



Orbis
Education
Trust



Kingsthorpe
College



Kingsthorpe College

Orbis Education Trust

Inclusion and Intervention Officer
RECRUITMENT PACK

May 2026

About

Orbis Educational Trust

Orbis Education Trust was founded In September 2021 and comprises of:

Southfield School, 11-18 years of age, single sex (mixed sixth form), 1,200 place secondary school (Ofsted rating – Good, with outstanding features (April 23).

Kingsthorpe College, 11-18 years of age, mixed sex, 1,500 place secondary school (Ofsted rating – Good, December 2019).

Hunsbury Park Primary School, 4 – 11 years of age, 351 pupils (Ofsted rating – Good, September 2022).

A fourth school will soon join the Orbis family:
Hanwood Park School, 900 place secondary school.

Our mission is:

'To provide world-class education and extra-curricular activities, that empower every student to achieve their full potential. Through collaboration and innovation, we strive to create a learning environment that is inclusive, supportive, and challenging, and that inspires students to pursue their interests and passions.'

We are committed to closing the 'enrichment gap' and providing all students with a wider education to develop their life skills In our schools we have Combined Cadet Force (CCF) contingents (Royal Navy and Army), and extensive Duke of Edinburgh award programmes along with a broad enrichment offer.

We understand that every child is different and, therefore, encourage a culture of collaboration that embraces the views of pupils, parents/carers, staff and trustees. It is important that all stakeholders feel an integral part of the Orbis family.

As a trust, we are dedicated to working together to share best practices and resources and providing our students with a diverse range of opportunities that prepare them for success in whatever path they choose to follow.

Staff Wellbeing

We truly believe that our staff are our greatest asset. We start from a position of professional trust and empower our staff to be the best they can within their roles. We know our staff want to deliver the best possible experience and outcomes for our students and we see it as our duty to make sure the training, wellbeing and motivation we provide to our staff allows this.

We continuously review our benefits package to balance the importance of career satisfaction, development and achieving a balanced approach to work and personal time and commitments.

Professional development is at the core of any profession. We ensure that staff have every opportunity to develop their teaching throughout their career. Our schools have a professional learning afternoon each week that enables staff to focus upon up to date, research led and relevant Continuous Professional Development.

What we offer:

- A competitive salary;
- Healthcare scheme for staff members and their families;
- One early or late finish per fortnight for teaching staff;
- Automatic progression through pay points;
- Extensive Continuous Professional Development;
- An in-house Leadership Development Programme;
- Career progression opportunities, we will always recruit internally where possible;
- Competitive pension;
- Generous paid holiday entitlement (support staff)
- Opportunities for flexible working Including a nine day fortnight;
- Free parking;
- A staff wellbeing day during term time;
- Cycle to Work Scheme;
- Discounts on holidays and retailers;
- Collection and delivery of dry cleaning;
- Long service awards and social events;



Job Details

POST OF:

Inclusion and Intervention Officer

AT:

Orbis Education Trust, Kingsthorpe College

SUMMARY OF ROLE:

We are seeking a dedicated Inclusion and Intervention Officer to support the College's inclusion strategy by providing targeted interventions for students who are at risk of disengagement, running the Return to Learn Room and Reset Area, and working collaboratively with families and outside agencies to ensure all students are fully supported

COMMENCEMENT:

ASAP

CONTRACT TYPE:

Permanent / full time
195 days per year (188 days term time plus 7 extra days)

SALARY:

Orbis Scale Points 17 - 20 £28,746 to £30,462 FTE
Actual annual pro-rata salary is £24,955.91 to £26,445.66

Joining Kingsthorpe College

There is a vibrancy and an energy across our college. We firmly believe that Kingsthorpe College is successful because we work so well with each other

At Kingsthorpe College, we are passionate about providing opportunities for all our students to achieve artistic, athletic and academic excellence. We very much believe that our role is to help develop successful learners, confident individuals, and responsible citizens. In addition to ensuring that all our young people achieve their potential in these areas, there is also a genuine commitment to respect for individuals which is demonstrated in the daily life of the College.

High quality relationships are at the heart of everything that we do. We want our young people to be happy, confident, curious, and resilient learners. We know that this can only happen if relationships are built on trust and mutual respect. We believe that when young people feel safe and secure, everything is possible, and we promise to do our utmost to make sure that we unlock the potential in everyone.

All we can ask from our students is that they do their best, and we value hard work, determination, and thoughtfulness. We are proud of the extracurricular provision that we can offer, and we work hard to give our students plenty of opportunities to develop their confidence and creativity – both in and out of lessons.

We believe in clarity of communication, and the power of feedback. We always welcome open and honest dialogue between all those involved in and with the College. We are excited and optimistic about what the future holds for the young people and community which we serve.

Our Values and Ethos are:

Aspiration, Responsibility, Respect and Care

- To significantly stretch the performance and achievement of every student.
- To provide an exciting curriculum that makes learning enjoyable.
- To develop in each student a positive self-image and sense of worth.
- To promote high aspirations and high expectations.
- To develop respect for, and the recognition of, the needs of others.
- To enable each student to make informed decisions and exercise their rights and responsibilities.

To achieve all of this we will:

- Work in close partnership with students and their families.
- Engage effectively with other services in meeting all students' needs.
- Sustain an ordered community where expectations are consistently applied.
- Encourage students to take responsibility and develop leadership skills by working with each other.
- Promote enrichment activities which build on the curriculum and develop personal qualities.



Inclusion and Intervention Officer

We are a vibrant, forward-thinking school that places significant value on professional learning and career development. We are seeking a positive, proactive and confident person to join our pastoral team.

Why join us:

- ✓ We invest in and support our aspirant and highly skilled staff, making it easy to access opportunities for continued professional development
- ✓ Our safe and nurturing environment enables staff to thrive
- ✓ We are a collaborative team working across the school and with wider Trust colleagues – sharing ideas, spreading best practice, supporting and challenging, and bringing out our very best
- ✓ Our faculty consistently beats national performance indicators year on year
- ✓ We offer:
 - A staff wellbeing day during term time;
 - Long service awards and social events;
 - Competitive salary and pension;
 - Healthcare scheme for staff members and their families;
 - Automatic progression through pay points;
 - Extensive Continuous Professional Development;
 - An in-house Leadership Development Programme;
 - Career progression opportunities;
 - Generous paid holiday entitlement;
 - Opportunities for flexible working including a nine day fortnight;
 - Free parking;
 - Cycle to Work Scheme;
 - Discounts on holidays and retailers;

The role:

To support the College's inclusion strategy by providing targeted interventions for students who are at risk of disengagement, running the Return to Learn Room and Reset Area, and working collaboratively with families and outside agencies to ensure all students are fully supported to behave well and succeed in school.

About us:

Kingsthorpe College is an oversubscribed 11-18 school with approximately 1,400 students on roll (200 students post 16) Graded Good in all areas by Ofsted in December 2019, we are now looking forward to the next stage of our journey from good to Great. During a recent interim inspection, inspectors noted significant improvements since their previous visit, highlighting high expectations of pupils, strong pupil progress, our safe and secure learning environment, and enriched curriculum. They also praised Trust and school leadership.

To apply for this role please visit: <https://mynewterm.com/jobs/138932/EDV-2026-KC-01313>

Closing date for applications: 9.00am, Monday, 18th May 2026. Provisional interview dates 21st and 22nd May 2026.

If this role attracts sufficient interest before closing date, we may decide to interview this vacancy at an earlier date, so an early application is advised. If you want more info about the role, please contact us at recruitment@orbismat.com or 01604 716106.

Kingsthorpe College is committed to safeguarding and promoting the welfare of children. The successful applicant will be required to undergo enhanced DBS clearance. The school is committed to Equal Opportunities in Employment.



Job Description

| | |
|------------------|---|
| POST TITLE | Inclusion and Intervention Officer |
| RESPONSIBLE TO | Behaviour and Inclusion Manager / Deputy Headteacher |
| SALARY GRADE | ORBIS Pay Scale 17 to 20 £28,746 to £30,462 FTE. Actual annual pro-rata salary is £24,955 to £26,445.66 |
| WORKING PATTERN: | 37 hours per week, 08.00am to 16.00pm Monday to Thursday and 08.00am to 15.30pm on Fridays including 30 minutes for lunch (unpaid) each day |
| HOLIDAYS | Pro rata basis from a full year entitlement of 28 days plus bank holidays. To be taken during periods of school closure |
| PENSION | Generous local government pension from day 1 of employment |

OUTLINE OF ROLE:

To support the College's inclusion strategy by providing targeted interventions for students who are at risk of disengagement, running the Return to Learn Room and Reset Area, and working collaboratively with families and outside agencies to ensure all students are fully supported to behave well and succeed in school.

MAIN RESPONSIBILITIES:

Return to Learn Room and Reset Area

- To co-ordinate, manage and supervise the day-to-day running of the Return to Learn Room and Reset Area, ensuring both spaces operate effectively as part of the College's behaviour management strategy.
- To maintain appropriate standards of behaviour within the Return to Learn Room and Reset Area in accordance with College policy, creating a calm, purposeful and structured environment.
- To develop restorative practices with students in the Return to Learn Room and Reset Area, ensuring they reflect on their behaviour, understand the impact of their actions, and have clear strategies to prevent reoccurrence. Complete entry and exit questionnaires, appropriate records, and communicate outcomes to relevant staff.
- To liaise with teaching staff to obtain work for students so that curriculum learning is maintained and maximised during their time in the Return to Learn Room or Reset Area.
- To manage and maintain accurate registers for both the Return to Learn Room and Reset Area, communicating with parents and carers as necessary and keeping relevant staff informed of student placements.
- To develop and maintain a positive, high-aspiration environment in the Return to Learn Room and Reset Area through appropriate displays and resources that promote high expectations and a sense of achievement.
- To challenge and motivate students to promote self-esteem, resilience, and a positive attitude towards learning and school life.

Student Interventions

- To identify students who are struggling in school — academically, socially, emotionally or behaviourally — and to design, deliver and review appropriate targeted interventions to support their progress and wellbeing.
- To deliver a range of evidence-informed intervention programmes, including but not limited to mentoring, social and emotional learning groups, anger management, and attendance improvement strategies, tailored to the individual needs of students.
- To build positive, trusted relationships with students, acting as a key adult for vulnerable or at-risk young people and providing consistent support to help them re-engage with school.
- To complete relevant referrals to internal pastoral and wellbeing teams or external agencies (with agreement from the Deputy Headteacher), ensuring students receive the right level of support in a timely manner.

Monitoring and Tracking Interventions

- To maintain accurate and up-to-date records of all students receiving interventions, including referral information, session notes, targets set, and progress made.
- To complete and share regular data analysis on the impact of interventions, tracking key indicators such as attendance, behaviour incidents, and classroom engagement, and reporting findings to the Behaviour and Inclusion Manager / Deputy Headteacher.
- To share the successes and progress of students who have received interventions with relevant staff, celebrating positive outcomes and using evidence to refine and improve provision.
- To use data from the Return to Learn Room, Reset Area, and intervention programmes to contribute to whole-school improvement planning relating to inclusion, behaviour, and attendance.

Working with Families and Outside Agencies

- To build and maintain positive working relationships with parents and carers, keeping them informed of their child's progress, behaviour, and the support being provided, and working in partnership to reinforce expectations at home and school.
- To liaise effectively with external agencies, including but not limited to CAMHS, Early Help, social care, and alternative provision providers, coordinating support packages that address barriers to positive behaviour and engagement in school.
- To attend and contribute to multi-agency meetings, Team Around the Child (TAC) meetings, and other professional discussions to ensure a holistic and co-ordinated approach to student support.
- To contribute to the development and review of individual support plans, reintegration plans, and risk assessments for students with complex needs, ensuring plans are implemented consistently across the College.

General

- To comply with all College policies and procedures, including those relating to safeguarding, equal opportunities, health and safety, and data protection.
- To participate in relevant training and professional development to ensure skills and knowledge remain current and effective.
- Other duties in support of the College as decided by the Headteacher within the scope of this post.

The post holder's responsibility for promoting and safeguarding the welfare of children and young people for whom they come into contact with will be to adhere to and ensure compliance with the school's Safeguarding Policy at all times. If, in the course of carrying out the duties of the post, the post holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, they must report any concerns to their line manager or to the designated senior member of staff.

This job description reflects the major tasks to be carried out by the post holder and identifies a level of responsibility at which they will be required to work. In the interests of effective working, the major tasks will be reviewed from time to time to reflect changing needs and circumstances. Such reviews and any consequential changes will be carried out in consultation with the post holder. It is the College's aim to reach agreement on any alterations. If this is not possible the Headteacher reserves the right to direct change to your Job Description after consultation with you.

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be specified. Employees are expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description.



Person Specification

| Attributes | Essential Criteria | Desirable Criteria |
|---------------------------------------|---|--|
| Education and Qualifications | <ul style="list-style-type: none"> • Good standard of general education (minimum GCSEs or equivalent in English and Maths) | <ul style="list-style-type: none"> • Evidence of continued professional development relevant to inclusion, behaviour, or pastoral support |
| Experience and Knowledge | <ul style="list-style-type: none"> • Experience working with young people, ideally within a school or educational setting • Experience in managing behaviour and/or delivering interventions for students with additional needs | <ul style="list-style-type: none"> • Experience of working with families and external agencies |
| Ability and Skills | <ul style="list-style-type: none"> • Understanding of effective behaviour management and restorative practices • Good knowledge of safeguarding procedures and child protection • Ability to deliver and evaluate targeted interventions • Excellent communication and interpersonal skills • Good organisational and record-keeping skills • Competence with IT systems for data collection and analysis | <ul style="list-style-type: none"> • Holding a valid driving licence |
| Personal Characteristics and Aptitude | <ul style="list-style-type: none"> • High expectations for all students and commitment to their success • Empathy, patience, and the ability to build positive relationships • Resilient, calm, and solution-focused approach • Ability to work collaboratively as part of a team and independently • Commitment to upholding the ethos and values of the school | |
| Suitability to Work with children | <p>Candidates must be able to undergo successful checks in line with standards for 'Safeguarding Children and Safer Recruitment in Education'.</p> <p>Appropriate and relevant references will be checked.</p> <p>Understanding and acknowledgement of the individual's responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she has responsibility or with whom he/she has contact.</p> | |
| Equal Opportunities | <p>Ability to demonstrate awareness/understanding of equal opportunities.</p> <p>Commitment to equal opportunities in the delivery of the curriculum.</p> | |