coordinate multi-agency support, lead reintegration programmes and manage a team of pastoral and inclusion staff whilst promoting a culture of high expectations and inclusive practice across the school.

Working collaboratively with the SENDCO, the post holder will help ensure that inclusion provisions effectively meet the needs of learners with SEND and other identified vulnerabilities. They will support the implementation and monitoring of targeted interventions, with the impact of support regularly evaluated and used to inform future planning and provision.

The role carries responsibility for managing complex pupil cases, leading school-wide inclusion initiatives, coordinating support for vulnerable learners, and using data-driven approaches to increase engagement, reduce barriers to learning and improve outcomes for all pupils

CORE RESPONSIBILITIES & TASKS

Strategic Leadership of Inclusion

- Lead the development, implementation and evaluation of the school's inclusion strategy.
- Establish a clear vision for inclusive practice across the school.
- Advise senior leaders on emerging inclusion needs, risks and priorities.
- Develop systems that ensure barriers to learning are identified and addressed at the earliest opportunity.
- Lead initiatives that improve outcomes for vulnerable learners.
- Monitor the effectiveness of all inclusion interventions and provisions through rigorous evaluation and impact assessment.
- Produce strategic reports for senior leaders, governors and external stakeholders.

Leadership of Inclusion Provision

- Lead and oversee the effectiveness, development and quality assurance of all internal inclusion and intervention provisions, including the Innovation Centre.
- Establish and monitor clear referral, entry, review and exit processes.
- Establish and monitor whole-school reintegration pathways and evaluate outcomes.
- Monitor quality and consistency of provision delivery.
- Ensure interventions are evidence-informed and demonstrate measurable impact.
- Research and implement innovative approaches and resources to support pupils facing barriers to learning.
- Coordinate alternative and personalised learning programmes where required.

Vulnerable Learners and Complex Case Management

- Lead support planning for pupils presenting complex behavioural, social, emotional or educational needs.
- Coordinate multidisciplinary intervention plans.
- Chair inclusion planning and review meetings.
- Ensure effective implementation of graduated support approaches and personalised programmes.
- Oversee reintegration support following suspension, alternative provision placements or periods of absence.

- Contribute to decisions relating to managed moves, alternative provision and inclusion pathways.
- Monitor vulnerable groups and ensure timely intervention where concerns arise.

Behaviour and Inclusion Improvement

- Lead the school's operational response to barriers to learning and behaviour concerns.
- Analyse behaviour, exclusion and inclusion data to identify trends and priorities.
- Develop targeted intervention programmes to reduce suspensions, exclusions and repeat incidents.
- Support leaders to implement behaviour systems consistently.
- Provide coaching and guidance to staff regarding strategies to support pupils with complex needs.
- Evaluate the impact of behaviour interventions and recommend improvements.

Multi-Agency and Family Engagement

- Act as the key operational lead for inclusion-related multi-agency work.
- Develop effective partnerships with parents, carers and external agencies.
- Coordinate support from health, social care, Early Help and specialist services.
- Represent the school at professional meetings and review panels as required.
- Ensure interventions and external support plans are implemented effectively.
- Lead difficult and sensitive discussions with families regarding support and intervention plans.

Leadership and Line Management

The post holder will directly line manage:

- Heads of Year
- Innovation Centre Manager
- Attendance Manager
- Other pastoral and inclusion staff as determined by school structure

The post holder will:

- Provide leadership, support and professional challenge to team members.
- Monitor performance and quality of practice.
- Lead team meetings and inclusion reviews.
- Contribute to recruitment, induction and development of staff.
- Ensure consistency of practice across pastoral and inclusion teams.

Working with Attendance and Safeguarding Leads

- Work strategically with the Attendance Manager to identify and remove barriers to attendance.
- Oversee inclusion interventions arising from attendance concerns whilst maintaining the Attendance Manager's responsibility for statutory attendance processes.
- Work closely with the Operational Safeguarding Lead and DSL to ensure vulnerable pupils receive coordinated support.
- Contribute to safeguarding risk assessments, planning and intervention strategies where appropriate.
- Ensure safeguarding concerns impacting inclusion and engagement are escalated appropriately.

Working with the SENDCO

- Work collaboratively with the SENDCO to ensure inclusion provision effectively meets the needs of learners with SEND and those experiencing barriers to learning.
- Support the development, implementation and evaluation of targeted interventions for pupils with identified additional needs.
- Work with the SENDCO to ensure a robust "plan-do-review" cycle is implemented for pupils accessing inclusion support and intervention programmes.
- Monitor the impact of interventions through regular review processes and ensure outcomes are recorded, evaluated and reported to senior leaders.
- Contribute to reintegration and transition planning for pupils with SEND and complex needs, ensuring support remains coordinated and effective.

Data Analysis and Quality Assurance

- Lead analysis of behaviour, attendance, inclusion and intervention data.

- Identify patterns, risks and emerging trends.
- Produce detailed management information reports and recommendations.
- Evaluate the effectiveness and value for money of interventions and support programmes.
- Establish performance indicators for inclusion provision and monitor progress against targets.

Whole School Contribution

- Support the implementation of school improvement priorities.
- Lead identified whole-school projects relating to inclusion, behaviour or pupil welfare.
- Represent inclusion matters at leadership and governor meetings where required.

Safeguarding Responsibilities

- Promote and safeguard the welfare of children and young people in line with statutory guidance and Trust policies.
- Maintain awareness of safeguarding procedures and report concerns appropriately.

Ensure administrative systems support safeguarding compliance across the school.

CORPORATE RESPONSIBILITIES

- 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.
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust.
- To plan, monitor and review health and safety within areas of personal control.
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date.
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

ADDITIONAL NOTES

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

PERSON SPECIFICATION



Qualifications and CPD	Essential	Desirable
Educated to A Level standard or equivalent qualification and/or substantial relevant experience in an inclusion, pastoral, behaviour, safeguarding or pupil support role.	X	
Evidence of continued professional development relevant to inclusion, behaviour, attendance, safeguarding or SEND.	X	
Degree or professional qualification in Education, Inclusion, Social Care, Psychology, Youth Work or related discipline.		X
Specialist qualification in behaviour, safeguarding, attendance, SEND or leadership.		X
Experience	Essential	Desirable
Significant experience of supporting vulnerable, disadvantaged or at-risk young people in an educational or related setting.	X	
Experience of leading inclusion, pastoral, behaviour or intervention provision.	X	
Experience of managing complex pupil cases involving behavioural, social, emotional or educational needs.	X	
Experience of working with parents, carers and external agencies to secure positive outcomes for children and young people.	X	
Experience of using data to identify needs, monitor progress and evaluate impact.	X	
Experience of leading and managing staff and supporting professional development.	X	
Knowledge & Skills	Essential	Desirable
Excellent understanding of barriers to learning and the factors affecting pupil engagement, attendance, behaviour and achievement.	X	
Strong understanding of safeguarding legislation and statutory responsibilities associated with working with children and young people.	X	
Knowledge of behaviour management approaches and restorative practice.	X	
Knowledge of current national policy developments relating to inclusion and SEND.		X
Understanding of the needs of pupils with SEND and other identified vulnerabilities.	X	
Ability to analyse behaviour, attendance and intervention data and identify priorities for action.	X	
Strong organisational skills and ability to manage multiple cases and deadlines effectively.	X	
Ability to build positive and productive relationships with pupils, families, colleagues and external professionals.	X	
Personal Attributes	Essential	Desirable
Passionate commitment to improving outcomes for vulnerable and disadvantaged pupils.	X	
Resilient, adaptable and able to remain calm under pressure.	X	
Demonstrates high expectations of pupils and staff and promotes an inclusive culture.	X	
Commitment to equality, diversity, inclusion and safeguarding.	X	
English Fluency	Essential	Desirable
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	
Passing an English spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.	X	

