



**COCKBURN**  
**MULTI-ACADEMY TRUST**  
TRANSFORMATION TO EXCELLENCE



# We're Hiring

## Recruitment Booklet

### Behaviour and Learning Inclusion Practitioner

**COCKBURN SCHOOL**

Specialist status in the Performing Arts



**COCKBURN  
JOHN CHARLES ACADEMY**



**COCKBURN  
LAURENCE CALVERT ACADEMY**



**COCKBURN  
INGRAM ROAD ACADEMY**



**FOOTSTEPS**  
to success



**MIDDLETON  
PRIMARY SCHOOL**



**COCKBURN  
REACH ACADEMY**



**MINDFUL  
EMPLOYER**



**0113 271 9962**



**recruitment@cockburnmat.org**



**www.cockburnmat.org**

# Job Description – Behaviour and Learning Inclusion Practitioner

|                              |                                                                         |
|------------------------------|-------------------------------------------------------------------------|
| <b>Post:</b>                 | <b>Behaviour and Learning Inclusion Practitioner</b>                    |
| <b>Required:</b>             | <b>September 2026</b>                                                   |
| <b>Pay scale and salary:</b> | <b>C1-C3, SCP 12-22</b>                                                 |
| <b>Contract Type:</b>        | <b>Permanent</b>                                                        |
| <b>Hours of work:</b>        | <b>37 hours per week term time only plus 5 additional training days</b> |

**Accountable to:** Headteacher

## **Purpose of Role:**

To work as part of a staff team, ensuring all pupils are included, engaged and celebrated, enabling them to achieve their full potential. To support pupils with their learning and SEND needs.

Initiate and implement relationships and learning support both within the classroom and on a one to one/small group/whole class basis.

Work to support children with SEND needs both in a special school and by planning and delivering programmes of outreach and integration as required to Leeds primary schools.

To support teaching staff and other colleagues in addressing the needs of pupils who need particular help with behavioural difficulties which present due to a variety of issues in order to overcome barriers to learning.

Establishing productive working relationships with pupils and parents acting as a role model.

## **Main Duties:**

- Liaising with staff to coordinate the approach to support pupils in order to improve relationships and attitude to learning, providing strategies which they can implement to overcome barriers to learning.
- Work as a team with all staff and relevant outside agencies in order to assess individual needs of each targeted pupil.
- Identification of what each individual child needs in order to overcome their barriers to learning inside and outside school and be able to access learning and control their emotions.
- Assess personal needs and provide advice to assist in their ability to engage in emotional literacy and learning.

- In liaison with all staff develop and implement individual action plans for the pupils, taking responsibility for targets and actions relating to behaviour, pastoral and learning needs.
- Support the Teacher by writing reports and monitoring progress whilst planning for next steps provision.
- To develop a solid relationship with all pupils with the aim of addressing points defined in the action plan and engaging them with activities and opportunities.
- Undertake home – school visits in order to help parents develop strategies, identify action plans and develop joined up plans to secure positive family support and involvement, and also maintain positive links with schools.
- Provide feedback to the pupils, schools parents/carers and other relevant agencies of progress, developments and achievements, through regular reports and attendance at multi-agency meetings as and when required.
- Have good knowledge and understanding of the available organisations within Leeds for students/families which work with children to promote positive behaviour and help to signpost accordingly.
- To network and share best practice.
- Enable the development of partnerships with local businesses and other organisations to set up support, and resource initiatives within school aimed to improve behaviour and barriers to learning.
- Develop support packages based around relationships and regulation and learning, which are designed to support children, families and schools.
- Maintain accurate records and prepare written reports and evaluations.
- Support the development / implementation of activities to encourage family / carer involvement within school.
- Liaison with external agencies, such as health professionals and Attendance Improvement Officers to support pupils.
- Have a clear understanding of how children with interruptions in their social and emotional developments can display significant behaviours that create a barrier to learning. Be able to come up with innovative, engaging and stimulating support packages to ensure maximum progress for each individual child.
- Develop systems to support learning, relationships and regulation within the Centre alongside other colleagues and ensure that all staff work within the same agreed systems.
- Manage behaviour which could at times involve physical interventions and the use of Team Teach techniques.
- Liaise with feeder schools and other relevant bodies to gather pupil information.

- Have understanding of mental health issues that affect young people and be able to adapt their working practices to each individual child.
- Any other reasonable duty as directed by the leadership team.
- To adhere to all safeguarding policies and procedures.

#### **Any other duties and responsibilities:**

- All the above duties and responsibilities to be carried out in accordance with Cockburn Multi-Academy Trust Policies, Academies Financial Handbook and current legislation with an emphasis on Safeguarding, Customer Care, Equal Opportunities including preventing sexual harassment, Data Protection and Health and Safety
- Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct
- Be aware of and support differences ensuring fairness and equal opportunities for all
- Contribute to the overall vision and values of the Trust
- Enable and support the role of other professionals
- Work collaboratively and effectively as part of a team
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and professional development as required
- Flexible and to work at different sites as required

**The duties and responsibilities highlighted in the job description 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.**

# Person Specification

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements and applicants lacking these attributed will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

| <b><u>QUALIFICATIONS/SKILLS</u></b>                                                                          | <b><u>Essential</u></b> | <b><u>Desirable</u></b> | <b><u>MOA</u></b> |
|--------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------|
| Good Maths and English skills - (A*- C / 9 - 4 GCSE)                                                         | *                       |                         | A/Q               |
| High level of written, oral and communication skills                                                         | *                       |                         | S                 |
| Ability to work successfully with pupils with challenging behaviour and SEMH needs                           | *                       |                         | A/S               |
| Ability to relate well to children and adults                                                                | *                       |                         | A/S               |
| Ability to work constructively as part of a team                                                             | *                       |                         | A/R               |
| Access to a vehicle in order to conduct outreach and integration visits                                      | *                       |                         | A/S               |
| Able to recognise own training needs and willing to undergo relevant training                                |                         | *                       | A/S/R             |
| Ability to support families and carers with pupils with SEMH needs                                           |                         | *                       | A                 |
| <b><u>KNOWLEDGE</u></b>                                                                                      | <b><u>Essential</u></b> | <b><u>Desirable</u></b> | <b><u>MOA</u></b> |
| Understanding of relevant policies/codes of practice and awareness of relevant legislation                   | *                       |                         | A/Q/R/S           |
| Basic understanding of child development and learning                                                        | *                       |                         | A/Q/R/S           |
| Working with or caring for children of relevant age                                                          | *                       |                         | A/R/S             |
| General understanding of national/foundation stage curriculum and other basic learning programmes/strategies | *                       |                         | A/S               |
| Understanding classroom roles and responsibilities and your own position within these                        |                         | *                       | A/R/S             |

|                                                                                                                                                                                                                                                                     |                         |                         |                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-------------------------|-------------------|
| Training in the relevant learning strategies e.g. English, behaviour de-escalation, restorative practice                                                                                                                                                            | *                       |                         | A/Q/R/S           |
| NVQ 2 for Teaching Assistants or appropriate level of experience of operating in the classroom environment                                                                                                                                                          |                         | *                       | A/Q/R/S           |
| <b><u>EXPERIENCE</u></b>                                                                                                                                                                                                                                            | <b><u>Essential</u></b> | <b><u>Desirable</u></b> | <b><u>MOA</u></b> |
| Experience of dealing with queries from a wide range of people                                                                                                                                                                                                      | *                       |                         | A/S               |
| Experience of working as part of a team                                                                                                                                                                                                                             |                         | *                       | A/S               |
| Experience of organising work tasks and duties to meet appropriate service standards e.g in terms of timeliness, accuracy and customer care                                                                                                                         |                         | *                       | A/S               |
| To adhere to all areas of safeguarding                                                                                                                                                                                                                              | *                       |                         | A/S               |
| SEMH experience                                                                                                                                                                                                                                                     |                         | *                       | A/S               |
| Primary experience                                                                                                                                                                                                                                                  |                         | *                       | A/S               |
| <b><u>PERSONAL QUALITIES</u></b>                                                                                                                                                                                                                                    | <b><u>Essential</u></b> | <b><u>Desirable</u></b> | <b><u>MOA</u></b> |
| Commitment to own personal development and learning                                                                                                                                                                                                                 | *                       |                         | A/R/S             |
| A passion for education and making a difference                                                                                                                                                                                                                     | *                       |                         | A/R/S             |
| Excellent and confident communicator                                                                                                                                                                                                                                | *                       |                         | A/R/S             |
| Effective team member                                                                                                                                                                                                                                               | *                       |                         | A/R/S             |
| Drive, determination and ambition                                                                                                                                                                                                                                   | *                       |                         | A/R/S             |
| Energy, enthusiasm and a sense of humour                                                                                                                                                                                                                            | *                       |                         | A/R/S             |
| Ability to motivate self and others                                                                                                                                                                                                                                 | *                       |                         | A/R/S             |
| Emotional resilience - recognising that working in education is demanding and approach the challenge positively                                                                                                                                                     | *                       |                         | A/R/S             |
| The postholder must have a command of spoken English which is sufficient to enable the effective performance of the role, including the ability to speak with confidence and accuracy and the ability to listen and respond appropriately dependent on the audience | *                       |                         | A/R/S             |
| <b>Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any</b>                                                                                             |                         |                         |                   |

**other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.**

**This role is subject to a six-month probationary period and satisfactory enhanced DBS check. As one organisation Cockburn Multi-academy Trust expects all its employees to work across any academy within the trust as and when required.**

**Cockburn MAT is committed to creating a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage, or civil partnership.**

|                            |     |                   |
|----------------------------|-----|-------------------|
| METHOD OF ASSESSMENT (MOA) | A = | Application Form  |
|                            | Q = | Qualification     |
|                            | R = | References        |
|                            | S = | Selection Process |

# COCKBURN

## CAREER PATHWAYS

### What job roles am I interested in?

#### Pastoral

Safeguarding Officer, Family Support Worker, Early Intervention Therapeutic Worker, Attendance Outreach Worker, Outreach Co-ordinator, Early Intervention Worker Assistant SENCO, Head of Year

#### Facilities

Cleaner, Cleaning Supervisor, Caretaker, Caretaker, Site Manager, Premises Assistant, General Kitchen Assistant, Senior Catering Assistant, Catering Supervisor, Catering Manager

#### Data/technical support

Reprographics, Data Assistant, Data Manager, Trust Data and MIS Officer, IT Technician, Senior IT Technician, IT Manager

#### Operational

Receptionist, Administrator, Office Manager, School Business Manager, Personal Assistant to Head of School/ Executive Headteacher, Exams Officer, Finance Assistant, Finance Officer, Trainee Accountant, Finance Manager, HR Manager, Head of HR, Deputy Chief Operating Officer, Chief Operating Officer

#### Classroom support

Midday Supervisor, Before/After School Club Assistant, Playworker, Nursery Assistant Child and Family Practitioner Behaviour & Learning Inclusion Practitioner, Teaching Assistant, Learning Mentor, Cover Supervisor, HLTA, DT/Art/Food/Science Technician LRC Coordinator

#### Routes into teaching

QTS, QTLS, PGCE, SCITT, School Direct Teach First, Teaching Apprenticeship, Straight to Teaching

### What career path should I take?

#### Ongoing training and development

PDD Days, annual updates, staff briefings, departmental specific training, away days

#### What internal training may there be available?

Shadowing, acting up, secondments, mentor support, volunteering, associate roles

#### What qualifications do I need to reach my goal?

GCSES, A Levels, NVQs, diploma, foundation degree, PGCE, QTS, ECT, Level 3 TA, CIPD, accountancy, H&S, NEBOSH, computing and IT, apprenticeship

#### How do I find out more about job roles?

Job adverts/website, line manager, careers officer, departmental heads, teacher training lead, HR

#### Smart clinic resources

Self-care and personal development

#### Annual appraisal

CPD, training and development, career aspiration conversations, succession planning

#### National College resources

Teaching and learning, pedagogy. SEND, admin, finance, staffing, recruitment, facilities, H&S

#### Training for new starters...

Staff induction, statutory training including child protection and safeguarding, online safety, data protection, school policies, behaviour management

### Our values and ethos

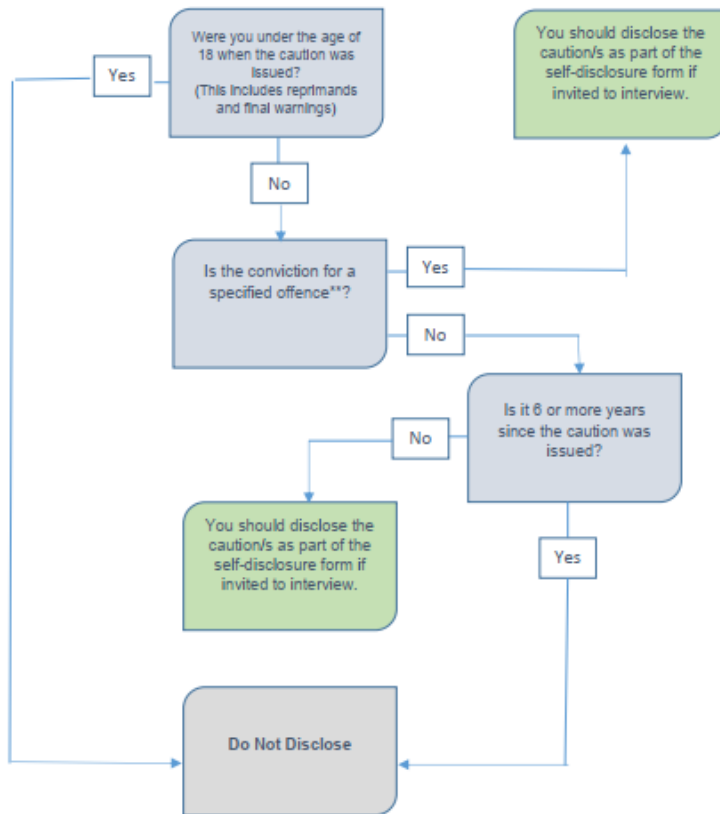
Equality, diversity and inclusion, high quality professional development, internal coaching and individual CPD rewarding jobs, lifelong learning, growth mindset, work life balance, flexibility

## SUPPORT STAFF



**COCKBURN**  
MULTI-ACADEMY TRUST  
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### Disclosure of a Caution ( this includes reprimands and final warnings)



\*\*<https://www.gov.uk/government/publications/dba-list-of-offences-that-will-never-be-filtered-from-a-criminal-record-check>

### Disclosure of a Conviction Please work this through for each conviction you have separately even if they were part of the same legal proceedings

\*[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/935747/draft-rehabilitation-offenders-act-1974-exceptions-order-1975.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/935747/draft-rehabilitation-offenders-act-1974-exceptions-order-1975.pdf)

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