



Recruitment Pack

Trust Primary Inclusion and Engagement Practitioner



Welcome to THAT

Thank you for your interest in joining The Howard Academy Trust. We are a family of 9 academies—4 primary, 4 secondary, and 1 alternative provision—working across Medway, Kent, and Bexley. As a Trust, we are committed to delivering the highest standards of education for all children and young people, regardless of their background.

Our vision, *"Working together to create a community of successful learners"* underpins everything we do. We firmly believe that every child deserves access to at least a good education, and we are proud that every academy within our Trust has maintained or improved its Ofsted rating. Notably, Temple Mill Primary School and Waterfront UTC made the remarkable journey from Special Measures to Good at their first inspection since joining us—a testament to the dedication and expertise of our staff.



At The Howard Academy Trust, we recognise that our people are central to our success. We are committed to supporting and developing our staff so that they, in turn, can provide an outstanding education for our students. Each of our academies serves its own unique community, and our role as a Trust is to provide the support, guidance, and collaboration needed to drive continuous improvement.

We are always looking for talented and passionate individuals to join our team. If you share our belief in the power of education and want to be part of an organisation that truly makes a difference, we would love to hear from you.



Owen McColgan
Chief Executive
The Howard Academy Trust



THAT Benefits

The Howard Academy Trust is very pleased to offer our staff a vast range of benefits, both professional and personal, as we believe that our excellent teaching and support staff should be supported at work and rewarded for the great work they do.



Platinum
Workplace
Wellbeing Award



benenden
health
Subsidised Private
Healthcare



Free flu jabs
every autumn



Employee Assistance
Programme with
Free Counselling



Mental Health
First Aiders
in all schools



Early finish for
teaching staff on
Fridays for CPD/PPA



Multiple routes
into teaching



Opportunities for
collaborative CPD



Trust-wide training
and networking
events



Career Progression
and upskilling
opportunities



Bespoke in-house
Into Leadership
Courses



LGPS/TPS Pension
Scheme & Generous
Contributions



Competitive salary
with annual pay
progression



Early salary
withdrawal with
Access EarlyPay



Minimum 25 days
annual leave for
full time staff,
plus bank holidays



Discounted hire of
school facilities



Cycle to work
scheme



Free car parking
at each Trust site



EV Charging across
sites



On site catering
with a full
lunch menu



Discounted gym
membership



A diverse and
inclusive workplace



Staff referral
scheme



Flexibility
for life events



Annual
Trust Awards

We are happy to talk about flexible working.



Our Family of Schools



The Howard School
1,500 Pupils on Roll
Located in Rainham, Kent



Temple Mill Primary School
240 Pupils on Roll
Located in Strood, Kent



Deanwood Primary School
230 Pupils on Roll
Located in Rainham, Kent



Thames View Primary School
450 Pupils on Roll
Located in Rainham, Kent



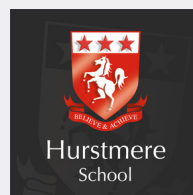
Waterfront UTC
370 Pupils on Roll Rated
Located in Gillingham, Kent



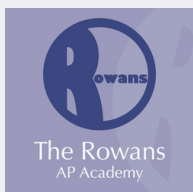
Miers Court Primary School
410 Pupils on Roll
Located in Rainham, Kent



The Abbey School
1,100 Pupils on Roll
Located in Faversham, Kent



Hurstmere School
960 Pupils on Roll
Located in Sidcup, London



The Rowans AP Academy
93 Pupils on Roll
Located in Chatham, Kent

Job Description

Post:	Trust Primary Inclusion and Engagement practitioner
Location:	Working across all Primary Academies
Function/Department:	Central Trust team
Contract Type:	Fixed Term Contract
Grade/Salary:	NJC B2 Point 26-30
Responsible to:	Director of Primary Education, Inclusion and SEND

Core Purpose and Scope

The holder of this post is expected to carry out the professional duties as described below, as circumstances may require and in accordance with the Trust's policies, under the direction of the line manager. The post-holder is required to fully support the vision, ethos and policies of the Trust. To lead and deliver highly specialised, trust-wide intervention for primary-aged pupils presenting with complex attendance, inclusion and emotional wellbeing needs.

The post holder will work strategically and operationally across all four primary academies, providing expert support for pupils experiencing Emotionally Based School Avoidance (EBSA), persistent and severe absence, social, emotional and mental health difficulties, and complex family circumstances.

The role will strengthen the Trust's 3 Tier Inclusion Framework through direct intervention, family engagement, staff support, attendance strategy implementation and multi-agency partnership working. The post holder will build sustainable capacity across schools by modelling and embedding exemplary inclusive practice.

This is a highly autonomous role requiring significant expertise in attendance, inclusion, safeguarding, SEND, relational practice and family support.

THAT Vision & Values

- As a Trust, our Vision and Values are achieved through:
- Excellent teaching and learning that promotes inclusivity.
- Regular opportunities for collaborative CPD to ensure best practice across academies.
- A proactive network for joint working across academies, for staff at various career stages.
- The highest standards of behaviour and conduct achieved through clear expectations and positive relationships.
- The unique character of each academy is valued and contributes to the THAT whole Trust ethos.
- Shared whole trust values of dignity, respect and ambition. • High aspirations for all involved with the Trust.
- Each academy is a hub for its local community and families.
- Facing outwards and working in collaboration with other organisations and stakeholders.
- A centralised team that allows academies leaders to focus on their core purpose of education.

Values and Behaviour

Support Staff play a vital role in assisting teaching staff to make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. All members of staff must act with honesty and integrity; have strong knowledge within their field, keep their knowledge and skills up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of the students in the school.

Intensive Family Engagement and Outreach

- Build positive and trusting relationships with vulnerable families.
- Undertake home visits where necessary to assess need and provide direct support.
- Lead structured family support planning and review processes.
- Act as an advocate and mediator between schools and families during periods of challenge.
- Support families to navigate services and access appropriate external support.
- Reduce conflict and strengthen collaboration between home and school.
- Develop engagement strategies for families who are traditionally hard to reach.
- Provide practical guidance and coaching to families in supporting attendance and wellbeing.

SEND, Safeguarding and Multi-Agency Working

- Provide specialist inclusion support alongside Trust and school SENCOs.
- Contribute to complex SEND casework.
- Participate in multi-agency planning and review meetings.
- Work collaboratively with Early Help, Social Care, Health Services, CAMHS, Educational Psychology and other relevant partners.
- Support safeguarding teams in identifying children whose attendance and wellbeing present increased risk.
- Ensure timely referrals and escalation where required.
- Maintain accurate case records and reports.

Staff Support and Capacity Building

- Coach and mentor school staff in effective inclusion and attendance practice.
- Model high-quality relational approaches and therapeutic responses.
- Deliver trust-wide training on:
 - EBSA
 - Relational practice
 - Trauma-informed approaches
 - Attendance intervention
 - Family engagement
 - Inclusion strategies
- Support staff in implementing effective interventions for complex pupils.
- Develop resources and guidance that strengthen long-term capacity within schools.
- Promote evidence-informed practice across the Trust.

Direct Pupil Support

- Establish highly effective relationships with vulnerable pupils.
- Deliver targeted interventions to reduce barriers to school engagement.
- Support pupils through periods of transition and reintegration.
- Promote emotional wellbeing, resilience and belonging.
- Develop strategies that enable pupils to access education successfully.
- Support pupils at risk of exclusion, placement breakdown or specialist placement escalation.

Monitoring and Accountability

The post holder will:

- Maintain accurate records of interventions and outcomes.
- Produce case summaries and impact reports.
- Contribute to Trust attendance and inclusion reporting.
- Present attendance and inclusion outcomes to senior leaders as required.
- Use data to identify priorities, monitor progress and evaluate effectiveness.
- Demonstrate measurable impact on pupil attendance, engagement and inclusion outcomes.

Person Specification

Essential Qualifications

- Degree-level qualification or equivalent professional experience.
- Relevant safeguarding training.
- Evidence of continuing professional development in attendance, inclusion, SEND, pastoral leadership or family support.

Essential Experience

- Significant experience working with vulnerable children and families.
- Successful support of complex attendance interventions.
- Experience supporting pupils with EBSA and SEMH needs.
- Experience of multi-agency working.
- Experience conducting home visits and family outreach.
- Experience coaching and training staff.
- Experience supporting pupils with SEND and complex needs.
- Experience of analysing attendance and inclusion data.

Essential Knowledge

- DfE attendance expectations and statutory guidance.
- EBSA and anxiety-based barriers to attendance.
- Trauma-informed and relational practice.
- SEND Code of Practice.
- Safeguarding legislation and procedures.
- Child development and attachment theory.
- Inclusion frameworks and graduated response approaches.

Essential Skills

- Outstanding communication and relationship-building skills.
- Ability to influence and challenge professionally.
- High-level problem solving and case management skills.
- Ability to work independently across multiple sites.
- Skilled in mediation and conflict resolution.
- Ability to analyse complex information and develop effective intervention plans.
- Excellent written, presentation and reporting skills.

Personal Qualities

- Highly resilient and emotionally intelligent.
- Relentlessly child-centred.
- Solution-focused and proactive.
- Committed to inclusion and equity.
- Able to build trust quickly with children, families and professionals.
- Reflective practitioner with strong professional integrity

Expected Impact

The post holder will contribute to:

- Improved attendance for pupils with complex barriers.
- Reduction in persistent and severe absence.
- Improved outcomes for pupils experiencing EBSA.
- Increased family engagement and confidence in schools.
- Reduced escalation to specialist and high-cost provision.
- Improved staff confidence in supporting complex needs.
- Greater consistency of inclusion practice across primary academies.
- Strengthened Trust-wide capacity and sustainability of inclusive practice.

Personal and Professional Conduct

The post holder should conduct themselves professionally at all times, treating pupils and staff with mutual respect, regardless of personal beliefs, in accordance with Trust policies and

practices.

Key Responsibilities

Strategic Inclusion Support

- Lead the delivery of the Trust's Tier 3 Inclusion Framework across all primary academies.
- Develop and implement consistent approaches to inclusion, attendance and relational practice.
- Provide advice and guidance to Principals, SENCOs, Home school liaison officers and Attendance Leads.
- Support the development of Inclusion Hubs across primary schools where required.
- Analyse patterns and trends relating to attendance, vulnerability and inclusion.
- Contribute to Trust-wide improvement planning relating to attendance, inclusion and SEND.
- Ensure consistent thresholds, practice and intervention pathways across schools.

Complex Attendance and EBSA Support

- Lead intervention for pupils experiencing Emotionally Based School Avoidance (EBSA).
- Undertake comprehensive assessments of attendance barriers and underlying needs.
- Design and implement individualised attendance and reintegration plans.
- Lead interventions for pupils identified as persistently or severely absent.
- Coordinate support packages that improve attendance, engagement and participation.
- Support schools in preventing attendance concerns from escalating into long-term absence.
- Develop graduated pathways of support for attendance concerns.
- Monitor impact and evaluate attendance interventions across the Trust.
- Act as lead professional for the most complex attendance cases.

