



**GREAT
HEIGHTS**
ACADEMY TRUST

Achieving excellence together

Inclusion Worker
Partner Provision Team

CANDIDATE INFORMATION PACK



Dear Colleague,

I am delighted that you are considering the position of Inclusion Worker in the Great Heights Partner Provision.

The Great Heights Partner Provision provides a high-quality alternative education for children and young people, aged 5 to 16, with health (including social, emotional and mental health) or medical needs, who are unable to access their mainstream school due to their medical needs. The Provision has capacity for 5 primary students and 40 secondary pupils. Pupils access the Provision on a short-term basis with the aim of reintegrating back into mainstream school at the earliest opportunity.

We are seeking to recruit an individual who has the inspiration, drive, and motivation to make a difference to the lives of young people. This is a unique opportunity to join a fantastic, dynamic and knowledgeable team and support children and young people whilst they are unable to access their mainstream school.

It gives me great pleasure to introduce myself as the Head of the Partner Provision. The Partner Provision is a safe, warm, welcoming, and inclusive provision where all stakeholders have the children's best interests at heart. The pupils who access the provision are amazing! They are resilient, determined, caring and inclusive

If you are considering applying for the position, you are welcome to come and visit us. Please contact 07483362988 to arrange your visit. I look forward to receiving your application, best of luck to all.

Yours sincerely,

Miss L De Villiers

Head of Partner Provision



Overview of the Position of Great Heights Trust

The Trust Board are seeking a highly driven and talented individual to join our thriving Multi-Academy Trust which is fully committed to making a difference to the life chances of our pupils. We are keen to hear from candidates who have a successful background in financial management and who are capable of playing a major role in our evolving plan to deliver exceptional 2-18 provision for the pupils in our growing MAT.

About the Trust

The Trust currently comprises of seven primary schools: three in Calderdale (The Greetland Academy, West Vale Academy and Bowling Green Academy), one in Leeds (Raynville Academy) and three in Kirklees (Carlinghow Academy, Marsden Junior School and, in April 2024, Nields Academy). We currently have two secondary schools (The Mirfield Free Grammar and Colne Valley High School). We also have a Trust Head Office based at Riverside Mills in Elland.

To find out more about our Trust, please view our [Stakeholder Overview](#).

Great Heights Academy Trust is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment. DBS checks are required for all posts.



Our Trust Vision

Our Trust vision has school improvement at its heart that will benefit all children in Trust schools.

We aim to

- ✓ Develop an effective partnership of schools that share a commitment to raising standards.
- ✓ Strengthen the partnership by valuing the uniqueness of each school and expecting all schools to contribute.
- ✓ Foster relationships based on mutual respect with a balance of autonomy and accountability.
- ✓ Share expertise – both best practice and best practitioners.
- ✓ Develop all teachers and leaders through effective professional development.
- ✓ This Trust vision drives both our School Improvement Strategy and our Strategy for Growth.

Our Vision and Values Statement

The Great Heights Academy Trust strives to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect. We aim to nurture academic, personal, spiritual and social development in a caring and professional manner so that all achieve their full potential and all can reach GREAT heights.

Current Trust Academies and Designations

Our mantra across our partnerships embraces the following themes:

G

Great teaching and learning opportunities for all in the partnership

R

Real life opportunities to develop an understanding of the wider world

E

Enthuse a love of learning and mutual respect

A

Academic development to nurture potential for all

T

Thorough accountability

GHAT has access to a wide support network through our designations. These offer support to all of our schools.



English Hubs
Teamworks English Hub
@ The Greetland Academy

Great Heights Research School West Yorkshire
Supported by the Education Endowment Foundation

AA Teamworks
WEST YORKSHIRE SCITT

*Achieving excellence together*

► Inclusion Worker

Position:	Inclusion Worker
Department:	Great Heights Partner Provision
Pay Range:	Grade 7
Hours of work:	37 hours Term Time plus 5 days
Responsible to:	Head of Partner Provision

Prime Objectives of the Post

- To work across both the Carlinghow Hub and Colne Valley Hub to provide consistent, high quality inclusion support
- To deliver targeted outreach and enrichment sessions that will re-engage students who are disengaged from education
- To build trusting, positive relationships that will promote emotional safety, confidence, and wellbeing
- To support students in developing positive attitudes to learning and appropriate behaviours
- To identify and address barriers to learning through personalised and flexible support
- To work collaboratively with staff, families, and external agencies to ensure joined-up support
- To support students in preparing for and achieving successful reintegration into mainstream education

Statutory Requirements

- It is aligned to the Local Government Terms and Conditions, set out in the statutory guidance.

Membership of the Trust

- To be an ambassador for the developing MAT, ensuring both internal and external colleagues are aware of the vision, culture, and ethos within the trust.
- To contribute to the delivery of the MAT school improvement offer and subsequent gains of being in Great Heights Academy Trust.
- To ensure all trust systems, processes and procedures are adhered to as requested from the Trust post holders.



Main Duties and Responsibilities

Teaching and Learning

1. Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all students including, where appropriate, those with special educational needs and disabilities (SEND).
2. Promote, support and facilitate inclusion by encouraging participation of all students in learning.
3. Use effective behaviour management strategies consistently in line with the Provision's Behaviour policy and procedures.
4. Support class teachers with maintaining good order and discipline among students, managing behaviour effectively to ensure a good and safe learning environment.
5. Organise and manage the teaching space, developing resources to help maintain a stimulating and safe learning environment for students.
6. Observe and assess student performance and pass observations on to teachers.
7. Plan and lead the delivery of small group/ 1:1 PSHE and engagement sessions within the provision and in children's homes, on outreach.
8. Support pupils with integration into a Hub by delivering engagement sessions in the pupils' home.
9. Use ICT skills and assistive technology to advance students learning.
10. Support students in one to one and small group sessions by improving behaviour and attitude to learning.
11. Undertake any other relevant duties given by the Head of Partner Provision.



Planning

- 1 Contribute to effective assessment and planning by supporting the monitoring, recording, and reporting of student performance and progress as appropriate to the level of the role.
- 2 Deliver sessions to support the needs of students in small groups for English, Maths and Science.
Plan and deliver sessions to support the needs of students in small groups for Enrichment Activities.
- 3 Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities.
- 4 Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning.
- 5 Plan support for the inclusion of students in the learning activities.

Working with colleagues and other relevant professionals

- 1 Communicate effectively with other staff members and students and with parents and carers under the direction of teachers.
- 2 Communicate their knowledge and understanding of students to other school staff and education, health, and social care professionals, so that informed decision making can take place on intervention and provision.
- 3 With the provision teachers, keep other professionals accurately informed of performance and progress or concerns they may have about the students they work with.
- 4 Understand their role to be able to work collaboratively within the team.



- 5 To contribute to the management of key events, including open evenings, celebration events etc.
- 6 To contribute to the development, implementation and evaluation of the Provision's policies, practices, and procedures, to support the Provision's values and vision.
- 7 To establish clear expectations and constructive working relationships amongst staff.
- 8 To seek opportunities to promote and ensure staff wellbeing.

Miscellaneous

- 1 To ensure that you take care of your own Health and Safety and that of your colleagues in line with the School's Health and Safety Policy.
- 2 To play a full part in the life of the community, supporting its distinctive mission and ethos, actively promoting its policies and practices.
- 3 To play a part in marketing and liaison activities such as Open Evenings, Parents' Evenings, and other similar events as appropriate.
- 4 To work as a member of the team and contribute positively to effective working relations within the Provision by attending all appropriate meetings.
- 5 To engage actively in the Performance Management Review process.
- 6 To participate in the Provision's Staff Development Programme by attending INSET, meetings and opportunities for further training and professional development as outlined in your Performance Review and training plan.
- 7 To undertake any other duties as may be required by your Line Manager.
- 8 To carry out your duties in accordance with the Provision's Equal Opportunities policy.

**Safeguarding**

As part of your wider duties and responsibilities you are required to promote and actively support the Trust's responsibilities and policies towards safeguarding and promoting the welfare of children, young people, and vulnerable adults.

General

- To uphold the Nolan Principles of public life.
- To support the Trust climate for learning and a culture of achievement and high expectation.
- To develop effective working relationships within our Trust schools, external partners, and other agencies to promote continuity of learning.
- To act as a positive role model to staff, maintaining high professional standards and high levels of care for pupils.
- To fully participate in CPD and appraisal activities.
- The post holder is responsible for implementing the vision for the Trust, which inspires and motivates the Trust partners and community.
- This job description is not intended to be comprehensive, and the job holder may be asked to perform other duties commensurate with the post as directed, to meet the needs of the Trust.

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**Person Specification: Inclusion Worker****Key to identification:** A = Application I = Interview R = Reference

Qualifications/Training	Essential	Desirable	A/I/R
Level 4 qualification in learning, development and support services or equivalent or willingness to work towards gaining	✓		A/I
Minimum of a grade C (level 4 equivalent) in GCSE English and Maths	✓		A/I
Other relevant qualifications (e.g. Foundation Degree in Education)		✓	A/I
National Vocational Qualifications in Supporting Teaching and Learning		✓	A/I
Recent safeguarding training	✓		A/I
Experience	Essential	Desirable	A/I/R
Experience of working with children and young people who have learning, attendance or behavioural issues	✓		A/I/R
Working in school for a minimum of 3 years	✓		A/I/R
Training or expertise in a relevant curriculum or other learning area	✓		A/I/R
Working with children who have specific needs	✓		A/I/R
Leading and managing other support staff		✓	A/I/R
Knowledge and understanding	Essential	Desirable	A/I/R
Good understanding of child development and how children learn	✓		A/I/R
Understanding of relevant policies/code of practice and awareness of relevant legislation	✓		A/I/R
Good understanding of the curriculum and other learning programmes.	✓		A/I/R
Good understanding of how to relate well to young people and adults.	✓		A/I/R
Multi agency working	✓		A/I/R
Good ICT and efficient organisation and administrative skills.	✓		A/I/R
A commitment to the responsibility of safeguarding and promoting the welfare of young people	✓		A/I/R
Committed to continual personal and professional development.	✓		A/I/R



Skills and abilities	Essential	Desirable	A/I/R
A commitment to maximising the academic, personal, social, and emotional development of all students.	✓		A/I/R
Work constructively as part of a team.	✓		A/I/R
Excellent communication and inter-personal skills	✓		A/I/R
Resilient and demonstrates ability to work well under pressure.	✓		A/I/R
Able to adopt a flexible working practice.	✓		A/I/R



► Reasons to work at Great Heights Academy Trust



A fantastic team

A highly skilled, loyal and supportive team of staff and senior leaders.



Professional development

Bespoke professional development to ensure that you as an employee, 'reach great heights'.



Career Opportunities

Career opportunities across the MAT.



Cycle to work scheme

Tax free cycle scheme.



Holiday package

The Trust provides staff with a generous holiday entitlement.



Pension scheme

Contributory pension through West Yorkshire Pension Fund/Teachers' Pensions.

