



Recruitment Pack

Inclusion Support

Start date: September 2026

Full Time, TTO plus 5 days, Fixed Term

Contract to June 2027



Vision

Together we belong, develop character and achieve excellence



Values



Kindness



Resilience



Responsibility

Curriculum Intent



Promotes a love of learning and provides an environment for all students to succeed in, whatever they aspire to do.



Places high value on the breadth, acquisition, retention and application of knowledge.



Enriches and bridges gaps in cultural knowledge.



Inclusion Support

Contract: Fixed Term Contract to June 2027
Closing Date: 8am on Friday 10th July
Salary Range: £21,324

We have an exciting opportunity for a highly driven and enthusiastic person who is looking to take their first steps towards a career as an Inclusion Support.

Benton Park School is a thriving, inclusive comprehensive school located in Rawdon, on the outskirts of Leeds. With over 1,500 students—including a vibrant Sixth Form of over 200—we are proud to serve a diverse and supportive local community. Our recent move into a £28.5 million state-of-the-art building has created an inspiring environment for learning and working, underpinned by cutting-edge classroom technologies.

As part of the Moorlands Learning Trust, we are committed to delivering a truly aspirational education for all. Our school vision—"Together we belong, develop character and achieve excellence"—captures our belief in the power of community, personal growth, and high achievement. We are proud to be a school that goes from strength to strength, with good behaviour and attendance and strong outcomes and destinations for our students.

Our values—Kindness, Resilience, and Responsibility—shape our culture and guide every interaction. They underpin our commitment to developing confident, compassionate, and capable young people who are ready to make a positive contribution to society.

We celebrate the importance of community through a rich calendar of events that bring our school to life. Highlights such as Live in LS19 music festival, Enterprise Day, Sports Day, and our school performances provide students with opportunities to showcase their talents, develop leadership and teamwork skills, and build lasting memories. These events unite students, staff, families, and the wider community, reinforcing our ethos and strengthening the sense of belonging that defines Benton Park.

Our curriculum is broad, balanced, and enriched by opportunities for personal development, leadership, and community engagement—including strong partnerships with local primary schools through the Aireborough Learning Partnership Trust. We also take pride in our unique morning meeting structure, our strong pastoral care, and our relentless focus on effective teaching and mentoring, which together ensure excellent outcomes and a strong sense of connection for every student.

Benton Park is more than a school—it's a place where students grow, belong, and flourish.



About Benton Park School

Benton Park School is a popular and oversubscribed comprehensive school located to the north-west of the vibrant and diverse city of Leeds. We are proud to serve a wide catchment area including Rawdon, Yeadon, Calverley and Farsley as well as areas further into Leeds and Bradford. Our families are incredibly supportive, and we work closely with a number of local primary schools through strong partnerships, including our work with the Aireborough Learning Partnership Trust.

We are fortunate to have benefited from a £28.5 million investment in our premises, resulting in a state-of-the-art learning environment that inspires both students and staff. Our bespoke Sixth Form centre has been extensively refurbished to create a welcoming and aspirational space for post-16 study, and our Sixth Form continues to grow in strength and popularity.

Our vision—“Together we belong, develop character and achieve excellence”—drives every aspect of our work. It is supported by our core values of Kindness, Resilience, and Responsibility, which underpin our inclusive ethos and commitment to developing well-rounded, confident young people. Our Personal Development Curriculum places a strong emphasis on mental health and wellbeing, helping students to build the skills and character needed for success in life beyond school.

We believe in celebrating success and fostering a culture of inclusivity and positivity. Our rewards system recognises students who go above and beyond, and our philosophy—a busy student is a successful student—is reflected in the wide range of enrichment opportunities we offer. These include lunchtime and after-school clubs, educational visits both in the UK and abroad, and a thriving Duke of Edinburgh Award programme.

Community events are central to our school identity. Annual highlights such as Live in LS19 music festival, Enterprise Day, Sports Day, and our school performances bring our community together, showcase student talent, and reinforce our values in action. These events help build character, confidence, and a strong sense of belonging—making Benton Park not just a place to learn, but a place to grow and thrive.



Welcome from the Headteacher



Thank you for your interest in joining Benton Park School.

As an Inclusion Support, you would play a vital role in supporting our vibrant school community and helping to shape a strong, positive, and successful learning experience for all students. Your contribution would be part of a wider team effort that ensures every child feels safe, supported, and ready to thrive.

We are looking for a highly motivated, positive colleague who can contribute to maintaining excellent standards in all areas of school life. A team player, you will have the ability to form high-quality relationships with staff, students, and families alike.

Benton Park is a thriving, inclusive and oversubscribed comprehensive school located in Rawdon, on the outskirts of Leeds. We serve a diverse and supportive community and we are proud to recognise and celebrate this. Our school is proud to be part of the Moorlands Learning Trust, and we continue to go from strength to strength—with excellent behaviour, great attendance and strong outcomes and destinations for our students.

Our vision—“Together we belong, develop character and achieve excellence”—drives every aspect of our work. It is underpinned by our core values of Kindness, Resilience, and Responsibility, which shape our culture and guide every interaction. We are proud to have received national recognition for our inclusive and values-driven approach, including the RED Award for Diversity and Inclusion and the UK Gold Feminista Award for promoting gender equality and student voice.

We take an evidence-informed approach to school improvement. There are no gimmicks or silver bullets—just a relentless focus on doing the simple things well, every day. Our ‘warm-strict’ approach instils strong learning habits and helps students become better qualified, more successful, and happier. We expect students to follow routines, wear their uniform with pride, and be fully engaged in their learning.

Our curriculum is designed to ensure students know and remember more as they progress, with clear Learning Journeys and Progression Models that promote mastery and a love of learning. We place high value on the breadth, retention, and application of knowledge, and actively work to enrich and bridge gaps in cultural capital.

We also celebrate success at every opportunity. Our positive rewards culture recognises students who go above and beyond, and our philosophy—a busy student is a successful student—is reflected in our wide range of enrichment opportunities. These include lunchtime and after-school clubs, educational visits in the UK and abroad, and a thriving Duke of Edinburgh Award programme.

Community events are central to our identity. Annual highlights such as our music events including our Live in LS19 festival, Enterprise Day, Sports Day, and our school performances



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bring our community together, showcase student talent, and reinforce our values in action. These events help build character, confidence, and a strong sense of belonging. Our Personal Development Curriculum places a strong emphasis on mental health and wellbeing—ensuring students are equipped not only for academic success but for life beyond school.

Joining Benton Park means becoming part of a school that is ambitious, inclusive, and deeply committed to making a difference. We look forward to welcoming a new colleague who shares our values and wants to contribute to our continued success.

Mr N Skilton
Headteacher



Teaching and Learning at Benton Park

I Do, We Do, You Do

Our teaching model is built around Rosenshine's Principles of Instruction and follows I Do, We Do, You Do. Teachers ensure that they model excellence before scaffolding and guiding students to produce the best quality work possible. This enables students to then produce outstanding work during their independent practice.

Learning Journeys and Progression Models

All of our teaching is built around our Learning Journeys and Progression Models. We believe that students should 'master' their learning and, in doing so, know and remember more. Our subject areas have developed high-quality and effective Learning Journeys and Progression Models to support this and ensure there are opportunities for immediate and effective feedback.

Subject Specialism

We use every opportunity to connect students with subject specialists both inside and outside the school. The through-school approach helps us to offer students the chance to see their learning through the eyes of experts and to experience learning which has been developed and delivered by specialists.

Professional Development

Developing our staff is incredibly important to use. All staff have access to professional development across the school calendar. We believe that the best professional development is not a one-off event but a process. To support the development of teaching across the school we use Teaching Walkthrus. Many of our staff also access external courses including NPQs.

Benton Park Fundamentals

At Benton Park, we build our teaching around some crafted fundamentals to support teaching and learning. We explicitly teach these to our students to ensure that learning time is maximised and that transitions are effective. We pride ourselves on support all learners, including our most vulnerable, having access to the highest quality support through these fundamentals

Reading

Reading, and literacy, form central pillars of our approach with students. Students have the opportunity to be read every morning to develop their reading and also their cultural capital. We expect every member of our School community to talk in full sentences at all times to support our drive for improved oracy and, subsequently, literacy levels.



Job Description

Inclusion Support

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| Hours: | TTO + 5 days |
| Responsible to: | Assistant Headteacher - Inclusion |

Purpose of the job:

To work under the guidance of the Assistant Headteacher - Inclusion to support the planning, delivery and administration of specialist support for children with SEND (special educational needs and/or disabilities) and social, emotional and mental health needs.

Patience, firmness, initiative and a good level of literacy are required.

Specific Responsibilities

- To establish productive working relationships with students, parents/carers, colleagues and external partners.
- To work flexibly and supportively within the Inclusion Team
- To liaise with the wider school, particularly alongside teaching staff and the Pastoral and Safeguarding teams to ensure the safety, wellbeing and engagement of students.
- To work with allocated subject areas to gain experience of observing and delivering sections of lessons and/or targeted interventions within subject specific areas.
- To promote and support an inclusive ethos throughout school.
- To deliver targeted intervention for students with a range of needs including social emotional and mental needs, using ELSA or trauma informed approaches, and to undertake relevant training to develop these skills.
- To both observe and engage in training to support the delivery of learning in subject specific areas both in and outside the classroom using high quality resources to support students' engagement and progress.
- To deliver learning activities, under the guidance of a qualified teacher, to support the delivery of learning in subject specific areas, both in and outside the classroom, using high quality resources to support student engagement and progress.
- To establish productive working relationships with students, acting as a role model and setting high expectations.
- To analyse data and the impact of interventions.
- To ensure clear, professional and timely two-way communication with parents/carers, teachers, colleagues and external partners, ensuring appropriate and purposeful information sharing to support student's learning, development and wellbeing.



- To provide appropriate guidance and supervision and assist in the training and development of colleagues to support and develop an ethos of inclusion throughout school as requested by the Assistant Headteacher – Inclusion.
- To attend and participate in regular meetings, training and other learning activities as required.
- To support the work of the AHT Inclusion, providing a point of contact and information in the absence of the AHT Inclusion and progressing specific pieces of work as directed by the AHT Inclusion.

Additional Duties

- To complete First Aid training provided and respond to requests for First Aid in line with the First Aid Policy.
- The post holder may be required from time to time to undertake lunch or break time duties as requested by SLT.
- The post holder may be required to assist with the invigilation of internal and/or external assessments.
- To be Mental Health First Aid trained
- To assist with the supervision of students out of lesson times, including before and after school, break and lunchtime.
- Support and promote the school's policies on Diversity and Equality of Opportunity.
- To be aware of and comply with policies and procedures relating to child protection and safeguarding ensuring all concerns are reported appropriately in a timely manner.
- To be aware of and comply with policies and procedures relating to data protection and the security and confidentiality of data ensuring all concerns are reported appropriately in a timely manner.
- Undertake any other duties commensurate with the grade of the post.

HEALTH & SAFETY

- The post holder will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

Wider Responsibilities

- To be willing to work flexibly to meet the needs of the school.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.



- To support, uphold and contribute to the development of the school's Equality policies and practices in respect of both employment issues and the delivery of services to the community.
- To engage with networks both within and beyond the school that support continuous improvement.
- Promote the safeguarding and welfare of children and young people.

General Accountabilities

- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times.
- Establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school.
- Be aware of and comply with the code of conduct, regulations and policies of the school.
- Develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.
- To be First Aid trained and respond to requests for First Aid in line with the First Aid Policy.
- Support and promote the school's policies on diversity and equality of opportunity.
- To be aware of, and comply with, policies and procedures relating to child protection and safeguarding, ensuring all concerns are reported appropriately and in a timely manner.

Variation in Role

Given the dynamic nature of the role and structure of Benton Park School, it must be accepted that, as the School's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.



Person Specification

| Essential Criteria | Desirable |
|--|--|
| SKILLS Good numeracy/literacy skills Good ICT skills Use of other equipment technology – video, photocopier Ability to relate well to children and adults Work constructively as part of a team | Maths and/or English Grades GCSE A-C First aid training/training as appropriate Ability to self-evaluate learning needs and actively seek learning opportunities Effective use of ICT to support learning |
| KNOWLEDGE & UNDERSTANDING Basic understanding of child development and learning Working with or caring for children of relevant age An understanding of the importance of safeguarding and how this relates to working with children/young people. | Understanding classroom roles and responsibilities and your own position within these. General understanding of national/foundation stage curriculum and other basic learning programmes/strategies Understanding of relevant policies/codes of practice and awareness of relevant legislation |
| QUALIFICATIONS/TRAINING Qualifications and/or Experience of working with Children and/or young people in a professional setting. | Completion of DfES Teacher Assistant Induction Programme Or equivalent qualifications or experience Training in the relevant learning strategies e.g. literacy |

We are actively committed to safeguarding and promoting the welfare of our pupils and expect all staff and volunteers to share this commitment. All appointments will be made subject to an enhanced DBS disclosure.

We promote diversity and want a workforce which reflects the population of Leeds.



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