



LYDIATE
LEARNING
TRUST

ENGAGE, ENABLE,
EMPOWER



DEYES
HIGH
SCHOOL

LYDIATE
LEARNING TRUST

Applicant Information Pack

Inclusion Support Manager

Deyes High School



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| Start Date: | 01 September 2026 |
| Closing Date: | 8:00am, Friday 19 June 2026 |
| Shortlisting: | Friday 19 June 2026 |
| Proposed Interview Date: | Wednesday 24 June 2026 |
| Post Scale: | NJC SCP 20 - 25 |
| Salary: | £32,597 - £36,363 FTE Pro rata salary £29,738 - £33,173 |
| Contract Term | Full Time/Term Time plus 15 days Permanent |

Welcome from the Head of School



Dear Applicant,

Thank you for your interest in the position of Inclusion Support Manager. This pack has been designed to help you should you choose to submit an application to us, which we sincerely hope you do. We hope it answers all of your initial questions, but if not, please do not hesitate to contact us and we will endeavour to help you through your application.

Deyes High School is proud to have been the founding school in Lydiate Learning Trust. As a Trust we are expanding and working together across both the primary and secondary sectors with the ambition of becoming outstanding. Our place in Lydiate Learning Trust enables us to benefit from a wealth of collaboration in all aspects of school life, from leadership and teaching and learning to professional development and our people strategy.

Deyes High School is a vibrant, ambitious and oversubscribed school that is rated 'good' by Ofsted. Our ambition is to be 'outstanding' in all areas and welcome your application to be part of that journey.

In June 2025 all phases of our new state of the art building were completed and is now fully operational. Staff and students are now benefitting from our modern building which spans three floors and boasts a host of state-of-the-art facilities, including high-tech classrooms, specialist science laboratories, a learning resource centre, an art studio and a multi-use games area. Our new building is net zero carbon in operation, with photovoltaic panels for solar power, hybrid natural vent units and three air source heat pumps. The school grounds include large playing fields and sports pitches, a wildlife garden, a nature trail, and a habitat area to support learning and promote wellbeing for our 1,400 students.

Alongside, and no less important, is our excellent performance. We work hard to ensure that Deyes offers a friendly, welcoming and enriching environment for all, including those who work, visit and study here.

Whilst we are proud of our achievements, we strive to improve year on year whilst maintaining the happy atmosphere for which we are renowned. We match our goals by the whole school community working together as a team.

Our people are at the heart of our success. We have developed a strong culture of collaboration and best practice, with professional development and career planning at its centre. We invest in our staff with support, coaching, mentoring, and a wide range of top-quality training programmes delivered at every level to senior leadership.

If you feel you are up to the challenge, keen to do well and would enjoy working at Deyes High School, then please apply.

We do hope you are that special person we are looking for and we look forward to hearing from you.

Warmest wishes,



Victoria Beaney
Head of School

About Us

Our **mission** is to engage with all within our Trust and beyond to enable them to show the world their particular strengths, their ideas and their passions. We aim to **Engage, Enable** and **Empower** all learners, young and old, across Lydiate Learning Trust to ensure our schools are outstanding.

Our Values

Our values guide the decisions we make every day.

- **RESPECT FOR OTHERS** - Show respect for and value all individuals for their diverse backgrounds, experiences, styles, approaches, ideas and beliefs.
- **TRUST** - We build trust through responsible actions and honesty.
- **PERSONAL ACCOUNTABILITY** - Take personal accountability for behaviour, actions, words and results.
- **SOLUTION FOCUSED** - Focus on finding solutions and achieving great things.
- **CAN DO ATTITUDE** - Adopt a determined attitude and work hard to get the job done.
- **COLLABORATION** - We achieve more when we work together, support each other and collaborate.
- **COMMITMENT TO SELF AND OTHERS** - Personal commitment to success and wellbeing of others in your class or team.
- **RESILIENCE** - We strive harder and are more determined to overcome challenges.
- **PRIDE** - Be proud of being part of Team Lydiate, celebrating your own and others' success.

Our Aims

We pride ourselves on our values and always try to do what is right, so that all learners reach their full potential, regardless of their starting point.

ENGAGING

1. Engaging with all learners, breaking down barriers, to develop an intrinsic love of learning.
2. Engaging with staff so that they are highly valued and listened to.
3. Engaging with families so they can work alongside their child and school on the learning journey.

ENABLING

1. Enabling all our staff, and those in other academies, to reach their potential through effective CPDL, providing first class quality experiences for all.
2. Enabling a happy, safe, supportive environment for all.

EMPOWERING

1. Empowering learners to take personal responsibility for their future, with a lifelong love of learning.
2. Empowering learners with the tools for academic success and happiness.
3. Empowering learners to develop the self-esteem and confidence which are necessary for a full and happy life.
4. Empowering learners to have a pride in their work, respect for their surroundings and good relationships with others at school and in the local and wider community.
5. Empowering leaders at all levels to lead ethically, with high levels of perseverance, proficiency and integrity.
6. Empowering the wider community to work alongside us to our mutual benefit.

We can we offer you

At Lydiate Learning Trust, we take pride in our inclusive culture. We believe in recruiting talented and capable individuals, developing them to achieve their career ambitions, and thereby engaging, enabling, and empowering our young people. Our staff play a crucial role in ensuring the future success of our students and our Trust. We are proud to have created an environment that prioritises young people and fosters growth and development for all.

Lydiate Learning Trust is forward-thinking, and if you join our team, your professional development will be as important to us as it is to you. We aim to equip our staff to deliver their best by offering a generous benefits and training package. We offer:

- ❖ A future vision map and professional development
- ❖ A highly competitive salary
- ❖ A staff development programme and appropriate CPDL
- ❖ Excellent occupational health and employer assistance programme
- ❖ Cycle and Technical salary sacrifice scheme
- ❖ Family friendly policies
- ❖ Union recognition
- ❖ A friendly Trust which looks after the wellbeing of its staff
- ❖ Coaching (internal and external to the Trust)
- ❖ A high quality and supportive onboarding programme
- ❖ A modern and relevant approach to appraisal
- ❖ Annual Flu Jobs
- ❖ An excellent Pension Scheme
- ❖ Personal recognition and reward

Safeguarding

The Lydiate Learning Trust is strongly committed to Safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment and maintain a vigilant and safe environment.

All staff will be expected to follow the school's child protection policy, code of conduct for adults and managing allegations against staff procedures. All posts are subject to an enhanced DBS check and medical clearance.

Equal Opportunities

Lydiate Learning Trust is proud to be an equal opportunities employer. We welcome applications from all individuals and are committed to ensuring that no applicant or employee is treated less favourably on the grounds of sex, sexual orientation, marital or civil partnership status, race, religion or belief, colour, nationality, ethnic or national origin, or disability. We are dedicated to creating a fair, inclusive working environment and to removing barriers that cannot be objectively justified.

How to apply

If you are interested in joining us on our journey, please apply by completing the online application form via our website [Current Opportunities – Lydiate Learning Trust](#)

Job Description – Inclusion Support Manager

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| Purpose | <p>To provide high quality, well planned pastoral support and guidance to pupils and their families. To promote high expectations, raise aspirations and facilitate academic progress. To enable all pupils to develop personal excellence and a sense of pride within the school. To demonstrate a commitment to safeguarding excellence.</p> |
| Reporting to | <p>Associate Deputy Headteacher (ANR)</p> |
| Salary | <p>NJC Scale 20-25</p> |
| Key Responsibilities | <ul style="list-style-type: none"> • Act as a key point of contact in school for vulnerable children and families requiring safeguarding or pastoral intervention, ensuring concerns are identified and escalated appropriately, modelling high expectations and supporting them to develop independence and improved self-esteem. • To support the DSL as Deputy DSL by leading on allocated safeguarding cases, including Early Help Assessments (EHA), Child in Need (CIN), Child Protection (CP) and Children Looked After (CLA/LAC) plans, ensuring timely, effective and child-centred responses. • Maintain accurate and confidential safeguarding records in line with school policy, statutory guidance, and best practice, including the production of clear case studies and impact evaluations. • Ensure that all relevant information is communicated promptly to the Designated Safeguarding Lead (DSL), and contribute to team discussions, planning and decision-making. • Support the DSL with safeguarding administration, including arranging multi-agency meetings, producing written reports and ensuring follow-up actions are completed. • Prepare reports, documentation and case summaries for safeguarding meetings, collaborating closely with external agencies and representing the school's position clearly and professionally. • Establish good working relationships with pupils, staff and families, act as a role model and set high expectations • Identify pupils and families in need of additional pastoral or safeguarding support and coordinate a personalised package of help to meet their needs. • Build positive, trusting and professional relationships with families, maintaining regular contact to strengthen home-school partnerships and encourage engagement in the child's learning and well-being. • Work proactively with vulnerable pupils to support their emotional, social and academic development, promoting resilience, positive behaviour and improved attendance. • Provide mentoring and guidance to individuals or small groups of pupils where barriers to learning or well-being have been identified. • Work in conjunction with the pastoral leaders and class teachers to resolve issues that are impacting on academic performance in a timely manner. • • Monitor attendance, behaviour, safeguarding indicators and academic progress for identified pupils, ensuring concerns are addressed in a timely and coordinated way. • Work alongside pastoral leaders, the SEND team and teaching staff to identify factors impacting pupil performance and implement appropriate supportive strategies to remove barriers. • Use specialist knowledge and safeguarding training to regulate vulnerable children and deliver targeted interventions that address risk factors, improve engagement and promote positive relationships and improved outcomes. • Collaborate with community partners, health professionals, social care and |

other external agencies to secure effective support packages for pupils and families.

- Ensure parents and carers are actively involved in pastoral and safeguarding processes, particularly for children with the highest level of need.
- Maintain up-to-date safeguarding knowledge through ongoing training and development in line with statutory expectations and school priorities.
- Track and report on the impact of all interventions applied.
- Uphold confidentiality, professionalism and best practice always.
- Undertake any other duties reasonably requested by the Headteacher to support the safeguarding and pastoral welfare of pupils.

The above requirements are specific to the role and complement the current duties for this position. It is current at the date shown, but following consultation with you, may be changed to reflect or anticipate changes in the job that are commensurate with the salary and job title.

Person Specification – Inclusion Support Manager

| Qualifications & Training | |
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| Grade C GCSE or equivalent in Maths & English | E |
| Level 3 in health, childcare, social care or equivalent qualification. | E |
| Safeguarding/Prevent qualification | D |
| Counselling skills | D |
| First Aid | D |
| Training/qualification to run specific groups for children and parents | D |
| Skills/Knowledge/Aptitudes | |
| 2-3 years' experience of working with children/young people and their families in a paid or voluntary capacity | E |
| Experience of working with people with challenging behaviour and evidence of ability to manage this successfully | E |
| Negotiation skills | E |
| Good communication skills - verbal, listening and observation | E |
| Able to think creatively and to problem solve | E |
| Ability to make independent judgements and exercise initiative within agreed limits | E |
| Organisational ability and accurate record keeping skills | E |
| Sound knowledge and understanding of child development and the needs of children | E |
| Awareness of the impact of family social and environmental factors on the life chances of children and young people | E |

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| Understanding of the issues around keeping children and young people safe | E |
| Ability to develop respectful relationships with children, young people and their families | E |
| Ability to support people in distress/crisis | E |
| Ability to handle confidential and sensitive information | E |
| Ability to liaise effectively with a range of colleagues and professionals | E |
| Good verbal and written communication skills | E |
| Ability to keep accurate records and to understand and apply rules of confidentiality, only sharing information where appropriate in accordance with centre policy | E |
| Holder of a full current driving licence and able to travel freely from place to place. | E |
| Ability to show empathy and understanding towards others and the difficulties they face. | E |
| To be able to build positive relationships with parents, children and other agencies | E |
| Good IT skills | D |
| Experience of working with a variety of different agencies | D |
| Experience and ability in dealing with complex situations involving young people, families and staff | D |
| Ability to assess the needs of children and their families | D |
| Ability to write clear comprehensive and legible reports | D |
| Ability to prioritise own workloads and to recognise own coping mechanisms | D |
| Essential Requirements (*Following an initial offer of appointment) | |
| Positive recommendation from all referees, including current employer | E |
| Enhanced DBS | E |
| Medical clearance* | E |