



Senior Inclusion Worker

Recruitment Pack



Nurturing inclusive learning communities

CEO WELCOME

Dear Applicant,

Thank you for your interest in this vital post of Senior Inclusion Worker at Ethos Academy Trust. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply for this position.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

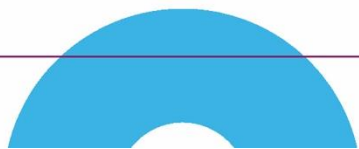
We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We have six Academies: Ethos College, Reach Academy, Evolve Academy, Engage Academy, Elements Academy and Enrich Academy and we have high aspirations for future growth.

Thank you for your interest in Ethos Academy Trust and we will look forward to receiving your application.



Chris Davis
CEO, Ethos Academy Trust





HEADTEACHER WELCOME

Dear Applicant,

Enrich Academy is a well-established education provision for Key Stage 4 students (aged 14-16), specialising in supporting students with Social, Emotional and Mental Health (SEHM) needs as well as supporting young people aged 14-16 who are unable to attend a mainstream setting. Our nurture-based philosophy underpins our practice and ensures that we meet the individual needs of every student.

At Enrich Academy, our aim is to provide a caring, stimulating, safe, and welcoming environment where learning is enjoyable. We also ensure our teaching is personalised to the needs of students by personalising the curriculum to challenge ability and raise aspirations.

In January 2024 we opened a new vocational centre at our second site offering our students a wide range of vocational subjects to widen their experiences further.

We aim to improve student wellbeing and the life chances of our young people, and all our students are supported to fulfil their individual potential whilst developing the confidence and skills required to succeed in post-16 education, employment or training.

We are seeking to appoint a Senior Inclusion Worker to join our strong and dedicated team. The successful applicant must be dedicated to helping our young people reach their full potential. I would like to thank you for your interest in Enrich Academy, and I look forward to receiving your application.

Matt Allinson
Headteacher, Enrich Academy





Nurturing inclusive learning communities

Ethos College provides long-term full-time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted, and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.



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Evolve Academy is a KS2 and KS3 school that supports students with wide-ranging Social, Emotional and Mental Health (SEMH) needs. We currently have two school bases: one in Wakefield and the other in Castleford. Some of our students have been permanently excluded from Wakefield primary or secondary schools. We also work in partnership with Wakefield mainstream schools to offer a 12-week placement for students who may require short-term step-out provision before returning to their mainstream school.

Our aim is to provide a supportive and nurturing environment that will enthuse and engage students in education. We strive to ensure that our students have clear pathways to their next educational setting, supporting schools to ensure that their varying long-term needs can be effectively met, whether this is in a mainstream or more specialised school environment. Our long-term aim is for students to be empowered to develop into responsible citizens beyond their school years.



Nurturing inclusive learning communities

Elements Academy opened in September 2022, and is a special school based in Rotherham for students in KS2 to KS4 who have social, emotional and mental health (SEMH) needs. All pupils attending the academy have an Educational Health and Care Plan (EHCP) in place.

We provide a community that is safe, respectful and aspirational and the nurture principle is at the heart of everything that we do. We offer a curriculum that empowers students to gain the skills, knowledge and resilience they need to be happy and successful individuals. At Elements Academy, we place equal value upon academic and personal development and, whilst we know our students have barriers to overcome, we are committed to giving them the skills to overcome them.



Nurturing inclusive learning communities

Reach Academy is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. All pupils attending the academy have an Educational Health Care Plan (EHCP) in place. Our nurture principles underpin our practice and ensure that we meet the individual needs of every pupil. We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.



Nurturing inclusive learning communities

Engage Academy is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) with SEMH needs. All pupils attending the academy have an Education, Health and Care Plan (EHCP). We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have extremely high expectations and achieve good academic progress across the curriculum with an emphasis placed on improving pupils' reading, writing and maths skills through personalised and creative learning opportunities.



Enrich Academy is a well-established education provision for Key Stage 4 students (aged 14-16), specialising in supporting students with Social, Emotional and Mental Health (SEHM) needs as well as supporting young people aged 14-16 who are unable to attend a mainstream setting. Our nurture-based philosophy underpins our practice and ensures that we meet the individual needs of every student.

At Enrich Academy, our aim is to provide a caring, stimulating, safe and welcoming environment where learning is enjoyable. We also ensure our teaching is personalised to the needs of students by customising the curriculum to challenge ability and raise aspirations.

We aim to improve student wellbeing and the life chances of our young people, and all our students are supported to fulfil their individual potential whilst developing the confidence and skill required to succeed in post-16 education, employment or training.

TRUST MISSION

Ethos Academy Trust is uniquely positioned with a clear strategic focus on Social Emotional and Mental Health and wider Special Educational Need provision. Our Academies are nurturing and inclusive communities, underpinned by a genuine value led culture where pupils and staff thrive and grow to their full potential.

OUR CORE VALUES

 <h3>Leading</h3> <p>with integrity</p> <ul style="list-style-type: none">• Championing honesty and transparency• Building trusting relationships	 <h3>Encouraging</h3> <p>freedom and responsibility</p> <ul style="list-style-type: none">• Working collaboratively• Investing in effective partnerships
 <h3>Thinking</h3> <p>innovatively</p> <ul style="list-style-type: none">• Finding creative solutions• Meeting individual needs	 <h3>Improving</h3> <p>continuously</p> <ul style="list-style-type: none">• Raising standards• Developing strong and effective leaders
 <h3>Celebrating</h3> <p>achievement</p> <ul style="list-style-type: none">• Improving academic progress• Enriching personal development	 <p>ETHOS ACADEMY TRUST</p> <hr/> <p>Nurturing inclusive learning communities</p>



WHY WORK FOR THE TRUST?

Ethos Academy Trust spans West and South Yorkshire, with all our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield, Bradford and Rotherham. The proximity of our Academies is such that it lends itself to close and collaborative working.

At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all the children and young people within our community at the heart of what we do. Our staff are pivotal in this and in recognising, achieving and bringing to life our vision and values.

As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for pupils

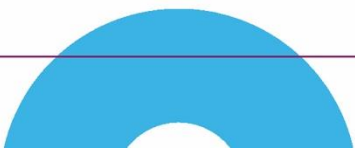
Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- A chance to work at a unique Trust with a clear direction and commitment to working with Social Emotional and Mental Health need and wider SEND pupils.
- The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
- Opportunities to collaborate with colleagues across academies and within the Central Trust teams and other Multi Academy Trusts on a local and/or regional basis.
- Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
- Access to Teacher and Local Government Pension Schemes.
- Access to 24/7 Employee Assistance Programme which includes counselling and physiotherapy services.
- All staff have 1:1 sessions with their managers every half term and complete a Wellness Action Plan at least annually.
- All staff are required to have an annual appraisal.
- We recognise and reward staff who have gone over and above with our half termly values driven staff awards.
- Opportunity to have your say and to contribute to Academy related developments via annual staff survey, regular “pulse” surveys and Academy Liaison Groups.



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- Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted shopping.
 - Additional day off after 5 years' service with the Trust





I was inspired to pursue a career with children who have SEMH needs through my experience of teaching music as an unqualified Teacher. I joined the Trust thirteen years ago as an Inclusion Worker and was subsequently promoted to Senior Inclusion Worker, before being supported to secure a teaching qualification. More recently I was able to complete training to become a SENDCo and I am currently SENDCo for Reach Academy. The Trust and management team within Reach Academy not only supported my ambition to become a fully qualified Teacher, they continue to offer opportunities for my ongoing personal and professional development.

SARAH SIMMONDS, SENDCO - REACH ACADEMY

During my 8 years of employment with Ethos Academy Trust, I have been supported to access a number of professional opportunities and, after securing a teaching role, I became a member of the Senior Leadership Team at Ethos College and was supported in undertaking the NPQSL to help me enhance my leadership skills, understanding and practice. From January 2024, I moved to the position of Head of School at Reach Academy.

The Trust is committed to providing relevant and meaningful professional development opportunities to support the career progression of the staff team. I have always felt highly valued and supported by the Trust in everything that I do. It is an absolute privilege to work for a Trust that is so invested in supporting its staff to be the best that they can be and help to transform the lives of so many young people.

JACK GHEE, HEAD OF SCHOOL - REACH ACADEMY



ADVERT FOR SENIOR INCLUSION WORKER

Senior Inclusion Worker
37 hours per week working term time plus 1 week
Permanent
Grade 9 (SCP 23-26)
Full time salary: £34,434 to £37,280
Actual salary: £29,981 to £32,459
Closing date: Thursday 11 June 2026 at 9am

Applicants

This is an exciting opportunity to join Ethos Academy Trust, where we aim to deliver the very best educational experiences for pupils across the primary and secondary age range. Our academies are welcoming, calm and purposeful and, within a nurturing ethos, our learners are stretched academically, supported pastorally and developed socially and emotionally.

We are looking to appoint a Senior Inclusion Worker to join our passionate and hardworking team at Enrich Academy.

If you are looking for a new and rewarding challenge in education and you are committed and passionate to making a difference, then we look forward to hearing from you.

Closing date: Thursday 11 June 2026 at 9am
Interview date: TBC

If you require further information or would like to arrange a visit, please contact Matt Allison on Mallison@eat.uk.com

You can apply for the vacancy at <https://www.eat.uk.com/recruitment-portal/current-opportunities/>

Safeguarding statement

Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children's Barred List) and past employment references.

Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.



SENIOR INCLUSION WORKER


JOB DESCRIPTION


Job title	Senior Inclusion Worker
Location	Enrich Academy, Crofton including the Enterprise Site, Pontefract
Hours	37 hours per week working term time plus 1 week
Reports to	Class Teacher/SLT
Staff responsible for	Support staff
Closing Date	Thursday 11 June 2026 at 9am
Salary/Grade	Grade 9 (SCP 23-26) Full time salary: £34,434 to £37,280 Actual salary: £29,981 to £32,459
Job Purpose	<p>The role will focus on supporting pupils to access learning within their group. You will deliver lessons to pupils on a 1:1 basis as required- planning and delivering personalised interventions to develop pupils' physical, social and emotional wellbeing, whilst raising their self-esteem and encouraging independence.</p> <p>The role will involve working collaboratively with pupils and their families alongside other staff, professional organisations and agencies across the local authority to ensure pupils' learning and SEMH needs are fully identified and supported, in line with the SEN Code of Practice.</p> <p>Undertake the role of Deputy Designated Safeguarding Lead</p>



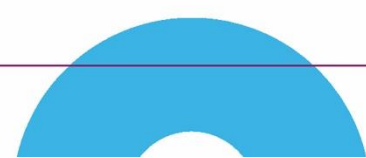
KEY OBJECTIVES AND ACCOUNTABILITIES

Main Duties

- Provide academic support within the classroom, under the direction of the class teacher, to support all pupils to make progress across all curriculum areas
 - Lead on the planning, delivery, monitoring and evaluating of personalised interventions to support individuals SEMH and learning needs;
 - Lead and manage support staff within a group to ensure all staff are understanding of and undertaking of their role including the line management of Grade 7 inclusion workers;
 - Support pupils to enable them to access first quality teaching in their group/class;
 - Provide high quality classroom cover for the class teacher when needed;
 - Support a pupils' integration into the academy to ensure pupils receive a positive, high-quality transition including the sharing of key information with all staff;
 - Lead on positive, successful pupil re-integrations into mainstream schools/specialist provisions including the development and sharing of Re-integration Support Plan/Integration Support Plan to aid a seamless transition, liaising with Outreach staff as appropriate;
 - Lead on the use of Boxall and Nurture principles within the class, supporting Grade 7 staff to complete assessments and work alongside the class teacher to develop action plans;
 - Attend and, where necessary lead, Team around the Family, Child in Need and Child Protection meetings and complete corresponding paperwork, following necessary safeguarding procedures to ensure positive outcomes for pupils and their families;
 - Liaise with relevant colleagues to secure high levels of attendance for all pupils;
 - Organise external agency support including ChEWS, ESCAYP and Locala to ensure all physical and mental health needs are fully assessed and supported;
 - Undertake the role of Deputy Designated Safeguarding Lead including the monitoring of safeguarding logs on CPOMS (MIS system) and taking any necessary action, in line with school policies and procedures;
 - Lead on a whole school initiative in line with development plans, working with colleagues across the Trust to identify key priority areas and actions needed to achieve set targets;
 - Update pupil records on relevant systems and support colleagues to record accurate, objective reflections as needed;
 - Participate in and assist in supervision of educational visits in conjunction with the teacher/line manager;
 - Promote positive pupil behaviour, dealing promptly with conduct and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour;
 - Carefully plan for the needs of individual pupils as stated on their My Support Plans and Educational Health and Care Plans to maximise progress towards their outcomes;
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- Confidently model the use of de-escalation, positive handling and intervention, (as modelled through the Team Teach approach) in line with school policy and pupils' support plans;
 - Contribute to plans, reviews and evaluations of pupils to support pupil progress and their re-integration to their next educational setting;
 - Supervise and support pupils at break times, lunchtimes and extra-curricular activities, and travel to and from school as required;
 - Develop trusting relationships with parents/carers, through regular contact, keeping parents informed of their pupils' progress and support identified needs;
 - Work alongside external agencies and key professionals, such as Educational Psychologists, CAMHS, and Family Support Workers, to ensure pupils' needs are being met and key information is shared in a timely and effective manner;
 - Attend meetings within the Trust and external events as required

General

- Act with integrity, honesty and professional competence and understand the importance of confidentiality.
 - Have a positive attitude towards working with vulnerable young people including ability to be understanding, responsive, calm and supportive.
 - Carry out your duties with due regard to current and future Trust and academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and on-going performance development and through Trust communications.
 - Take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety at Work Act
 - Demonstrate day to day commitment to the Trust's vision, mission and core values.
 - Carry out such reasonable additional duties as may from time to time as determined by or on behalf of Trust Senior Leaders or the Trust Board.
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PERSON SPECIFICATION

	Key Criteria	Essential (E) / Desirable (D)
Knowledge, Education and Training	GCSE Grade 4 or above (Grade C or above) in English and Maths or the ability to demonstrate equivalent knowledge	E
	Professional qualifications applicable to the role (e.g. teaching assistant qualification)	D
	Understanding and knowledge of strategies to support social, emotional and mental health development	E
	Level 2 Team Teach accreditation or a willingness to work towards	E
	Designated lead safeguarding training	D
Relevant Experience	Experience of working with children or young people	E
	Experience of working in an educational setting	E
	Experience of supporting pupils academic and pastoral development in any environment	E
	Experience of supporting pupils' basic skills in English and Maths	E
Aptitudes, skills and competencies	Experience of supporting pupils through interventions	E
	Experience of leading and managing staff including supervision support	E
	Experience of working collaboratively with and attending meetings with external agencies and professionals to ensure positive outcomes for pupils and families	D

	Experience of working closely with families to improve outcome for pupils	E
	Experience of working with pupils with barriers to their learning due to a social, emotional or mental health need	D
	Ability to assist the class teacher in planning class activities	E
	Ability to communicate effectively with pupils and other staff and outside agencies	E
	Ability to relate to pupils from diverse social backgrounds	E
	Ability to work as a team member	E
	Ability to work with pupils exhibiting challenging behaviour	E
	Ability to work effectively with hard-to-reach parents and key family members	E
	Willingness to lead on extra-curricular activities	E
	Understanding and experience of learning programmes and interventions	E
	Understanding of child development, learning and nurture principles	E
	Knowledge of the national curriculum applicable to the academy	E
	Motivated to work with pupils with a wide range of learning, social, emotional and mental health needs and emotional resilience in working with pupils who exhibit challenging behaviour	E
	Willingness to be flexible and adaptable, leading a team by modelling a positive and professional approach in a variety of situations	E
	Willingness to work offsite with pupils and families	E

Any additional factors	Ability and willingness to drive school minibus and obtain business insurance on own car insurance. Full, clean driving licence and use of own vehicle to transport pupils	E
	Commitment to ongoing personal training and development	E
	Willingness to work outside of normal Trust hours on occasion and with due notice	E
	Willingness to undertake an Enhanced Disclosure and Barring Service check; pre-employment and annually	E

Equality and Diversity statement

Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Disability statement

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.

Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

Online checks for shortlisted candidates

In accordance with DfE Keeping Children Safe in Education 2024, an online search, including social media, will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

GDPR

A copy of our Privacy Notice is available via our website: www.eat.co.uk



Nurturing inclusive learning communities

Ethos Academy Trust
c/o Reach Academy
Field Hill Centre
Batley Field Hill
Batley
WF17 0BQ

