



Watererton
Academy Trust

Application Pack

Deputy Trust Behaviour & Inclusion
Lead



Job Title	Deputy Trust Behaviour & Inclusion Lead
Salary & Grade	Leadership L6-L10 (£58,569-£64,691)
Contract	Permanent, Full time
Reporting to	Head of SEND & Inclusion
Start Date	September 2026

Dear Applicant

Waterton Academy Trust is looking to appoint an inspirational and ambitious Deputy Trust Behaviour & Inclusion Lead to join our team to support the work of the Trust in strengthening inclusive practice across all academies by providing specialist expertise in behaviour, relational practice and SEND presentation.

The role will work under the direction of the Head of SEND & Inclusion to support schools in responding effectively to complex behaviour and increasing levels of SEND need. The postholder will work directly with school leaders, staff and pupils to model effective strategies, build staff confidence and support schools in implementing inclusive systems and practice.

A key aspect of the role will be providing hands-on, practical support in schools, helping staff to understand behaviour as a form of communication and ensuring that responses are rooted in relational, trauma-informed and inclusive approaches.

The role will also support schools in meeting statutory expectations and Trust procedures related to behaviour, including suspensions, restrictive physical intervention, partial timetables and behaviour planning.

The Trust consists of 16 primary phase schools, 4 Assessment Resource Units and 4 Pre Schools in the Wakefield and Barnsley area. As part of this Trust both staff and children enjoy varied opportunities for collaboration in all areas of the curriculum.

The Trust is committed to providing a stimulating, creative environment so that all children enjoy learning, make outstanding progress and reach their potential. By offering an engaging and language rich curriculum, the school is constantly striving to provide high-quality learning opportunities which challenge and inspire all our pupils.

This is an excellent opportunity for an ambitious and talented individual to take a key role in our team. We are looking for someone with a genuine passion for education - someone who is driven to make a difference to the lives of the children they work with.

We look forward to receiving your application.

Warm Regards,

Laura Thresh
Head of SEND & Inclusion

About Us

Waterton Academy Trust is a thriving and values-led partnership of schools committed to giving every child the best possible start in life.

Established in 2014 with Walton Primary Academy as its founding member, the Trust has grown steadily and strategically, guided by a strong moral purpose and a deep understanding of the communities we serve. We

believe that **success is a shared experience** — every learner, every member of staff, and every school should flourish, together.

By the end of 2026, we expect to support more than 4,000 pupils across our schools, with a dedicated team of over 600 staff and an annual turnover approaching £28 million.

Our growth has not been about size alone - it reflects the strength of our educational offer, the diversity of our provision, and the depth of our partnerships.

We work across two key regions - Wakefield and Barnsley - and are proud to be seen as a trusted and collaborative presence within the wider education system. All our schools are primary-phase, and collaboration sits at the heart of how we work.

In response to local need, our first independent special academy—Newstead Academy opened in Barnsley in 2023 and has already grown to include a satellite site based at Hunningley. Building on this success, we have opened a new specialist setting - Hammer Lane Academy - in Wakefield in September 2025. These developments are a testament to our commitment to inclusive education and our ability to work alongside local partners to meet the needs of all learners.



We also know that a great start in education begins early. That's why we've expanded our offer to include four pre-school settings, with plans for further growth.

If you share our belief that all children deserve the highest-quality education and want to be part of a forward-thinking, people-centred organisation, we'd love to hear from you.



Our Locations

Waterton Offices

- C - Centre for Excellence
- O - Operations Office

Waterton Schools

- 1 - Wrenthorpe Academy
- 1p - Wrenthorpe Pre-School
- 2 - Sharlston Community School
- 3 - Walton Primary Academy
- 4 - Normanton Junior Academy
- 5 - Lee Brigg Infant and Nursery School
- 6 - Normanton Common Primary Academy
- 7 - Crofton Infant's School
- 8 - Hammer Lane Academy
- 9 - Churchfield Primary School
- 10 - King's Meadow Academy
- 10p - The Meadow Pre-School
- 11 - West End Academy
- 11p - The Woodland Pre-School
- 12 - South Kirkby Academy
- 13 - Ackworth Mill Dam School
- 14 - Cherry Tree Academy
- 14p - Cherry Blossom Pre-School
- 15 - Newstead Academy
- 15a - Hunningley Academy
- 16 - Kings Oak Primary
- 17 - Allotts Junior Academy
- 18 - Jump Primary Academy

Our Vision and Values

The Trust is proud of its shared vision and values, which are embedded across all aspects of our work.

This vision—centred on collaboration, aspiration, enjoyment, and equity—guides our actions and unites our schools in a common purpose. We aim to create a culture where success is a shared experience, every child enjoys a rich and relevant curriculum, and all pupils are supported to achieve their full potential, regardless of background.

Candidates interested in joining the Trust are encouraged to explore our vision and values to ensure they align with their own ethos and long-term aspirations.



Our Pupils

Waterton Academy Trust serves communities with some of the highest levels of deprivation in the region, and in the country. In response, we place children's well-being, voice, and enrichment at the very heart of our work. We believe that every pupil, regardless of background, should feel the full benefit of belonging to a trust that puts their experience of school first.

Pupil voice is not just encouraged - it's embedded in our decision-making. Our elected Children's Parliament meets regularly with the CEO and Headteachers, sharing their views and shaping priorities for improvement. Their efforts were recognised nationally, receiving a letter of commendation from former Prime Minister Theresa May.

Beyond the classroom, we create rich and joyful experiences that promote creativity, confidence, and healthy living. Our roaming art gallery, Waterton's Got Talent, and Waterton Young Chef of the Year celebrate the diverse talents of our pupils, while our annual MATlympics and extensive sports offer promote inclusion, teamwork, and well-being.

These experiences are not just events; they are integral to our mission—ensuring that every child in a Waterton school is heard, celebrated, and empowered to thrive.

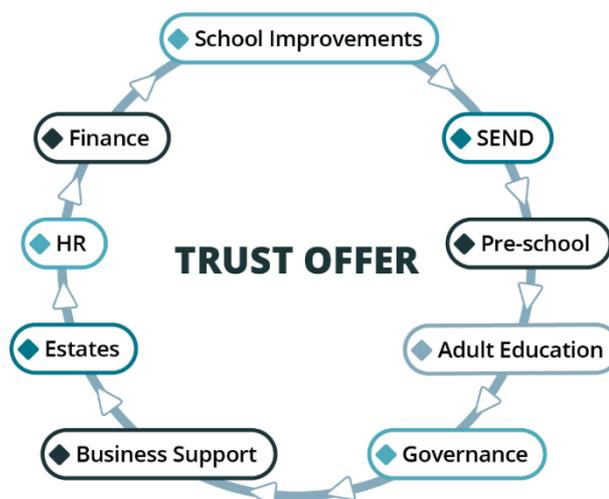


Trust Offer

At Waterton Academy Trust, we are proud to provide a consistent, high-quality offer that enables every school - regardless of size, Ofsted rating, or context - to thrive. Our Trust Offer ensures that all academies benefit from the same comprehensive package of educational and operational support, tailored to meet individual school needs while remaining accessible to all.

This offer is underpinned by our belief that school leaders should be able to focus their time and energy on what matters most: delivering excellent teaching and learning. By reducing operational burdens and providing high-quality, evidence-informed school improvement support, we create the conditions in which pupils and staff can flourish.

Our investment in a strong and expert central team means that every school can draw upon specialist support in areas such as safeguarding, governance, curriculum, finance, HR, IT, estates, marketing, and data protection. This support is complemented by access to legal advice and professional development, including high-impact CPD, leadership development, and coaching.



The Trust Offer is more than a service package - it's a reflection of our values. It supports excellence, equity, and collaboration across all Waterton schools, enabling leaders to deliver the very best for their pupils, every day.

To read about impact in 2025, please read our annual report to stakeholders on the Trust website.

<https://www.watertonacademytrust.org/academies/trust-performance/>

Job Description – Deputy Trust Behaviour & Inclusion Lead

Job Title	Deputy Trust Behaviour & Inclusion Lead
Reporting to	Head of SEND & Inclusion
Grade	Leadership L6-L10 (£58,569-£64,691)

Main Purpose	<p>To support the work of the Trust in strengthening inclusive practice across all academies by providing specialist expertise in behaviour, relational practice and SEND presentations.</p> <p>The role will work under the direction of the Head of SEND & Inclusion to support schools in responding effectively to complex behaviour and increasing levels of SEND need. The postholder will work directly with school leaders, staff and pupils to model effective strategies, build staff confidence and support schools in implementing inclusive systems and practice.</p> <p>A key aspect of the role will be providing hands-on, practical support in schools, helping staff to understand behaviour as a form of communication and ensuring that responses are rooted in relational, trauma-informed and inclusive approaches.</p> <p>The role will also support schools in meeting statutory expectations and Trust procedures related to behaviour, including suspensions, restrictive physical intervention, partial timetables and behaviour planning.</p>
Key Responsibilities	<p>Strategic Support for Inclusion</p> <ul style="list-style-type: none"> · Work with the Head of SEND & Inclusion to develop and embed a consistent Trust-wide approach to behaviour and relational practice. · Support schools in strengthening inclusive provision for pupils with additional needs, particularly where behaviour presents as a barrier to learning. · Contribute to Trust-wide strategy and development relating to behaviour, SEND and inclusion. · Support the development of inclusive cultures that enable all pupils to access learning and thrive. <p>School Improvement and Direct School Support</p> <ul style="list-style-type: none"> · Provide targeted support to schools where behaviour concerns or complex SEND presentations are impacting learning or inclusion. · Work directly within classrooms to model effective relational and behaviour strategies. · Support leaders and staff to develop practical approaches to supporting pupils with challenging behaviour. · Undertake observations, learning walks and reviews of behaviour systems where required. · Work with senior leaders and SENDCOs to identify barriers and develop appropriate strategies and support plans. · Provide coaching and mentoring to staff to improve confidence and capability in responding to behaviour linked to SEND. <p>SEND and Behaviour Support</p> <ul style="list-style-type: none"> · Support schools to understand behaviour within the wider context of SEND presentations including: <ul style="list-style-type: none"> o autism

	<ul style="list-style-type: none">o social, emotional and mental health needso attachment and traumao communication needso neurodiversity· Support schools to develop effective behaviour support plans and inclusive strategies.· Work with staff to ensure that behaviour responses reflect the underlying needs of pupils. <p>Statutory Guidance and Compliance</p> <p>Support schools in meeting statutory requirements and Trust expectations relating to behaviour, including:</p> <ul style="list-style-type: none">· Suspensions and exclusions· Restrictive physical intervention (RPI)· Partial timetables· Behaviour plans and risk assessments· Record keeping and reporting· Compliance with relevant statutory guidance.· Provide advice and guidance to school leaders to ensure decisions are lawful, proportionate and appropriate. <p>Professional Development and Capacity Building</p> <ul style="list-style-type: none">· Deliver training and professional development for school staff on behaviour, relational practice and inclusive approaches.· Support SENDCOs and senior leaders to develop staff understanding of behaviour as communication.· Develop resources, guidance and practical tools to support schools.· Contribute to Trust-wide professional development programmes. <p>Partnership Working</p> <ul style="list-style-type: none">· Work collaboratively with Trust leaders, school leaders, SENDCOs and pastoral teams.· Support schools in liaising effectively with external professionals where appropriate.· Contribute to multi-agency approaches where behaviour and SEND needs are complex. <p>Monitoring and Evaluation</p> <ul style="list-style-type: none">· Support the Head of SEND & Inclusion in evaluating the impact of behaviour and inclusion support across the Trust.· Contribute to monitoring patterns of behaviour, suspensions and SEND-related concerns.· Provide feedback and reports on school support work and impact. <p>Personal Qualities</p> <p>The successful candidate will:</p> <ul style="list-style-type: none">· Demonstrate a strong commitment to inclusive education.· Have a relational and compassionate approach to behaviour.· Be highly practical and solution-focused.· Be able to build trust and credibility with school staff.· Be resilient and adaptable.· Be passionate about improving outcomes for vulnerable pupils.
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<p>Expectations of All Employees</p>	<ul style="list-style-type: none"> • Represent and promote Waterton Academy Trust values internally and externally • Ensure that all stakeholders receive an excellent customer service experience in all dealings with you and with Waterton Academy Trust • Deliver your day-to-day duties consistently with the agreed service level • Actively promote and act, at all times, in accordance with Trust policies, e.g. Code of Conduct, Health and Safety, Equal Opportunities and Safeguarding • Make a commitment and contribution to the overall ethos and values of the trust, upholding these in all activities connected with the role • Undertake other duties commensurate with the job level • Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct
<p>Additional Information</p>	<p>The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.</p>
<p>Working Conditions</p>	<p>Based across our academies dependent on current need.</p>
<p>Characteristics of the Post</p>	<p>Employees are encouraged to participate in training activities in order to enhance their own personal development.</p> <p>The employment checks are required:</p> <ul style="list-style-type: none"> • Evidence of entitlement to work in the U.K. • Evidence of essential qualifications – see job specification • Two satisfactory references • Confirmation of medical fitness for employment • Registration with appropriate bodies (where applicable) <p>The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults: Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.</p>

Person Specification – Deputy Trust Behaviour & Inclusion Lead

AF: Application Form

OT: Occupational Task

CQ: Certificates/Qualifications

I: Presentation

I: Interview

R: Reference

Qualifications	Essential	Desirable	Assessed
Qualified Teacher Status	X		AF / CQ
Degree or equivalent qualification	X		AF/CQ
Evidence of continued professional development related to SEND, behaviour or inclusion	X		AF/I
Further professional qualifications or specialist training in behaviour, relational practice, trauma-informed practice, SEMH, autism or SEND		X	AF
Experience	Essential	Desirable	Assessed
Substantial experience of supporting pupils with SEND in a school setting	X		AF/I
Experience working with pupils presenting with complex behaviour linked to SEND needs	X		AF/I
Experience supporting staff to improve behaviour and inclusion practice	X		I
Experience modelling strategies and supporting staff directly in classrooms	X		I
Experience working with school leaders to develop behaviour systems or inclusive practice	X		I
Experience supporting behaviour planning, risk assessments or pastoral support plans	X		AF/I
Experience working across multiple schools or supporting school improvement	X		I
Experience working within a MAT or partnership of schools	X		AF
Skills	Essential	Desirable	Assessed
Ability to work directly with staff to model effective behaviour and inclusion strategies	X		I/OT
Ability to coach and support staff to improve practice	X		I
Strong communication and interpersonal skills	X		I
Ability to build positive relationships with leaders, teachers and support staff	X		I
Ability to analyse behaviour issues and identify practical solutions	X		I
Ability to support schools in developing effective behaviour plans and strategies	X		I
Ability to influence and support school improvement across multiple settings	X		I
Strong organisational and time management skills	X		I

Ability to work independently while contributing to Trust-wide priorities	X		I
Knowledge and Understanding	Essential	Desirable	Assessed
Strong understanding of behaviour as a communication of need	X		I
Knowledge of relational and trauma-informed approaches to behaviour	X		I
Understanding of a range of SEND needs and how these may present through behaviour (e.g. autism, SEMH, communication needs)	X		I
Knowledge of effective inclusive classroom practice	X		I
Understanding of statutory guidance relating to behaviour, suspensions and exclusions	X		I
Knowledge of statutory expectations around restrictive physical intervention, partial timetables and behaviour plans	X		I
Understanding of inclusive practice within mainstream and specialist settings	X		I
Awareness of national developments and policy relating to SEND and behaviour		X	I
Personal Attributes	Essential	Desirable	Assessed
Commitment to inclusive education and improving outcomes for vulnerable pupils	X		I
Strong relational approach to working with pupils and staff	X		I
Resilience and ability to work in complex situations	X		I
Professional credibility and ability to gain the confidence of school leaders and staff	X		I
Reflective practitioner with a commitment to ongoing learning	X		I
Flexible and adaptable approach when working across schools	X		I
Commitment to the vision and values of Waterton Academy Trust	X		I
Other	Essential	Desirable	Assessed
Ability to travel between schools within the Trust	X		A/F
Suitability to work with children and young people	Essential	Desirable	Assessed
Satisfactory DBS disclosure and standard Trust pre-secondment checks	X		AF, R, I
Ability to work in a way that promotes the safety and well-being of learners	X		AF, R, I

Next Steps

For further information about the opportunity please contact Laura Thresh on lthresh@watertonacademytrust.org

To Apply

Please submit applications via My New Term.

Selection Timeline

Closing Date: Tuesday 28th April 2026 - midday

Shortlisting: Wednesday 29th April 2026

Interviews: Tuesday 5th May 2026

Start Date: September 2026

Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. An enhanced DBS check is required for the successful candidate, this process is completed by an online third party company. The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of interview. We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request. Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.

It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.