



Alderbrook School
& Sixth Form
AMBITION | BRAVERY | KINDNESS

Alderbrook School Recruitment Information Pack





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Inclusion and Support Lead

Full Time (37 hours) Term-time plus Insets (39 Weeks)
Band E (£38,220 - £44,075 pro rata)
Starting salary £32,764

We are looking to appoint an outstanding Inclusion and Support Lead who will, through collaboratively working with students, staff, parents and wider agencies, implement support for students who display challenging behaviour, learning and emotional difficulties, or poor attendance.

The successful candidate will play a key role in helping the students to overcome barriers to learning. The role focuses on promoting positive behaviour, improving engagement, and contributing to effective social control within the school through early intervention, mentoring, and implementation of whole-school strategies.

This may include planning and delivering interventions to small groups and to individual students; supporting teaching staff and working with our parents and carers. In addition, you will be required to work with our external services such as SISS Autism; SISS SEMH; Solar, EPASS etc.

Closing date: 9.00am Monday 1st June 2026

The School is committed to the safeguarding and welfare of young people. Pre-employment checks will be carried out in line with the Department for Education's Keeping Children Safe in Education Statutory Guidance.

Key Information Sheet

Application process

Applicants must apply by no later than 9am on the closing date of Monday 1st June 2026. All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.

Selection process

Applications will be ranked against the person specification for the role and shortlisted applicants will be invited to interview. There may be a further shortlisting process on the interview day itself. Any job offer is subject to successful references, medical clearance and an enhanced DBS check.

Online check

In line with the Department for Education's Keeping Children Safe in Education 2025, an online search will be undertaken for applicants shortlisted for interview. This search will be carried out on publicly available online information and will not include social media searches. If any information is found it will be shared with the interviewee on the day of interview.

Pay

The salary range for the post is detailed on the job advert.

Alderbrook is committed to the principle of equal employment opportunity and as such we ensure that all applications are treated appropriately and fairly with decisions never made based on gender, sexual orientation, marital or civil partner status, gender reassignment, race, colour, nationality, national or ethnic origin, religion or belief, disability or age.

Job Description

Alderbrook School has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment.

Post Title	Inclusion and Support Lead
Salary Band	Band E
Hours	37 hours per week Term Time plus Inset days (39 weeks)
Responsible to	Deputy Headteacher / Head of Inclusion

Job purpose

The Inclusion and Support Lead will, through collaboratively working with students, staff, parents and wider agencies, implement support for students who display challenging behaviour, learning and emotional difficulties, or poor attendance. The postholder will play a key role in helping the students to overcome barriers to learning. The role focuses on promoting positive behaviour, improving engagement, and contributing to effective social control within the school through early intervention, mentoring, and implementation of whole-school strategies.

Main Duties and Responsibilities

Lesson Observation and Insight

- Undertake regular, structured observations of classroom practice across the school to identify strengths, barriers to learning, and opportunities for targeted support, with a particular focus on students with additional needs.
- Analyse observation outcomes to evaluate the effectiveness of teaching strategies, differentiation, behaviour management, and inclusion practices.
- Provide clear, constructive feedback to teaching staff, aligning recommendations with whole-school priorities and evidence-informed practice.
- Working closely with the Head of Inclusion and Senior Leadership Team, implement whole-school strategies to support students with particular needs in the classroom.

Whole-School Training and Staff Development

- Design and deliver high-quality, engaging professional development and targeted workshops for staff, grounded in observation findings and student need.
- Translate observational insights into practical, actionable classroom strategies that can be consistently implemented across subjects and key stages.
- Support staff in embedding inclusive approaches that promote engagement, progress, and well-being for all learners.
- Integrate and promote best practice aligned with the SEND Code of Practice, ensuring strategies meet statutory guidance and support students with a range of additional needs.
- Champion trauma-informed practice, enabling staff to understand and respond effectively to students' social, emotional, and behavioural needs.

Student-Centred Approach

- Use in-depth knowledge of individual students, including SEND profiles, pastoral needs, and barriers to learning, to inform observation focus and staff training.
- Advocate for inclusive, student-centred approaches that remove barriers and promote equity of access to learning.

Collaborative Working

- Work closely with senior leaders, SENDCo, pastoral teams, and teaching staff to ensure a cohesive approach to improving classroom provision.
- Contribute to the ongoing development of teaching and learning policies, ensuring alignment with inclusive and trauma-informed principles.

Student Support and Counselling

- Deliver one-to-one and small group counselling or mentoring sessions to support students with behavioural, emotional, or social needs.
- Develop individual behaviour support plans and strategies tailored to student needs.
- Support students to develop self-regulation, resilience, and positive decision-making skills.

Behaviour Monitoring and Intervention

- Work proactively with students at risk of exclusion or disengagement.
- Maintain an awareness of behaviour incidents, truancy, and attendance data to identify patterns and emerging concerns.
- Awareness of trends in truancy, exclusions, and behaviour referrals to inform targeted interventions, working with Heads of Year.
- Support students and families during periods of heightened need by working with safeguarding leads and external agencies to secure timely and appropriate intervention.

Communication and Record Keeping

- Maintain accurate, confidential records of mentoring sessions, interventions, and outcomes.
- Produce written updates and notes for teaching and pastoral staff to support consistent approaches to behaviour management.
- Contribute to reports and documentation for behaviour reviews and safeguarding meetings.

Parental Engagement

- Conduct regular meetings and updates with parents/carers to discuss student progress, concerns, and support strategies.
- Provide guidance to parents on behaviour strategies and attendance improvement.
- Act as a key point of contact between home and school regarding behaviour matters.

Safeguarding and Multi-Agency Liaison

- Work closely with the school's safeguarding team to identify and respond to concerns. If necessary, undertake safeguarding training.
- Liaise with relevant safeguarding agencies, including social services, attendance officers, youth services, and external support organisations.
- Attend and contribute to multi-agency meetings where required.

Whole-School Contribution

- Support the implementation of whole-school behaviour policies and restorative approaches. This will include Line Management of relevant and appropriate members of support staff.
- As necessary, attend Curriculum Leaders' briefings and meetings and faculty meetings to ensure a cohesive approach
- Contribute to staff training and discussions around behaviour management and inclusion.
- Promote a positive school culture that supports learning, respect, and safety.

In General

- Working collaboratively and co-operatively with all other colleagues
- Undertaking any other reasonable, related duty which the Headteacher may request from time to time within a reasonable work schedule and commensurate with the level of the post
- To contribute to the overall ethos, work and aims of the school
- To participate in the school's performance review process
- To adhere to the school's policies and procedures

All jobs are subject to change and this job description is to be reviewed annually or at any other mutually convenient time

Signed: _____ **Tom Beveridge – Headteacher**

Signed: _____ **Inclusion and Support Lead**

Date: _____

Person Specification

Alderbrook School has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment.

Post Title	Inclusion and Support Lead	
Salary Band	Band E	
Hours	37 hours per week Term Time plus Inset days (39 weeks)	
Responsible to	Deputy Headteacher / Head of Inclusion	
	Essential Criteria	Desirable Criteria
Education & Qualifications	<ul style="list-style-type: none"> • English & Maths GCSE at grade 4 (C) or above 	<ul style="list-style-type: none"> • Additional qualification in an appropriate area of Special Educational Needs
Experience & Knowledge	<ul style="list-style-type: none"> • Substantial and successful experience of working with children with special educational needs at Secondary age • Experience of working with groups with a focus on nurture and social communication • Experience of the school curriculum and/or alternative provision • Practical understanding of effective learning and teaching strategies for pupils with SEND 	<ul style="list-style-type: none"> • Experience of working with parents and professionals from other agencies • Experience of leading learning in small groups • Knowledge of current legislation and guidance, national and local, in the field of SEND
Skills & Abilities	<ul style="list-style-type: none"> • Good interpersonal and communication skills • Ability to make sound judgements and decisions • Ability to organise and manage a caseload and timetable • Resilient under pressure • Self-motivated • Ability to work both as a team member and sustain working alone • Ability to communicate effectively in writing and orally • Competent in the use of ICT 	

Other Requirements	Candidate will be appointed subject to an enhanced DBS check
Compiled/ Reviewed by	Tim Stent – Deputy Headteacher
Date	May 2026

About our School

Alderbrook is a thriving, successful and welcoming community demonstrating a common purpose – to ensure the very best for all of our students. The name is often abbreviated to ‘ABK’, and this affectionate nickname also demonstrates our school core values of Ambition, Bravery and Kindness. These three words really do exemplify what our school is all about, as all members of our community – students, staff, parents and trustees – embody these values. Our aim is to be ambitious, brave and kind in everything that we do, and we are proud to be a truly comprehensive school providing an education of a high quality for all our students.

We are committed to enabling all our young people to develop into happy, well prepared and confident adults, secure in the knowledge of the role they can play in their own development. We offer an extensive range of opportunities to stimulate and enhance the growth of our students into mature and responsible adults with a sense of purpose. At Alderbrook, we exist so that every student can achieve, belong and thrive – at school and beyond.

In the last Ofsted inspection in April 2023, the inspectors reported that *“Alderbrook school leaders and pupils share the same high aspirations”*, and that *“Pupils’ well-being is at the forefront of leaders’ vision, including pupils’ mental health”*.

We deliver a broad and challenging curriculum to enable students to gain a deep knowledge and understanding of the world around them. We are proud of our inclusive approach, which is informed by the principle that a stimulating and personalised education is an entitlement for every child. This is consistently reflected in our examination results which, year-on-year, are above national averages at GCSE and A Level and place us as one of the highest performing schools in the Borough.

However, Alderbrook is about so much more than academic success. We are passionate about our students becoming well-rounded young people who are prepared for life beyond school. We are incredibly proud of our comprehensive enrichment programme and recognise the importance of sport and creativity.

We couldn’t achieve any of this without our wonderful staff, so their happiness and well-being is essential. We have a well-established Staff Wellbeing Group, led by a senior member of staff, and we offer staff a number of different options and services to support their wellbeing. Furthermore, our Talent Management Framework supports the professional development of staff in all roles in school. Later in this pack you can read what our staff say about what it’s like to work here at Alderbrook.



What our staff say about working at Alderbrook ...

"Alderbrook is an amazing place to work because of the staff that work here! It feels like my second home where everyone supports each other. I love that Alderbrook puts its heart and soul into every single student; their growth & resilience, encouraging individuality and success. Staff welfare and camaraderie is also a core value of all staff and that's why I don't want to work anywhere else." Sally, Support Staff

"Alderbrook continues to be a place with a genuine heart and soul! The sense of camaraderie and support is incredible. As a professional, one can grow and develop here, with plenty of opportunities to try new things and take on new challenges. Most importantly, it's amazing to see how much our students appreciate the hard work that goes into teaching them, it's a real privilege to see them thrive and know that I have played a part in that." Raluca, Teaching Staff

"I thoroughly enjoy working at Alderbrook, because it is truly like a family. Every staff member is thoughtful and supportive throughout the whole school. The staff events are a great chance to get to know everyone and there are multiple throughout the year! I truly can't imagine myself working elsewhere because once you join, you are truly part of the Alderbrook family." Amber, Teaching Staff

"Alderbrook is an amazing place and I feel it is an incredible privilege to work here. What makes this school so special are the people- the staff and the students." Stu, Support Staff

"I am proud to have spent my entire teaching career at this school. Despite so many changes over time, we have always remained quintessentially Alderbrook because teachers have always been supported to teach in whatever way is stylistically suited to them. We are uniquely defined by an inordinate amount of personal investment and loyalty on the part of staff and a ceaseless commitment to building the strongest possible relationships with the young people we teach and care about dearly. Alderbrook remains a wonderful place to spend my working days." Richard, Teaching Staff

"I love working at Alderbrook because everyone is genuinely friendly and I can teach my subject properly as students want to learn. Alderbrook gives me a great sense of job satisfaction as I have been given professional development opportunities that I have never had anywhere else" Vanessa, Teaching Staff

"I'm proud to work at Alderbrook and be part of the Alderbrook school community. At Alderbrook, staff wellbeing is a priority and is at the heart of everything. All staff have access to regular training, comprehensive professional support and hybrid/flexible working initiatives which support and promote work life balance. I feel valued and empowered to thrive and succeed professionally whilst being supported by colleagues that care, making Alderbrook a great place to work." Claire, Support Staff

"I've been at Alderbrook for over twenty years because this is a school that truly invests in its people. At every stage of my career, I've been supported, challenged and encouraged to grow. Our leaders spot potential and help you realise it. Our ECT community is exceptional, and the opportunities to refine your craft are endless. It's the kind of place you join...and want to stay for the next twenty years!" Sita, Teaching Staff

"I like working at ABK because you are immediately welcomed into the school community and are part of a team that works extremely hard for all its pupils and its staff. You help, support and laugh with each other." Margaret, Support Staff

"Alderbrook restored my love for teaching. Staff and students are so proud to be part of the Alderbrook community, we have such a strong identity, and it really feels like being part of a big family. At Alderbrook you are really looked after and cared for." Megan, Teaching Staff

Our Commitment

1

Relationships are positive and transformational

2

A culture of wellbeing and development for all

3

A broad and ambitious curriculum for all students

4

Students, and particularly our most vulnerable, are at the heart of all we do

5

We work in collaboration with many schools serving one community

6

We work to eliminate discrimination and ensure equality of opportunity

Our shared vision is underpinned by a commitment to our values of ambition, bravery and kindness.

Ambition	Bravery	Kindness
<ul style="list-style-type: none"> We hold ourselves, colleagues, and students to the highest expectations. We deliver lessons that enable every student to succeed, never giving up on anyone. We show ambition through professionalism, high standards, and commitment to growth. We learn continuously, support one another, and engage fully in school life. We act with reliability, positivity, and a shared belief that together we achieve more. 	<ul style="list-style-type: none"> We take responsibility to become better, every day. We act with honesty, integrity, and courage, even when it's hard. We embrace challenges, step beyond comfort zones, and inspire others to do the same. We show resilience by learning from mistakes and encouraging others to take risks. We welcome feedback, seek help when needed, and work together to overcome obstacles. 	<ul style="list-style-type: none"> We treat everyone with respect, empathy, and warmth. We celebrate every success and recognise the value in every student and colleague. We act kindly each day, knowing our behaviour sets the example for students. We embrace diversity, show tolerance, and respect all cultures, backgrounds, and perspectives. We support one another by sharing, checking in, and going above and beyond to meet needs.

