



Director of Inclusion
February 2026





WELCOME FROM THE CHIEF EXECUTIVE

Dear Applicant,

Thank you for your interest in the post of Director of Inclusion. I am pleased to introduce this recruitment pack and to share more about this important executive leadership opportunity within Thrive Co-operative Learning Trust.

At Thrive, inclusion sits at the heart of who we are and how we work. We believe that pupils thrive when they experience an ambitious curriculum, high-quality teaching, strong relationships and a culture of care and high expectations. Inclusion is not something we do alongside education; it is the way we secure excellent education for every child, every day. We are therefore seeking a values-led, credible and thoughtful leader who can provide strategic, trust-wide leadership and help ensure that inclusive practice is a defining and enduring strength across our schools.

As Director of Inclusion, you will play a central role in shaping how education is designed, delivered and experienced across the Trust. Working closely with me and with colleagues on the Executive Team, you will lead strategy for SEND, EAL and pupils facing vulnerabilities or disadvantage, ensuring that culture, systems and provision are aligned and coherent. This role is about building trust, developing capacity and setting clear expectations, so that schools are supported to do their very best work for the pupils who need it most.

This pack provides further information about the Trust, the role and the qualities we are seeking. I would warmly encourage you to speak with us to gain a fuller sense of our context and ambitions. To arrange a visit or an informal conversation, please contact Helen Harrison, Senior Executive Assistant and Governance Professional, on 01482 496725 or via email at harrisonh@thrivetrust.uk.

Thank you for considering this opportunity. I look forward to receiving your application and to learning more about the experience, insight and leadership you could bring to Thrive Co-operative Learning Trust.

Warmest wishes,

Jane Nolan
Chief Executive Officer



WELCOME FROM THE CHAIR OF THE TRUST BOARD



Dear Applicant,

Thank you for your interest in the position of Director of Inclusion at Thrive Co-operative Learning Trust. The Board of Trustees views this new executive appointment as a pivotal moment in our journey.

We are a vibrant family of ten schools across Hull seven primary and three secondary united by a shared purpose: to inspire pupils to thrive in life. We believe that inclusion is not something we do alongside education; it is the way we secure excellent education for every child, every day.

This role offers a unique opportunity to join our Executive Team and play a central role in shaping how education is designed, delivered, and experienced across the Trust. As Director of Inclusion, you will provide strategic, trust-wide leadership for SEND, EAL, and pupils facing vulnerabilities or disadvantage. You will work closely with the CEO and fellow Directors to ensure that inclusive practice remains a defining and enduring strength of our culture and curriculum.

We are seeking a values-led, credible, and thoughtful leader who can build trust, develop capacity, and set clear expectations so that our schools are supported to do their very best work for the pupils who need it most. In return, you will join a forward-thinking Trust that treats inclusion as an integral part of everyday practice and offers a collaborative environment focused on professional growth.

I look forward to receiving your application and learning more about the experience, insight, and leadership you could bring to Thrive Co-operative Learning Trust.

Yours sincerely,

Ken Battye
Chair of the Trust Board

About the Local Area – Why Hull is a Great Place to Live and Work

Hull is a vibrant and welcoming city with a unique blend of culture, community and quality of life, making it an exceptional place to build both your career and your everyday life.

As a former **UK City of Culture**, Hull offers a lively arts and cultural scene, with a dynamic waterfront district, independent eateries, galleries and year-round events that bring communities together. There's always something happening here, from festivals and markets to family-friendly activities.

Affordability and choice in housing are real strengths of living in Hull. Whether you're looking for a modern apartment by the marina, a family home in leafy suburbs, or affordable housing near transport links, the city offers excellent value compared with many other parts of the UK.

Hull is surrounded by beautiful landscapes: from city parks to the nearby Yorkshire Wolds and the stunning East Yorkshire coastline, all just a short drive or bus ride away. Whether you enjoy weekend walks by the sea, countryside cycling or exploring local heritage sites, there's plenty to enjoy in your free time.


More information about the local area can be found at :
<https://www.visiteastyorkshire.co.uk/plan-your-visit/hull/>



GOVERNANCE STRUCTURE



Chris Shepherdson
Member




Claire Wood
Member



John Smith
Member



Prof. Peter Draper
Member



John Craig
Member

MEMBERS



Ken Battye
Chair of Board



Issy Whitelock
Vice Chair of Board



Andy Smith
Trustee




Paul Britton
Trustee



Lee Phillips
Trustee



Sam Woolhouse
Trustee



Helen Cooper
Trustee



Richard Barwick
Trustee



Callum Priestley
Trustee



Franklin Onukwagha
Trustee

BOARD OF TRUSTEES

Finance & Personnel Committee

Remuneration Committee

Quality of Education Committee

Local Governing Body Chair's Forum

Local Governing Body 8-10 Governors



Jane Nolan
Chief Executive Officer



Paula Saleh
Director of Finance and Operations



Beccy Meilhan
Director of People



Chris Leng
Director of Secondary Education



Becky Edlin
Director of Safeguarding and Attendance



Julia Mitchell
Director of Primary Education



Helen Harrison
Senior Executive Assistant & Governance Professional



Calum Thompson
Trust IT Manager



Claire Coultas
Trust Communication & Compliance Manager



Paul Browning
Pupil Engagement Development Lead

TRUST EXECUTIVE TEAM

HEADTEACHERS



James Shaw
Headteacher
Kelvin Hall School



Jacqui Marshall
Headteacher
Chiltern Primary



Lisa Allen
Headteacher
Ings Primary



Vicky Mounsor
Headteacher
Oldfleet Primary



Alyson Thompson
Headteacher
Priory Primary



Vicky Callaghan
Headteacher
Newland SFG



Steve Fenna
Headteacher
The Boulevard Academy



Sara Moore
Headteacher
Sidmouth Primary

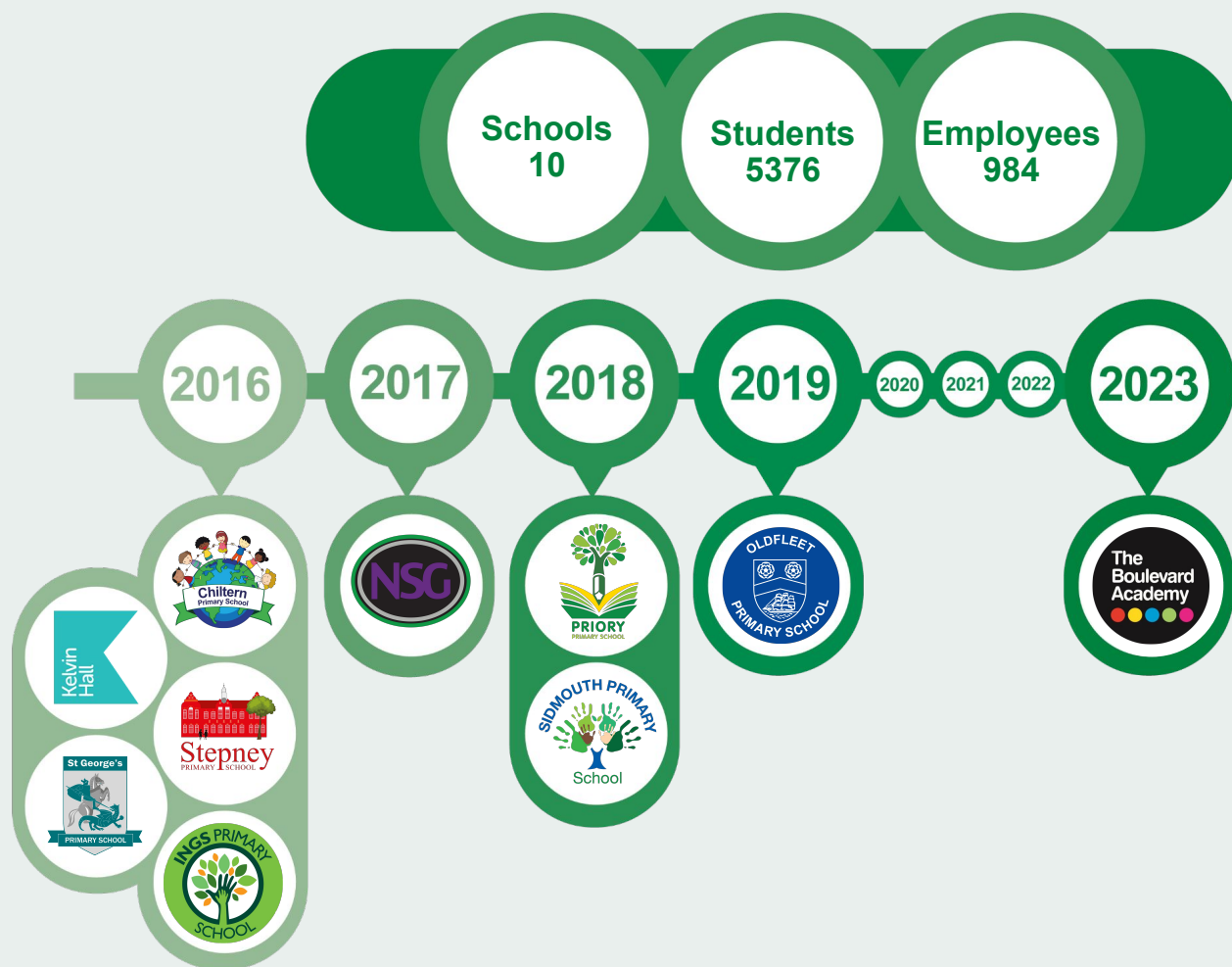


Joanne Atkinson
Headteacher
Stepney Primary



Louise Oddy
Headteacher
St Georges Primary

Our Journey so far...



Our Partners

Our ongoing partnerships with the following organisations



Our partnership with the Reach Foundation is leading us to develop a 'Cradle to Career' model across our three schools in HU3 - and later across the whole of Thrive.



Our recent partnership with C3 Group has brought us closer to achieving our goal of net-zero emissions, reinforcing our pledge to create a more sustainable future for our students, staff, and the wider community.



Yorkshire 100 aims to identify 100 future school leaders and take them on a development journey of peer-led support and cutting edge national and international school development.



Coop Schools provides services and support for the network of cooperative schools, strengthening school improvement and local accountability.



Registered Office Address:

Kelvin Hall School, Bricknell Avenue, Hull, East Yorkshire HU5 4QH

Tel: (01482) 342229 | Email: jobs@thrivetrust.uk





GROW & DEVELOP

ECO SUSTAINABLE

CPD & LEADERSHIP

OPPORTUNITY **TO THRIVE**

The Thrive Co-operative Learning Trust **understands thriving to mean learning**, and learning to mean **growing in knowledge, self-reliance and in responsibility towards others**.

Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when **we work together for the common good**.

This sense of agency plays out at three scales as it affects the future of **the individual, their community (local and national), and their planet**.



EMPLOYEE **BENEFITS**



Cycle to Work Scheme



Teachers' Pensions
East Riding Pension Fund



Employee Benefits Platform



Space2BHeard



East Riding Leisure



PureGym



Try It, Love It, Live It

Director of Inclusion
Salary: L21 £84,699 - L24 £91,158
Full time, Permanent
Start date: September 2026 or earlier if possible
Flexible hybrid working with regular travel to our schools
Relocation package of up to £8,000 where applicable

Thrive Co-operative Learning Trust is a vibrant family of ten schools across Hull, three secondary and seven primary – united by a shared purpose: to inspire pupils to thrive in life. Each Thrive school is a dynamic community of staff, pupils, and families working together to unlock every child's potential.

The Opportunity

As a senior member of the Executive Team, the Director of Inclusion will help shape how education is designed and delivered across our seven primary and three secondary schools. This is a strategic, trust-wide leadership role designed to ensure that inclusion is a defining strength of our culture, curriculum, and practice.

Working alongside the Executive Education Team, you will influence how learning, support, and culture come together so that every pupil is able to succeed. You will provide trust-wide leadership for SEND, EAL, and groups facing disadvantage, ensuring that our provision is coherent, ambitious, and consistently strong across all phases.

What We Offer

- **A Strategic Executive Role:** Become a core member of the Trust Executive Team, collaborating directly with the CEO and Directors of Primary, Secondary, and Safeguarding and Attendance to embed inclusion in every aspect of Trust life.
- **System-Wide Influence:** The opportunity to develop, implement, and evaluate a Trust-wide Inclusion Strategy that impacts thousands of pupils.
- **Professional Growth:** Access to leadership development programmes and the chance to build leadership capacity for inclusion across multiple settings.
- **A Collaborative Environment:** Join an inclusive and forward-thinking Trust that treats inclusion as an integral part of everyday practice rather than a compliance-led function.
- **Staff Benefits:** Access to our staff benefits platform, including retail discounts, gym membership offers, and salary sacrifice schemes such as cycle-to-work.
- **Pay & Contract** Your salary will be aligned with the School Teachers' Pay and Conditions Document (STPCD), and you will benefit from the terms of the Burgundy Book and membership of the Teachers' Pension Scheme.

What You Will Bring

- **Expertise and Qualifications:** You must hold Qualified Teacher Status (QTS) and a recognised SENCO qualification
- **Proven Leadership:** Significant senior leadership experience within schools or multi-academy trusts, with a track record of improving outcomes for vulnerable pupils.
- **Strategic Vision:** The ability to develop and lead trust-wide strategies for SEND, EAL, and Mental Health/SEMH.
- **Deep Knowledge:** A strong understanding of statutory frameworks (SEND, safeguarding, equality) and evidence-informed inclusive pedagogy.
- **Values-Led Approach:** A commitment to equity, dignity, and high expectations for all pupils, including those with additional or complex needs.

Next Steps: To arrange a visit or an informal conversation, please contact Helen Harrison, Senior Executive Assistant and Governance Professional, on 01482 496725 or via email at harrisonh@thrivetrust.uk.

Closing date: Monday 9th March 2026, 8 am

Shortlisting: Monday 9th March 2026

Interviews: Friday 13th March 2026



Safer Recruitment Statement

As part of Thrive Co-operative Learning Trust's commitment to safer recruitment processes and in accordance with statutory guidance: Keeping Children Safe in Education an online search will be carried out on all shortlisted candidates to help identify any issues that may need to be explored at interview and which could indicate a risk to children or the Trust's reputation.

Please note, that we do not accept CVs, applications must be submitted using our application form.

Our commitment to Safeguarding: Thrive Co-operative Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Each school has a robust Safeguarding Policy and all staff receive training relevant to their role at induction and throughout their employment.

A candidate's suitability to work with children will be explored at all stages of the recruitment process. The successful applicant will, in accordance with statutory guidance, be subject to a comprehensive pre-employment checking process including receipt of a satisfactory enhanced disclosure from the Disclosure and Barring Service (DBS), a Children's Barred List check, a Section 128 Management Check if relevant, Prohibition check and overseas checks as applicable, identity check, medical clearance, proof of qualifications, satisfactory references and a check regarding their eligibility to work in the UK.

This role involves contact with children and provides regular access to children, therefore it is a 'regulated activity'. As such, this post is exempt from the Rehabilitation of Offenders Act - 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

Our commitment to equality and diversity: Thrive Co-operative Learning Trust recognises and celebrates the diversity of its schools and their communities. There is a shared commitment across the Trust to develop further a culture of respect, where discrimination is not tolerated, and individuals are treated equitably and fairly and feel a sense of belonging.

Please visit the Thrive Trust website to view our Job Applicants Privacy Notice, which explains how we collect, store, and use personal data about individuals applying for jobs at our Trust.



Registered Office Address:
Kelvin Hall School, Bricknell Avenue, Hull, East Yorkshire HU5 4QH
Tel: (01482) 342229 | Email: jobs@thrivetrust.uk



Job Description

Post Title	Director of Inclusion
Grade	L21 - L24
Location	Executive Team
Reporting to	CEO

Summary of role

As a member of the Executive Team, the Director of Inclusion will help shape how education is designed and delivered across Thrive Cooperative Learning Trust. Working alongside the Executive Education Team, the postholder will influence how learning, support and culture come together so that every pupil can succeed. The role will span primary and secondary phases and will provide trust-wide leadership for SEND, EAL and groups facing disadvantage, ensuring that systems, provision and practice are coherent, ambitious and consistently strong.

Purpose of the Role

The Director of Inclusion will provide strategic, trust-wide leadership to ensure that inclusion is a defining strength across Thrive Cooperative Learning Trust's seven primary and three secondary schools.

The role exists to secure high-quality education, strong outcomes and positive experiences for all pupils, with particular responsibility for those with special educational needs and disabilities (SEND), English as an additional language (EAL), Children Looked After (CLA) and Previously Children Looked After (PCLA), alongside other pupils who may face disadvantage.

As a core member of the Trust Executive Team, the postholder will work collaboratively with the CEO, Director of Primary, Director of Secondary, and Director of Safeguarding and Attendance to ensure that inclusion is embedded first in culture, and consistently reflected in curriculum, teaching, pastoral practice and all systems across the Trust. Inclusion is understood as the means through which ambitious curriculum design, effective teaching and high expectations are secured for every pupil.

Strategic Responsibilities

Inclusion Strategy and System Design

Shaping how inclusive education is designed, delivered and experienced across the Trust.

- Develop, implement and evaluate a Trust Inclusion Strategy that secures consistently strong practice and outcomes for all groups of pupils.
- Ensure inclusive practice is integral to curriculum design, pedagogy, assessment, behaviour, attendance and personal development across all phases.
- Champion high expectations and ambition for all pupils, particularly those with additional or complex needs.
- Ensure equality duties are met and that no group is disadvantaged by policy, practice or culture.
- Provide strategic oversight of transition and progression pathways across the Trust, including early years to primary, primary to secondary and post-16, ensuring continuity of curriculum, support and high expectations for all pupils.
- Work constructively with Local Authorities, health and social care partners, and other agencies to strengthen provision and pathways for pupils and families.

SEND Leadership

Providing strategic leadership and assurance for SEND practice, provision and impact at Trust level.

- Develop, implement and evaluate a Trust SEND Strategy as a core component of the wider Inclusion Strategy.
- Provide strategic oversight of SEND identification, assessment, provision and review, ensuring consistency, quality and timely support across schools.
- Monitor the effectiveness and sustainability of provision for pupils with Education, Health and Care Plans (EHCPs), ensuring resources are deployed appropriately to secure high-quality support, positive outcomes and long-term inclusion.
- Hold strategic oversight of all specialist and targeted SEND provision across the Trust, including nurture or support bases, resourced provisions and SEND units, ensuring clarity of purpose, consistency of practice and demonstrable impact, regardless of funding route.
- Provide expert advice and guidance on complex SEND matters, supporting school leaders in decision-making and resolution.
- Lead Trust SEND self-evaluation, audit activity and improvement planning, ensuring clear lines of impact and continuous improvement.
- Develop and implement a Trust mental health and SEMH strategy, supporting schools to strengthen provision, practice and early intervention.
- Lead, develop and quality-assure the Trust SENCO Network, providing strategic direction, professional guidance and support to all SENCOs.
- Set clear expectations for SENCO practice, leadership impact and statutory compliance.
- Design, commission and/or deliver a coherent programme of professional development focused on adaptive teaching and inclusive classroom practice.
- Use data and network intelligence to identify strengths, gaps and priorities for Trust-wide improvement.
- Identify and disseminate best practice locally and nationally to strengthen SEND provision across the Trust.

EAL Provision

Ensuring equitable access to an ambitious curriculum for pupils with English as an additional language.

- Develop, implement and evaluate a Trust strategy for pupils with English as an additional language, ensuring effective induction, assessment, language development and curriculum access.
- Promote evidence-informed EAL pedagogy and assessment that enables pupils to engage fully with ambitious curricula.
- Ensure accurate identification, tracking and evaluation of progress and attainment for EAL learners.

Children Looked After and Other Vulnerable Groups

Securing strong outcomes, effective support and high-quality pathways for vulnerable pupils.

- Provide strategic oversight for Children Looked After, Previously Children Looked After, young carers and other vulnerable cohorts.
- Provide professional oversight and challenge to ensure that Personal Education Plans (PEPs) are purposeful, outcome-focused and effectively used by schools within wider multi-agency support.
- Oversee the strategic use and impact of Pupil Premium, Pupil Premium Plus and other targeted funding streams.
- In close partnership with the Director of Safeguarding and Attendance, champion trauma-informed, relational and inclusive approaches to behaviour, attendance and wellbeing for vulnerable pupils.

Quality Assurance, Data and Impact

Evaluating the impact of inclusive practice and using evidence to drive continuous improvement.

- Establish Trust-wide systems to evaluate how effectively inclusive practice supports pupils' learning, behaviour, attendance and personal development, with a clear focus on outcomes for vulnerable groups.
- Analyse quantitative and qualitative information, including the effective use of digital systems and data platforms, to identify strengths, areas for development and priorities for improvement.
- Ensure the perspectives of pupils and families inform Trust-level understanding, decision-making and improvement planning.
- Lead inclusion-focused deep dives, thematic reviews and peer evaluations.
- Support schools to articulate and evidence inclusive practice and impact.
- In partnership with the Executive Education Team, ensure inclusion is embedded in everyday practice, culture and decision-making, rather than treated as a separate or compliance-led function.

Executive Collaboration and Leadership

Embedding inclusion through collective executive leadership and system-wide improvement.

- Work closely with Executive colleagues to ensure inclusion is embedded across all school improvement activity, with clear and respectful delineation of roles and responsibilities.
- Contribute to joint planning, school reviews and targeted support strategies.
- Provide professional challenge and support to Headteachers and senior leaders.
- Model and promote a Trust culture where inclusion is synonymous with high-quality education for all.

People, Culture and Capacity Building

Building inclusive leadership capability, confidence and sustainability across the Trust.

- Build leadership capacity for inclusion across schools, reducing reliance on individual roles and strengthening sustainable practice.
- Commission, design and/or deliver high-quality professional development on all aspects of inclusion for a wide range of stakeholders, including trustees, governors, senior leaders, teachers and support staff.
- Ensure professional learning is coherent, evidence-informed and aligned to Trust priorities.
- Support workload reduction through clear systems, shared resources and Trust-wide consistency.
- Promote staff wellbeing and professional confidence in inclusive practice.

Governance, Accountability and External Relationships

Providing assurance, strategic advice and effective external engagement on inclusion.

- Advise the CEO, Board of Trustees and relevant committees on inclusion, SEND, risk and statutory responsibilities.
- Contribute to Board reporting, dashboards and strategic decision-making.
- Act as the Trust's senior professional lead for inclusion in strategic engagement with Local Authorities, partner agencies and external stakeholders.
- Work in close partnership with the Director of Safeguarding and Attendance to ensure coherent, joined-up approaches for vulnerable pupils, with clear alignment across inclusion, safeguarding, behaviour, attendance and personal development.

Executive Team Contribution

Contributing to Trust-wide strategy, decision-making and organisational leadership.

- Contribute fully to Trust-wide strategy, budgeting, risk management and organisational development.
- Work collaboratively with Executive colleagues to ensure inclusion is reflected across people, finance and operational decisions.

		E	D	How Identified
Qualifications	Qualified QTS Status	✓		AF
	Relevant child protection and safeguarding training/qualifications	✓		
	A recognised SENCO qualification (e.g. National Award in Special Educational Needs Coordination), or eligibility under SEND Code of Practice exemptions or significant relevant experience that must be clearly evidenced in the application.	✓		
Experience	Significant senior Leadership experience within schools or multi-academy trusts	✓		AF, I,R
	Experience of leadership across both primary and secondary phases		✓	
	Significant expertise in SEND and inclusion, including statutory responsibilities and evidenced practice.	✓		
	Strong knowledge of statutory frameworks (SEND, Safeguarding, Equality) and what constitutes high quality education for all pupils.	✓		
	Proven track record of improving outcomes for vulnerable pupils through strategic leadership.	✓		
	Experience of leading or contributing to specialist SEND provision (e.g nurture bases, resourced provision, SEN units).	✓		
	Experience of designing, commissioning or delivering professional development at scale.	✓		
	Ability to oversee and evaluate the use of targeted funding and commissioned provision to secure positive outcomes.	✓		
	Experience of working with pupils with EAL, pupils who are looked after or previously looked after, and other vulnerable groups.	✓		
	Experience of inspection, review or peer-evaluation processes.	✓		
	Ability to influence, challenge and support headteachers, senior leaders and staff with credibility and authority.	✓		
	Trust-level, system leadership, or cross school improvement experience.		✓	
	Strong interpersonal and communication skills, enabling effective partnership with families, Local Authorities and external agencies.	✓		
	A values-led leader with high expectations for all pupils and a clear commitment to equity, dignity and inclusion.	✓		

		E	D	How Identified
Skills	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	✓		AF, I,R
	Ability to develop processes that encourage the sharing of best practice across more than one school	✓		
	Ability to interpret quantitative and qualitative data and use this analysis to inform planning, support, and challenge	✓		
	Excellent interpersonal and communication skills with the ability to interact effectively with all stakeholders	✓		
	Ability to pursue challenging and rigorous questions and probe explanations	✓		
	Able to manage competing priorities and take effective action to deal with these	✓		
	Excellent written communication skills including the ability to write formal reports and respond to concerns and complaints	✓		
	Well-developed influencing skills to change practice via a collaborative approach	✓		
	Confident, enthusiastic, motivated and committed, with a passion for protecting and developing children	✓		
Personal Qualities	Ability to work as part of a team and on own initiative	✓		AF, I R
	Flexible and solutions focused	✓		
	High levels of resilience	✓		
	The successful candidate's appointment will be subject to the School obtaining a satisfactory Enhanced disclosure from the Disclosure & Barring Service and Children's Barred list check	✓		
Disclosure & Barring Service	This post is exempt from the Rehabilitation of Offender Act 1974 the candidate is required to declare full details of everything on their criminal record.	✓		DBS