

Hadrian Learning Trust Job Description and Person Specification

Post Title:	Academic Support Manager	Director/Service/Sector	Inclusion and SEND
Band:	Band 4	Workplace:	QEHS Part of HLT
Responsible to:	AHT (Inclusion and SENDco)	Date:	September 2026
Job Description Ref:		School	Queen Elizabeth High School and Hexham Middle School

Responsible for:

Work under the guidance of a member of the Senior Leadership Team to lead and manage the SEND and Inclusion Workroom, and deliver targeted English intervention for KS3 and KS4 students, helping pupils access learning and overcome barriers to education.

Contact with young people: This role requires regular, ongoing and unsupervised contact with young people. This contact is direct and could potentially be on both a 1:1 and group basis within the workplace. The degree of responsibility for young people is outlined below in the role and responsibilities area of the form.

Resources	Staff	Supervision of LSAs within the workroom and liaising with subject staff
	Finance	None
	Physical	Office equipment, accuracy and security of databases
	Clients	Internal (Senior Leadership Team, Teachers, Support Staff, Students) External (Parents, Visitors)

Responsibilities, Duties and key result areas:

Queen Elizabeth High School
Whetstone Bridge Road, Hexham, NE46 3JB
T: 01434 610300 **E:** admin@qehs.net
www.qehs.net

Executive Headteacher: **Graeme Atkins**
Head of School: **Neil Seaton**

Hexham Middle School
Whetstone Bridge Road, Hexham, Northumberland NE46 3JB
T: 01434 610300 **E:** admin@hexhammiddle.org.uk
www.hexhammiddleschool.co.uk

Executive Headteacher: **Graeme Atkins**
Head of School: **Liam Watters**

Duties and key result areas

Support for Learners (Inclusion Workroom)

1. Use specialist knowledge and skills to support students with SEND, SEMH and attendance barriers.
2. Supervise students accessing the inclusion workroom and maintain a calm learning environment.
3. Support students to complete curriculum-aligned work and stay on task.
4. Adapt and scaffold resources to meet individual needs.
5. Build positive relationships and act as a role model.
6. Provide pastoral support to support engagement and regulation.
7. Maintain accurate records of attendance, engagement and work completion.

English Intervention (Key Stages 3 and 4)

8. Deliver planned English intervention sessions for small groups or individuals.
9. Support implementation of intervention programmes from the English department.
10. Reinforce key concepts and support student confidence in English.
11. Monitor understanding and provide feedback to teaching staff.
12. Maintain records of student progress and engagement.

Support for Teaching and Curriculum

13. Support implementation of learning activities within agreed supervision.
14. Assist with SEND support plans and individual learning programmes.
15. Observe and report student progress to teachers.
16. Support behaviour for learning in line with school policy.

Inclusion, Attendance and Reintegration

17. Support students with barriers to attendance through structured provision.
18. Assist with reintegration into mainstream lessons.
19. Encourage positive engagement and attitudes to learning.

Partnership Working

20. Build professional relationships with staff, parents and agencies.
21. Communicate effectively regarding student progress and needs.
22. Attend relevant meetings as required.

General Responsibilities

32. Comply with safeguarding, health and safety and data protection policies.
33. Promote the school ethos and inclusive values.
34. Participate in training and professional development.
35. Undertake duties commensurate with the role.

The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are

expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Transport requirements:	None
Working patterns:	Monday to Friday
Working conditions:	Office and Classroom based, Mainly indoors with some outdoor activity.

PERSON SPECIFICATION

Essential	Desirable	Assess by
Knowledge and Qualifications		
Very good numeracy and literacy skills; NVQ 3 for teaching Assistants or equivalent qualifications	Degree or specialist training Willingness to participate in development and training opportunities Appointed Person training (First Aider) Trained to drive school mini buses	(a), (i)
Experience		
Willingness to participate in development and training opportunities Experience of working with high school students Experience working with students with special educational needs	Experience of working in alternative provision Experience of English interventions/teaching	(a), (i), (r)
Skills and competencies		
Good understanding of the principles of child development and the learning process Can actively self-evaluate learning needs and seek out learning opportunities Can work as a member of a team, understanding their role in the classroom and associated responsibilities. Ability to work in a confidential manner Excellent communication skills to work with all stakeholders Good ICT skills		(a), (i)
Physical, mental and emotional demands		
Emotional resilience Has a proven ability to work under pressure Ability to work flexibly		(a), (i), (r)
Other		

Is committed to meeting the needs of learners and their families		
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Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

Please note that Recruitment and Selection records will be retained and used in accordance with the General Data Protection Regulations (GDPR) 2018 and other legislative provisions.