



Armthorpe  
Academy

# BUILD YOUR DREAM CAREER

Join our Team!



## RECRUITMENT PACK

### Inclusion Manager

Armthorpe Academy, Doncaster

EXCELLENCE AND EQUITY WITH INTEGRITY

# WELCOME FROM THE CEO

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Dear Candidate,

Thank you for your interest in the position of Inclusion Manager at Consilium Academies.

At Consilium, we are on a mission to being an excellent trust with excellent schools – we would love you to join us in that mission.

We are a values driven trust and bring this to life every day though our commitment to excellence, equity and integrity.

We recognise the unique value of everyone, whether they are staff or students and are dedicated to ensuring that every member of our Trust reaches their full potential. To achieve this, we collaborate with stakeholders and external organisations to build relationships that enhance opportunities for all members across the Trust.

We have a commitment to ensure each and every staff member is supported to achieve their goals within their career and have the skills and development to flourish. This commitment is reflected in our Centre for Professional Learning, where colleagues have access to tailored training opportunities and resources to meet their specific needs.

We firmly believe that every student, regardless of their background deserves an excellent education and an equal opportunity to fulfil their potential. This vision guides us in creating an environment where every pupil can thrive.

As part of our Trust, our academies align with collective aims, including prioritising holistic development of pupils academically, socially and emotionally. We aim to instil a passion for lifelong learning and continual improvement among our academies, staff and students, empowering them to pursue their aspirations and ambitions. Our goal is to create a family of academies that is inclusive and embraces diversity, fostering a supportive community where all members feel inspired and empowered to succeed.

We look forward to your application, thank you for your interest in joining the Consilium family.

Mr Michael McCarthy  
Chief Executive Officer of Consilium Academies.

# WELCOME FROM THE PRINCIPAL



Welcome to Armthorpe Academy.

I am delighted to welcome you as a prospective member of the Armthorpe Academy team. Your interest in joining the academy comes at an exciting time, as we continue to strengthen our commitment to delivering exceptional educational opportunities for every student within our trust.

Armthorpe Academy is a school with a strong and proud reputation for excellence, and its dedicated staff are central to the progress and success we see every day. Across our region, we strive to create environments where colleagues feel empowered to grow, collaborate, and make a meaningful impact on the lives of young people. Armthorpe is a shining example of this vision in action.

As Regional Hub Director, I want to highlight some of the core commitments that guide our work and shape the culture at Armthorpe Academy:

- **Educational Excellence:**  
Armthorpe has a well-established record of strong academic achievement. We remain focused on sustaining and raising the quality of education, ensuring that both staff and students benefit from a vibrant, forward-thinking learning culture.
- **Inclusivity and Diversity:**  
Across all of our academies, we champion inclusive, respectful environments where every individual feels valued. Armthorpe reflects these principles wholeheartedly, celebrating diversity and prioritising a sense of belonging for both students and staff.
- **Professional Growth:**  
We take pride in nurturing talent. Whether through tailored CPD, trust-wide training programmes, or opportunities for progression, we are fully committed to supporting the professional development of every colleague.
- **Community Partnership:**  
Armthorpe Academy plays a central role within its community, building positive relationships with families and local partners to enrich the educational experience and strengthen the support network around each student.
- **Staff Well-being:**  
We recognise that our staff are at the heart of everything we do. The trust and the academy are committed to promoting a healthy, positive, and supportive working environment where colleagues can thrive.

By joining Armthorpe Academy, you would be contributing your own expertise to a school that values collaboration, ambition, and a shared purpose. You would also be joining a wider supportive network within the region, committed to helping you succeed.

Thank you for considering Armthorpe Academy as the next step in your career. We look forward to the possibility of welcoming you to the team and seeing the positive impact you bring to the wonderful students and community we serve.

Kind Regards,

Owen Inglis - Regional Hub Director

# ABOUT THE SCHOOL



Armthorpe Academy is an 11-16 school located in the city of Doncaster, South Yorkshire. The learning our children experience is a broad and balanced diet that provides intellectual, moral, creative and emotional stimulation. It is an exciting time to be part of our academy, as with the support of Consilium, we are constantly working to develop and evolve our curriculum and pedagogy to ensure all students can flourish. This means not only striving to fulfil the academic potential of all our learners, but also teaching our young people how to care for themselves mentally and physically, as well as facilitating opportunities for them to enjoy and live life to the full beyond the taught curriculum.

At Armthorpe, we believe every learner is an individual with a unique personality, characteristics and the potential to shine. Inclusion therefore lies at the heart of everything we do. Childhood is changing. Our learners are growing up in a world defined by fast-paced technological development living increasingly online, in spaces adults sometimes struggle to understand. We place great value on preparing our learners to thrive in 21st century Britain, not just academically but socially, emotionally, morally and culturally too. It has never been more important to equip our students to adapt to and embrace change, develop their resilience and creative thinking skills whilst instilling a real love of learning. The development of the whole person is imperative to us.

|                       |  |
|-----------------------|--|
| <b>Respect</b>        | <ul style="list-style-type: none"> <li>• Being a leader: Doing the right thing when no-one is watching (both inside and outside of school).</li> <li>• Executing the basics: Smiling, saying please/thank you, opening doors and treating others how we would want to be treated ourselves.</li> <li>• Following and accepting rules without argument.</li> </ul>  |
| <b>Responsibility</b> | <ul style="list-style-type: none"> <li>• Being responsible: doing the 'things' you are supposed to do.</li> <li>• Accepting responsibility: enjoying praise for 'things' you have done well (positive choices) and admitting to and accepting the consequences for 'things' you have not done well (poor choices).</li> <li>• Role modelling responsibility: encouraging others to make positive choices.</li> </ul> |
| <b>Resilience</b>     | <ul style="list-style-type: none"> <li>• Being prepared to embrace challenges and unknown situations.</li> <li>• Bouncebackability! Realizing sometimes we must try things several times before we learn or find a solution.</li> <li>• Being ruthless and relentless in striving for success – we do not stop until we are as good as we can be!</li> </ul>   |
| <b>Pride</b>          | <ul style="list-style-type: none"> <li>• Constantly working hard – nothing replaces hard work.</li> <li>• Actively listening to others so we are always learning and improving, know it, own it, do it!</li> <li>• Thinking for ourselves and never being afraid to share our ideas/thoughts when requested – we aim for solution focused creative minds</li> </ul>  |
| <b>Ambition</b>       | <ul style="list-style-type: none"> <li>• If our dreams do not scare us, they are not big enough.</li> <li>• Having a dream we can articulate.</li> <li>• Understanding what excellence looks like and constantly striving for it.</li> </ul>   |

# ABOUT THE TRUST

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Consilium Academies is a Multi-Academy Trust dedicated to Excellence and Equity with Integrity. Consisting of eight schools across three hubs in Salford, South Yorkshire, and the North East of England, our culture is built on support, guidance, capacity building, and fostering a collaborative approach to school improvement.

Our Trust is committed to the highest standards of curriculum, teaching, and learning, leading to excellent outcomes for our pupils. This commitment extends to our staff, with a focus on high-quality learning, professional development, and an uncompromising approach to support and growth.

Schools within the Trust are encouraged to engage in rigorous self-evaluation and take swift action to address any areas of underperformance, guided by our School Improvement Framework.

## Our Key Areas of Focus:

- **Expert Knowledge:** We prioritise school-to-school support, fostering expert knowledge, and providing effective assistance to our schools.
- **Ambitious Curriculum:** Our schools share a common language for curriculum development, with a focus on Enriching Lives, Inspiring Ambitions, and embedding Equity, Diversity, and Inclusion throughout.
- **Effective Pedagogy:** Our research-focused approach seeks impactful teaching methods, a shared language for pedagogy, and developing partnerships with external experts.
- **Purposeful Practice:** We respect each school's identity while promoting a shared understanding of high-quality practice and staff development.
- **Rigorous Assessment & Intervention:** We implement evidence-based benchmarking and targeted support through Rapid Action Plans, maintaining a relentless focus on achieving strong outcomes for all students.
- **Rich Culture:** Guided by Excellence, Equity, and Integrity, we aim to identify, attract, develop, and retain expertise at all levels, ensuring our schools contribute to the Trust's success over time.

Led by our Chief Executive Officer, Michael McCarthy, our Central Team provides direct services, accountability, leadership, and management to our schools. We operate a strong partnership model, where our partner schools play a crucial role in the Trust's continual growth and development.

Our collaborative approach respects each school's individual identity, empowering them to focus on student achievement and success while being part of a supportive network committed to excellence.

# BENEFITS



As a Trust, we want our staff to feel supported and valued. Whether you are a teacher or member of the support team, we want your work to have a positive impact on your health and wellbeing.



A CONTRIBUTORY PENSION SCHEME, MEANING WE'LL SAVE TOGETHER

34 DAYS ANNUAL LEAVE + BANK HOLIDAYS FOR SUPPORT STAFF (PRO-RATED FOR PART-TIME) & 36 HOUR WORKING WEEK FOR FULL-TIME SUPPORT STAFF



EMPLOYEE ASSISTANCE PROGRAM WITH ACCESS TO COUNSELLING AND CBT 24 HOURS A DAY, 7 DAYS A WEEK

A CPD OFFER FOR EVERY MEMBER OF STAFF; TO HELP YOU PERFORM AS WELL AS YOU CAN IN YOUR ROLE, TO HELP YOU REACH YOUR CAREER ASPIRATION



FREE MEMBERSHIP TO VIVUP. WITH HUNDREDS OF EXCLUSIVE OFFERS AND DISCOUNTS AVAILABLE ONLINE AND IN STORE.

ACCESS TO THE LEADING HOME ELECTRONICS LEASE SCHEME, EXCLUSIVE TO PUBLIC SECTOR EMPLOYEES



ENHANCED CONTRACTUAL SICK PAY IN LINE WITH THE BURGUNDY BOOK AND GREEN BOOK, PROTECTING YOU AND YOUR FAMILY

AUTOMATIC PAY PROGRESSION FOR ALL STAFF IN LINE WITH THEIR CURRENT GRADING STRUCTURE



# JOB DESCRIPTION



|   |                                 |
|---|---------------------------------|
| <b>JOB TITLE:</b>   | Inclusion Manager               |
| <b>REPORTS TO:</b>  | Assistant Principal             |
| <b>GRADE:</b>   | 7 (SCP 19 – 23)                 |
| <b>CONTRACT:</b>  | Permanent                       |
| <b>WORKING PATTERN:</b>   | 36 hours, Term time plus 5 days |
| <b>ACTUAL SALARY:</b>   | £28,731.58 - £30,859.05         |
| <b>MAIN PURPOSE OF THE ROLE</b>   |                                 |
| <p>To coordinate and manage the day-to-day operation of the internal inclusion provision, supporting students with social, emotional and mental health (SEMH) needs.</p> <p>The role involves overseeing student placements within the provision, coordinating and delivering appropriate support strategies and delivering therapeutic sessions, monitoring student progress and behaviour, and supporting reintegration into mainstream learning.</p> <p>The postholder works collaboratively with teaching staff, pastoral staff, parents/carers and external agencies to ensure that students receive appropriate support to enable engagement with learning and positive behaviour outcome.</p>  |                                 |
| <b>CORE RESPONSIBILITIES &amp; TASKS</b>  |                                 |
| <b>Operational Management of the Innovation Centre</b>  |                                 |
| <ul style="list-style-type: none"><li>• Manage the daily operation of the Inclusion provision to ensure a structured and supportive environment for students.</li><li>• Coordinate student placements within the provision, including short-term and longer-term placements, in consultation with senior staff.</li><li>• Ensure appropriate supervision, routines and expectations are maintained within the provision.</li><li>• Support the planning and organisation of interventions and structured support activities to meet individual student needs, including supporting students with additional needs.</li><li>• Monitor attendance, engagement and behaviour of students accessing the Inclusion provision.</li><li>• Ensure appropriate records are maintained relating to student placements, including external provision placements, behaviour, attendance and progress.</li><li>• Contribute to the development and implementation of consistent behaviour management approaches in line with school policies and a graduated approach.</li><li>• Support the successful reintegration of students into mainstream lessons where appropriate.</li></ul> |                                 |
| <b>Student Support and Intervention</b>   |                                 |
| <ul style="list-style-type: none"><li>• Work directly with students to support engagement with learning and the development of positive behaviour strategies.</li><li>• Develop and implement personalised support plans for students accessing the provision.</li><li>• Provide guidance and support to staff working with students who present social, emotional or behavioural needs.</li><li>• Promote positive relationships and support students in developing emotional regulation and resilience.</li><li>• Support the identification of barriers to learning and contribute to appropriate intervention strategies.</li><li>• Promote a safe and inclusive environment that supports student wellbeing.</li></ul>   |                                 |
| <b>Monitoring, Recording and Reporting</b>  |                                 |
| <ul style="list-style-type: none"><li>• Maintain accurate records of students accessing the provision, including attendance and punctuality, behaviour incidents, interventions and outcomes.</li><li>• Collate and review relevant data relating to Innovation Centre placements.</li></ul>  |                                 |

- Provide information and reports to senior staff when required to support monitoring of the provision.
- Ensure safeguarding concerns are recorded and reported in accordance with school safeguarding procedures.
- Contribute to review meetings relating to student progress and behaviour support.

### **Communication and Partnership Working**

- Maintain effective communication with teaching staff, pastoral teams and senior leaders regarding student placements and progress.
- Support communication with parents/carers regarding student placements and support strategies.
- Attend meetings relating to student support, behaviour and safeguarding where appropriate.
- Work collaboratively with external agencies where required to support student needs.
- Develop positive working relationships with staff across the school to support consistent approaches to behaviour and inclusion.

### **Resource and Environment Management**

- Ensure the Inclusion Provision environment is organised, safe and conducive to learning and developing positive relationships.
- Support the appropriate use and monitoring of resources used within the provision.
- Contribute to maintaining health and safety standards within the provision.

### **CORPORATE RESPONSIBILITIES**

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust's activities.
- To plan, monitor and review health and safety within areas of personal control.
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date.
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues

### **ADDITIONAL NOTES**

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

# PERSON SPECIFICATION



|  | Essential | Desirable |
|--|-----------|-----------|
| <b>Experience</b>  |           |           |
| Working with children, particularly with SEMH  | X         |           |
| Relevant training and up to date knowledge of all aspects of safeguarding  | X         |           |
| Working in a school or an educational environment  | X         |           |
| Knowledge of the SEND code of practice   | X         |           |
| Degree in relevant discipline or equivalent qualification  |           | X         |
| <b>Qualifications/Training</b>   |           |           |
| 5 GCSE or equivalent at grade C/4 or above (including English and Maths)   | X         |           |
| Excellent numeracy and literacy skills   | X         |           |
| Excellent communication and ICT skills   | X         |           |
| Degree in relevant discipline or equivalent qualification  | X         |           |
| <b>Knowledge/Skills</b>  |           |           |
| Curriculum delivery  | X         |           |
| Knowledge of National Curriculum   | X         |           |
| De-escalation strategies   | X         |           |
| Experience of delivering therapeutic interventions   | X         |           |
| Experience of supporting students with special educational needs   | X         |           |
| Supporting students with mental health needs   | X         |           |
| <b>English Fluency</b>   |           |           |
| Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English or Welsh by a recognized institution abroad                                     | X         |           |
| Passing an English or Welsh spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad. | X         |           |