



# Sawtry Junior Academy

## Inclusion Manager

### Recruitment Pack



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Valuing People



High Quality  
Learning  
Environment



Pursuit of  
Excellence



Extending the  
Boundaries of  
Learning



Achievement  
for all

## About Sawtry Junior Academy

A warm welcome to Sawtry Junior Academy where we hope you will experience a wealth of enthusiasm for learning and for supporting and helping each other. We are sure you will quickly feel the friendly and positive ethos in the academy from fellow staff members and the children, who would love to share their latest pieces of work and activities with you.

We became an academy in November 2016 and have been part of the Meridian Trust family since June 2022. Our academy is situated in the heart of the village of Sawtry and caters for children aged 7-11 (Key Stage 2). We have approximately 270 pupils, in 9 single age classes. The majority of our pupils come from the village of Sawtry; the remainder are from surrounding villages.

During our most recent Ofsted in October 2019, we were exceptionally proud of Sawtry Junior Academy for achieving a 'Good' rating. It was highlighted that 'leaders and staff want every pupil to do as well as they can. By the time they reach the end of Year 6, pupils are ready for the next step in their educational journey. We aim to provide engaging learning activities for children through a stimulating and supportive environment. Although our purpose is to promote the development of academic and practical skills, we also seek to guide children in their social and moral development. We aim to develop the numerous social skills necessary for children to become responsible members of society.

Sawtry Junior Academy embeds the Meridian Trust core values at the heart of everything we do. These initiatives have been developed and proved to be successful at other schools in the trust.

- Achievement for all
- Valuing People
- A high quality learning environment
- The pursuit of excellence
- Extending the boundaries of learning

We are proud of our Academy and of the part it plays in the community. Our success depends and relies upon the partnership that is fostered between the home and the school and we are excited to see what you will achieve.

Young people...	Staff...	Parents/Carers...	Communities...
Safe Responsible Nurtured Known	Developed Challenged Supported Informed	Involved Communicated Consulted Welcome	Proud Integrated Accessible Open
Challenging lessons, inspiring content, curious learners, supported to achieve.	Experts in skilled delivery/instruction. Collaborative networks, trusted to deliver.	Well informed about curriculum and assessment and can support their child.	The curriculum reflects the community's ambitions for the next generation.
A belief in the potential of every child to excel. A culture that expects and celebrates success.	Setting ambitious goals and modelling what success looks like. Hungry to improve.	Supporting the school to deliver the best. Allowing participation and ensuring attendance.	Contribute their expertise, advice, wisdom and facilities to enrich the school.
Developing the whole child through rich opportunities, experiences, rewards.	Making connections, providing opportunities to promote excellence in others.	Seeing the school as a place where your child can and should find support and challenge.	The school is the training ground for a rich contribution to society and community.
Everyone should secure the very best possible outcomes from their different starting points.	Are accountable for the outcomes we contribute towards and strive for the very best.	Will feel that they understand, support and contribute to the goals set for each child.	Will have the confidence that every child in the community can thrive in our schools.

## A Brief History

Meridian Trust, formerly known as Cambridge Meridian Academies Trust (CMAT), is a values-led Trust and has risen to be one of the highest performing academy groups in the country. Our Trust was first formed as an educational trust to create a federation of schools in 2006 with a desire to provide high quality and dynamic education for everyone, right in the heart of our community. Through various government policies, our commitment to collaboration has remained consistent.

Meridian Trust was formed in 2011 to deliver more widely on that clear vision to provide high quality and dynamic education for all at the heart of the communities we serve. Our steady growth since then reflects our commitment to the communities we serve and our track record of success. The period since 2018 has seen an increase in speed of growth as many long term projects matured and our relationship with Sharnbrook Academy Federation emerged.

We are currently a family of 35 academies (including 19 primary, 3 special and 13 secondary schools). The secondary schools include a University Technology College, an Upper School, four 11-16 schools and six 11-18 schools. We also have 2 new secondary free schools in development. All within 20 miles of Cambridge and Peterborough and the main communication routes between. We merged with Cambridge Primary Education Trust to become the Meridian Trust in April 2022. In addition to operating schools, we are the home of the Cambridgeshire and Peterborough Teaching School Hub, and train more than 150 new teachers each year through Meridian Trust ITT. We retain a strong commitment to growing and supporting staff throughout their training and career development. We have a

proven track record of school improvement and transforming the lives of children and young people over the last 10 years.

Students thrive in Meridian Trust academies as a result of the implementation of our values, our successful and proven systems and our commitment to valuing people. We are among the highest performing multi-academy trusts in the country for student progress. Our academies are well-run and our staff benefit from excellent access to professional development.

Our commitment to the education system goes beyond just our own academies. We operate 'The Cambridge Partnership', one of the largest initial teacher training providers in the country which has recently merged with the SAF ITT, and 'Leadership East' these further strengthen our capacity and commitment to professional development. We also provide support through various SLAs to a number of other trusts and academies.

As a strong, regional multi-academy trust we currently operate schools across Bedfordshire, Cambridgeshire, Lincolnshire, Peterborough, and Northamptonshire. We are proud to have strong partnerships within all these communities.



## Trust Vision, Mission and Values

### Our values and who we are:

Meridian Trust is a successful multi-academy trust founded on its commitment to people and communities.

Our proven approach over more than a decade has elevated us to a respected and admired academy trust, a national leader in education and a source of great pride to the communities we serve.

Every child is known, equally valued and supported to achieve their potential in all our academies. Every community we serve benefits from the facilities and services we provide.

Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported.

We ensure that well-run schools retain and develop their distinct contextual identity, while sharing and contributing to Meridian Trust values, practices, curriculum approaches and operational systems.

### Our Vision:

High-quality educational provision for all at the heart of local communities.

### Our Mission:

To deliver, promote and inspire high quality educational provision in schools at the heart of their local communities so that:

- Young people become successful learners and confident, empowered individuals;
- Young people are encouraged to think for themselves and act for others, equipping them with the values,

attributes, knowledge and skills to make a rewarding contribution to society;

- Every school is a hub for community activities, a centre for extended services and a source of immense pride for students, their families, and other local stakeholders;
- Our staff benefit from strong networks, excellent career opportunities and a human approach where they are equally valued and supported;
- Well-run schools retain and develop their distinct contextual identity while sharing and contributing to the Meridian Trust values, practices, curriculum approaches and operational systems.

### The enactment of our values for staff:



Valuing People

Engaged, developed, supported, and consulted.



High Quality Learning Environment

Experts who strive for continual development. Collaborative networks, trusted to deliver.



Pursuit of Excellence

Set ambitious goals and model what success looks like. Eager to improve.



Extending the Boundaries of Learning

Make connections, provide opportunities. Generous and sharing of knowledge and expertise.



Achievement for all

Are accountable for the outcomes we contribute towards and strive for the very best.



Valuing People



High Quality Learning Environment



Pursuit of Excellence



Extending the Boundaries of Learning



Achievement for all

## Why work for us

Meridian Trust aims to be the employer of choice for the communities we serve. Since 2010 we have nurtured and developed the careers of many people. You can read about some of those journeys in the 'Meridian Trust People' section of this website. We are committed to making a difference to young people's lives and the communities we serve. Help us make our mission a reality.

### Benefits:

As a multi-academy trust of 35 schools, Meridian Trust can provide a wide network of opportunities for collaboration and career development for both teaching and support staff. With an initial teaching training facility and a teaching hub network within our Trust, there are ample opportunities to both, get into teaching, and develop within the profession.

- As well as the above we also offer:
- Unlimited access to CPD via Meridian Learning
- Free annual eye tests
- Access to a free Employee Assistance Programme, offering mental health and wellbeing support
- Unlimited value cycle to work scheme



To see the full range of benefits available, please visit [Employee Benefits – Meridian Trust](#)

### How to apply

To apply please complete the online form on MyNewTerm. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

**Closing Date:** 10/07/2026

**Interviews:** TBC

### Applying:

For any questions about the application process please contact: Kyla Murray at [kmurray@meridiantrust.co.uk](mailto:kmurray@meridiantrust.co.uk)

*Meridian Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to satisfactory pre-employment checks including enhanced DBS disclosure.*

*We are committed to diversity & inclusion and equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, race, religion or belief and marriage and civil partnerships.*

*Meridian Trust is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced disclosure and barring service check. We expect all adults who work for the Trust to share our commitment to safeguarding and the health and wellbeing of our students.*



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### JOB DESCRIPTION AND PERSON SPECIFICATION

<b>Job Title:</b>	Inclusion Manager (Primary)
<b>JD Reference:</b>	STD ED 39 Inclusion Manager
<b>School/Academy:</b>	Sawtry Junior Academy
<b>Weeks:</b>	39 Weeks
<b>Hours of work:</b>	37 Hours
<b>Salary:</b>	Grade 7
<b>Responsible to:</b>	Assistant head teacher (SENDCO)

<b>Role:</b>	Manage the running of the Inclusion Provision
<b>Purpose of the job:</b>	Lead the day-to-day running of the inclusion provision, providing a safe, calm and appropriate learning environment ensuring effective deployment of resources and improved outcomes for students.

#### **Responsibilities and Accountabilities:**

- Provide day to day management of the inclusion provision. Manage the pastoral and academic support, ensuring appropriate pathways for children.
- Adapt planning and deliver curriculum lessons/activities for small group of pupils in provision
- To be cognisant of and responsive to challenging behaviours of children.
- To support SENDCO in management of referrals and implementation of support.
- Assist in providing alternatives to fixed term exclusions of students.
- Provide students with adequate educational activities provided by teaching staff or off-site providers.
- Promote and secure a positive and nurturing learning environment.
- Monitor the attendance of students and have regular communication with SENDCO and class teachers.
- Inform Senior Leadership Team of any patterns of absence or lateness.
- Participate in meetings as appropriate to support the needs of students.
- Produce regular reports regarding individual students that are reflective, and action driven.
- Manage and support duties and transitions.
- Manage the behaviour response process.
- Raise achievement by improving behaviour, attendance, reducing exclusions and ensuring access to appropriate provision.
- Report to SENDCO daily concerning students' conduct within the provision when required; (this will be on the individual needs).

- Establish a climate of excellence within learning and teaching with students at least matching levels of performance indicated by prior attainment.
- Maintain good order and discipline among pupils whilst carrying out supervision of students and staff duties.
- Act as a designated safeguarding person.

### **Administrative support for the Inclusion Team**

- Support the Lead DSL and SLT with matters relating to safeguarding and welfare.
- Ensure effective communication from Inclusion Team to parents, to maintain high standards and expectations and effective partnership
- Ensure that all student confidential records are maintained accurately
- Attend re-integration meetings for excluded students.
- Attend and support as necessary the school open evenings.
- Co-ordinate rewards and sanctions for the Inclusion/SEN Team.
- Administer induction of new students to the Inclusion provision.
- Oversee the administration of consequences for unhelpful behaviour and inadequate work
- Ensure that records of inclusion and appropriate provisions are accurate and up to date.

### **Outside Agencies**

Liaise with and provide student information for:

- Secondary Support
- School therapists
- Youth Service
- School Nurse
- Social Services
- Police
- Charities
- Appropriate Provision providers
- Attend regular meetings to provide the best support for students.

### **To liaise with parents**

- To deal with those issues that are manageable and to pass on to the appropriate member of staff any matters of significance.
- Maintain a good relationship with parents.

### **Provide support for students**

- Work with the SENDCO to effectively implement the Inclusion and AP programmes for students.

- Implement the school's policy regarding behaviour management
- Communicate with parents to advise them of any issues or concerns.
- Follow up incidents of behaviour, including taking witness statements and talking to students.
- Ensure students in inclusion or absence on long term sick have access to work.
- Co-ordinate mentoring, counselling, and additional support for students.
- Develop mentoring relationships with students identified as requiring additional support.

#### **Support for School/Academy/Place of work:**

- Participation in staff events by arrangement.
- Contribute and participate in Trust events and activities where possible.
- Develop and maintain effective working relationships with other staff and parents/carers.
- Adhere to the Trust values.
- Follow school policies, practices, and procedures.

#### **Data security:**

- Act in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR regulations.

#### **Health and Safety:**

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare.
- To work/operate all equipment within Health and Safety and other legal regulations, including risk assessments.
- Contribute to the maintenance of a safe and healthy environment.

#### **Continuing Professional Development:**

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust.
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping.
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice.

#### **Child Protection and Safeguarding**

- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.
- To inform the Child Protection Officer of any issues relating to the safety and well-being of students.

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

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

**Person Specification:**  
Inclusion Manager

Assessment Key:  
A = Application Form  
I = Interview

Education and Qualification		Essential	Desirable	Assessment
1	Good educational background including GCSE or equivalent in English and Maths.	✓		A
2	Evidence of continuing personal and professional development.	✓		A
Experience		Essential	Desirable	Assessment
3	Previous experience of working with young people in an advisory capacity.	✓		A/I
4	Experience of working within the educational system.	✓		A/I
5	Experience of leading, managing and supporting within and educational setting.		✓	A/I
Knowledge and understanding		Essential	Desirable	Assessment

6	Working knowledge of a range of software packages.	✓		A/I
7	Knowledge of the concept of confidentiality	✓		I
8	Awareness of child protection issues.	✓		I
9	Knowledge of SEND and/or appropriate provision for students.	✓		A/I
<b>Skills and abilities</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
10	High level of personal organisation skills.	✓		I
11	Able to deal with challenging situations in a calm and professional manner.	✓		I
12	Ability to contribute to team meetings and contribute ideas	✓		I
<b>Personal Qualities</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
13	High personal standards in terms of attendance, punctuality and organising workload.	✓		!
14	Willingness to undergo further training and development.	✓		I
15	Positive and enthusiastic approach towards work.	✓		I
16	Ability to act on own initiative.	✓		I
17	Professional approach when dealing with all issues and staff.	✓		I
18	Ability to work as part of a team effectively.	✓		I
<b>Child Protection</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
19	Support the Academy policies on safeguarding and child protection.	✓		A/I
<b>Other</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
20	Flexibility of working hours	✓		A/I

## JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title:	Middy Supervisor
JD Reference:	STD ED 25
School/Academy:	Sawtry Junior Academy
Weeks:	38 Weeks
Hours of work:	5 hours per week
Salary:	Grade 3
Responsible to:	Middy Coordinator & Headteacher

Role:	Supervise children during the lunch and break periods.
Purpose of the job:	Ensure the security and care of pupils of the school and to promote their social development during the lunch period.

### Responsibilities and Accountabilities:

- Supervise pupils, during the lunch periods, in dinner queue in the dining hall, playground areas and school premises, ensuring the safety, welfare, physical and mental well-being of pupils and the maintenance of good order and discipline.
- Report to the Middy Coordinator at beginning of the lunch period and receive any instructions regarding duties.
- Monitor the behaviour of pupils discouraging positively any anti-social behaviour and reporting any incidents to the Cover Manager as appropriate.
- Ensure the safety and wellbeing of children, providing emotional support where necessary.
- Arrange and supervise appropriate activities under the direction of the Middy Coordinator.
- Ensure that all pupils who suffer any injury or accident are dealt with appropriately following the school's agreed procedures. (Call for first aid assistance as necessary)
- Supervise pupils on the school premises in the hall, classrooms, on stairs and through corridors, when they are not allowed outside because of inclement weather.

### Support for School/Academy/Place of work:

- Participation in staff events by arrangement.
- Attend Staff Meetings as needed.
- Contribute and participate in Trust events and activities where possible.
- Develop and maintain effective working relationships with other staff and parents/carers.

- Adhere to the Trust values .
- Follow school policies, practices, and procedures.

**Data security:**

- Act following legal provisions regulating confidentiality and security of data and information under General Data Protection Regulations.

**Health and Safety:**

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare.
- Work/operate all plant and machinery within Health and Safety and other legal regulations, including risk assessments.
- Physically able to perform tasks set out in this job description.
- Contribute to the maintenance of a safe and healthy environment.

**Continuing Professional Development:**

- In conjunction with the line manager, take responsibility for personal and professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which can contribute to improvements in the daily running of the Trust.
- Participate in the annual appraisal system.
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping.

**Child Protection and Safeguarding**

- The post holder will have a shared responsibility for safeguarding all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.
- Inform the Designated Safeguarding Lead of any issues relating to the safety and well-being of students.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust concerning the post holder's professional responsibilities and duties.

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with the line manager.

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

***All staff will be subject to an enhanced check with the Disclosure & Barring Service.***

**Updated: January 2022**

<b>Person Specification : Midday Supervisor</b>		Assessment Key: A = Application Form I = Interview		
<b>Education and Qualification</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
1	Good educational background with GCSE or equivalent in the English Language	✓		A
<b>Experience</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
2	Experience in supporting children	✓		A/I
<b>Knowledge and understanding</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
3	Understanding of the education system		✓	A/I
4	Understanding how children learn		✓	A/I
5	A sound grasp of the concept of inclusive practice		✓	I
6	Knowledge of the concept of confidentiality	✓		I
7	Awareness of child protection issues	✓		I
8	First aid certificate		✓	A
<b>Skills and abilities</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
9	Ability to use language and other communication skills that children can understand and relate to	✓		I
10	Ability to contribute to team meetings and contribute ideas	✓		I
<b>Personal Qualities</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
11	Willingness to undergo further training and development	✓		I

12	Positive and enthusiastic approach toward work	✓		I
13	Ability to act on own initiative	✓		I
14	Kindness and empathy towards students and colleagues	✓		I
15	Ability to work as part of a team effectively			I
<b>Child Protection</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
16	Support the Academy policies on safeguarding and child protection	✓		A/I
<b>Other</b>		<b>Essential</b>	<b>Desirable</b>	<b>Assessment</b>
17	The flexibility of working hours	✓		A/I