



HEALING  
ACADEMY

# Inclusion Support Co-ordinator



Harbour  
Learning  
Trust

## Purpose of Post

To support the effective delivery of SEND and inclusion provision across the academy through a combination of high-quality administration and direct student support.

Working collaboratively with the school SENDCo and Trust SENDCo, the postholder will promote a whole-school approach to inclusion, ensuring that all pupils—across Healing Secondary and the Hive@Healing Specialist Resource Provision (SRP)—receive consistent, personalised support that enables them to access learning, improve attendance, and thrive.

Working closely with the SENDCo the postholder will act as a key point of contact for staff, families, and external agencies. They will help ensure that students with SEND, and other support needs receive timely, personalised, and well-coordinated provision that reflects the Academy's commitment to Delight and Joy, Ambition, Nurture, Community, and Empowerment.

## Main duties and responsibilities

### Inclusion Coordination & Administration

- Support the day-to-day administration of SEND and inclusive systems.
- Maintain accurate SEND records, including the SEND register and provision mapping.
- Coordinate and update IGAPs (individual Graduated Approach Plans) and pupil passports.
- Assist with the preparation and administration of EHCP reviews, ensuring documentation is accurate and timely.
- Support the organisation and evidence gathering for exam access arrangements.
- Act as a point of contact for routine SEND queries from staff and parent/carers.
- Collate and organise student data to support reviews, tracking and reporting.
- Support the coordination of interventions and inclusion-related timetables.

### Student Support & Intervention

- Work directly with identified students with additional needs or Emotionally Based School Avoidance (EBSA).
- Support pupils to overcome barriers to learning, engagement, and attendance.
- Deliver and monitor targeted interventions to improve outcomes.
- Support students with EBSA (Emotionally Based School Avoidance) to increase attendance and re-engagement.
- Build positive, trusting relationships with students and families.
- Support with key transition points, including entry to Year 7, mid-year admissions and post year 11 pathways, ensuring robust handover of information and timely planning for students with additional needs.

### Whole-School Inclusion & SRP Collaboration

- Work collaboratively with the school SENDCo and Trust SENDCo to support a consistent, whole-school approach to inclusion.
- Support inclusive practice across mainstream provision and the Hive@Healing Specialist Resource Provision (SRP).
- Help ensure consistency in SEND systems, documentation, and provision across settings.
- Support communication and collaboration between mainstream and SRP staff.

### Communication & Partnership

- Liaise with teaching staff, pastoral teams, and attendance teams to coordinate support.
- Communicate effectively with parents/carers regarding student needs and progress.
- Support communication with external agencies as required.
- Contribute to review meetings and provide updates on student progress.

### General Responsibilities

- Uphold safeguarding procedures and maintain confidentiality at all times.
- Promote a positive, inclusive ethos across the school.
- Contribute to the wider work of the inclusion team.
- Undertake additional duties appropriate to the role as directed by the SENDCo or leadership team.

## Job Description :

# INCLUSION SUPPORT CO-ORDINATOR

Contract type:	Permanent
Salary:	Scale 3, Points 5-6 £25,583 - £25,989 (FTE) £21,784 - £22,130 (Actual) 37 hours per week Term time plus 5 days
Reports to:	SENDCo
Location:	Healing Academy, Grimsby



# Inclusion Support Co-ordinator

Specification	Essential	Desirable
Qualifications & Training	<ul style="list-style-type: none"> <li>• 5 GCSEs (or equivalent) including English and Maths</li> <li>• Level 3 qualification (or equivalent experience) in business administration, education, childcare, or a related field</li> <li>• Willingness and ability to undertake further training relevant to the role</li> </ul>	<ul style="list-style-type: none"> <li>• Training in SEND, inclusion, or mental health</li> <li>• Training related to EBSA or trauma-informed practice</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience in an administrative or coordination role, including managing records, systems, or documentation</li> <li>• Experience working in a school, education, or similar environment</li> <li>• Experience working with children or young people in a supportive, pastoral, or customer-facing capacity</li> <li>• Experience communicating effectively with a range of stakeholders, including families</li> </ul>	<ul style="list-style-type: none"> <li>• Experience supporting students with SEND or additional needs</li> <li>• Experience of SEND administration, including EHCP processes or provision mapping</li> <li>• Experience supporting pupils with attendance needs or EBSA</li> <li>• Experience using school MIS or data systems</li> </ul>
Professional knowledge & understanding	<ul style="list-style-type: none"> <li>• Understanding of effective administrative systems and the importance of accuracy and confidentiality</li> <li>• Awareness of the SEND Code of Practice and inclusive education (or willingness to develop)</li> <li>• Understanding of safeguarding and working appropriately with children and young people</li> <li>• Awareness of exam access arrangements (or willingness to learn)</li> </ul>	
Skills	<ul style="list-style-type: none"> <li>• Strong organisational and administrative skills, with the ability to manage multiple processes and deadlines</li> <li>• High level of accuracy in record keeping and data management</li> <li>• Ability to coordinate information and ensure systems run efficiently</li> <li>• Clear and professional written and verbal communication skills</li> <li>• Ability to build positive, professional relationships with students, staff, and families</li> <li>• Confident use of digital systems (e.g. MIS, Google tools, data tracking systems)</li> </ul>	
Personal Attributes	<ul style="list-style-type: none"> <li>• A strong commitment to Harbour Learning Trust's DANCE values</li> <li>• Passionate about inclusion and the wellbeing of young people</li> <li>• Professional, approachable, and able to build rapport with students</li> <li>• Empathetic, nurturing, and student-focused</li> <li>• Resilient and solution-focused in a fast-paced school environment</li> <li>• Discreet and professional, with a clear understanding of confidentiality</li> <li>• A positive team player with initiative and a willingness to learn</li> </ul>	

We passionately believe that every child should receive the very best education that prepares them fully for the future

Harbour Learning Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.