

University Academy Long Sutton

UNIVERSITY ACADEMY
LONG SUTTON



UNIVERSITY OF
LINCOLN



“Transforming lives”

Job Application Pack: Inclusion Coordinator

Permanent, Full time, 37 hours per week, 39 weeks a year (Term Time and includes 5 training days)

Salary: Grade 6 Point 15 - 18 (£30,024 – 32,597 FTE)

Actual Salary: Grade 6 Point 15 - 18 (£25,751.35 - £27,958.20) - Dependent on Experience

Start date: As soon as all pre-employment checks are completed

Principal's Welcome

It is a privilege to welcome you to the University Academy Long Sutton (UALS). At UALS, our core purpose is to deliver exceptional educational opportunities and experiences, ensuring that every pupil is supported to achieve their full potential. We are committed to creating an environment that values academic excellence, personal development, and social responsibility.

We are entering an exciting stage in the Academy's journey and are particularly proud of our move into brand new, c.£30m state-of-the-art facilities. These outstanding resources will significantly enhance teaching and learning, enabling us to broaden our curriculum and provide a rich range of opportunities that reflect the diverse interests and ambitions of our pupils.

We believe wholeheartedly in the transformative power of education and the vital role it plays in improving life chances. At UALS, pupils are guided towards successful pathways into training, employment, and further or higher education. Our dedicated and skilled staff work relentlessly to inspire, challenge, and support pupils, helping them to develop confidence, resilience, and a strong sense of purpose.

We encourage you to explore our website to gain an insight into life at UALS, from our vibrant community and enrichment opportunities to our academic achievements. We look forward to welcoming committed and passionate professionals who share our ambition to foster a culture of high expectations, aspiration, and success for all.

For information about our Trust please visit www.uolat.co.uk. In the section for 'How to Apply' later in the pack there is also further information about visits and making contact. These are warmly welcomed.

Liam Davé

Principal



About the Role

Thank you for your interest in our recent advertisement for the above position at University of Lincoln Academy Trust, University Academy Long Sutton.

We are currently seeking to appoint a suitably experienced and motivated Inclusion Coordinator.

The successful applicant will be responsible for overseeing and managing the school's Internal Exclusion Centre (IEC). This will involve supervising pupils who are placed in the provision, ensuring that they remain engaged with their learning while also reflecting on and addressing the behaviours that led to their placement. The role will require the post holder to maintain a structured and supportive environment where pupils can continue their work while being guided to make more positive choices.

In addition, the role will include tracking and monitoring behaviour patterns across year groups and for individual pupils, identifying trends and contributing to strategies that support improved behaviour and engagement. The successful candidate will liaise regularly with parents and carers regarding learner behaviour, working in partnership to support positive outcomes. The role will also involve close collaboration with teaching staff, pastoral teams and, where appropriate, external agencies to ensure that pupils receive consistent support.

While the role will involve managing behaviour and ensuring that appropriate consequences are in place, it is envisaged that a significant part of the position will focus on supporting pupils to reflect on and modify their behaviour. The successful applicant will therefore play an important role in helping learners develop strategies for managing their actions, improving relationships and making more positive choices in the future.

Early applications are encouraged. We reserve the right to interview and appoint prior to the closing date of the advertisement, should we identify an appropriate candidate.

Applicants please note this post is subject to Enhanced DBS Clearance. It is an offence to apply for the role if the applicant is Barred from engaging in regulated activity relevant to children. This Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Applicants may be subject to an online presence check.

This post is subject to the following checks:

- Enhanced DBS Disclosure
- Barred List Check
- Childcare Disqualification Check
- Prohibition Check
- Section 128 Check (where applicable)



How to Apply

If you wish to know more about this exciting opportunity, need further information or would like to arrange an informal discussion or visit please contact Ellie Carter (PA to Principal) using cartere@uals.org.uk who will arrange this with our Principal, Mr Davé.



Closing Date:

Friday 27th March 2026

Apply on MyNewTerm and complete all sections in full.

Interviews:

Monday 30th March 2026

References will be obtained after shortlisting and prior to interview. Please ensure that contact details are accurate.

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Inclusion Coordinator

Job Description

Ambition | Inclusion | Integrity

Job Title: Inclusion Coordinator
Salary: Grade 6 Point 15 – 18 (Dependent on experience)
Start Date: As soon as possible
Reports to: Senior Teacher of Behaviour



Job Purpose & Key Responsibilities

To manage and oversee the school's Internal Exclusion Centre (IEC), providing structured supervision and support for pupils placed in the provision. The role aims not only to manage behaviour incidents but also to support pupils in reflecting on, understanding and improving their behaviour so that they can successfully reintegrate into mainstream lessons.

The postholder will monitor and track behaviour patterns, work closely with staff, parents and external agencies, and contribute to the development of strategies that promote positive behaviour across the school.

Specific areas of responsibility and key tasks

Management of IEC

- Supervise and manage the day-to-day operation of the Internal Exclusion Centre (IEC).
- Ensure pupils complete appropriate learning tasks while in the IEC.
- Maintain a calm, structured and purposeful environment that supports learning and reflection.
- Support pupils in understanding the impact of their behaviour and encourage positive behavioural change.
- Prepare pupils for successful reintegration into mainstream lessons.

Behaviour Monitoring and Support

- Track and monitor behaviour patterns of individual pupils and year groups.
- Identify trends or emerging concerns and share information with relevant staff.
- Contribute to the development of strategies and interventions to improve pupil behaviour and engagement.
- Maintain accurate records and reports relating to behaviour incidents and internal exclusions.

Communication and Liaison

- Liaise with parents and carers regarding pupil behaviour and progress.
- Work closely with teaching staff, pastoral teams and senior leaders to ensure consistent behaviour expectations.
- Support meetings with pupils and parents where appropriate.
- Liaise with external agencies where required to support pupils with behavioural needs.

Supporting Behaviour Improvement	<ul style="list-style-type: none"> • Provide guidance and support to pupils to help them reflect on their actions and develop strategies to improve behaviour. • Promote positive relationships and encourage pupils to take responsibility for their behaviour. • Support the school's behaviour policy and contribute to a positive learning environment.
Fulfil wider professional responsibilities	<ul style="list-style-type: none"> • Make a positive contribution to the wider life and ethos of the Academy;
Requirements for all Colleagues	<ul style="list-style-type: none"> • The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post holder. • To promote and uphold the Academy's Mission Statement, values and strategic objectives. • To comply with the Academy's policies and procedures, including those relating to health and safety, safeguarding, welfare and security. • To work positively with colleagues, pupils, parents and other partners, regardless of their gender, ethnicity, sexuality, age or disability. • To attend briefings and staff meetings as required. • To participate in the Academy's Performance Management Review scheme and undertake professional development and training as required. • To be a positive role model and to take responsibility for promoting good standards of behaviour and conduct. • To undertake other duties that are in accordance with the purpose and grade of the post as agreed with the Chief Executive Officer.

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Inclusion Coordinator

Person Specification

Ambition | Inclusion | Integrity



Inclusion Coordinator Person Specification

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a) Experience and Qualifications	Essential	Desirable
Good general education to at least upper GCSE level (C or 4 above).	Y	
Experience of working with young people and/or in a busy environment	Y	
Good organisational skills	Y	
ICT skills and readiness to develop those skills	Y	
Ability to simplify and explain information	Y	
Experience of working with young people, preferably in a school or educational setting.	Y	
Experience of supporting or managing pupil behaviour.	Y	
Experience of working with a range of pupils with differing needs.	Y	
Experience of working within a behaviour support or pastoral role in a school.		Y
Experience of working with external agencies or multi-agency teams.		Y
b) Skills and Knowledge	Essential	Desirable
Excellent communication and interpersonal skills.	Y	
Strong organisational skills and the ability to maintain accurate records.	Y	
Ability to remain calm and professional in challenging situations.	Y	
Ability to build positive relationships with pupils, staff and parents.	Y	
Understanding of behaviour management strategies.	Y	
Ability to work effectively in a busy school environment.	Y	
Knowledge of behaviour tracking systems used in schools.		Y
Training in behaviour management, safeguarding, or restorative approaches.		Y
b) Personal Qualities	Essential	Desirable
A flexible approach and a positive “can do” attitude.	Y	
Resilience and the ability to manage challenging behaviour appropriately.	Y	
A commitment to supporting pupils to improve their behaviour and succeed in school.	Y	

Ability to work independently as well as part of a team.	Y	
Professional integrity and a commitment to safeguarding and promoting the welfare of children.	Y	
c) Child Protection	Essential	Desirable
Commitment to form and maintain appropriate relationships and personal boundaries with young people	Y	
Commitment to safeguarding and promoting the welfare of young people	Y	
Understanding of how best to promote the health, safety and well-being of young people	Y	
d) Safeguarding	Essential	Desirable
Knowledge of the statutory requirements of KCSIE together with experience of Child Protection, Safer Recruitment and Safeguarding procedures.	Y	

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

We will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed and would not in itself justify a reconsideration of the grading of the post.



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