



### Hadrian Learning Trust Job Description and Person Specification

<b>Post Title:</b>	Academic Support Manager	<b>Director/Service/Sector</b>	Inclusion and SEND
<b>Band:</b>	Band 4	<b>Workplace:</b>	QEHS Part of HLT
<b>Responsible to:</b>	AHT (Inclusion and SENDco)	<b>Date:</b>	June 2026
<b>Job Description Ref:</b>		<b>School</b>	Queen Elizabeth High School and Hexham Middle School

#### Responsible for:

Work under the guidance of a member of the Senior Leadership Team to lead and manage the SEND and Inclusion Workroom, and deliver targeted maths intervention for KS3 and KS4 students, helping pupils access learning and overcome barriers to education.

**Contact with young people:** This role requires regular, ongoing and unsupervised contact with young people. This contact is direct and could potentially be on both a 1:1 and group basis within the workplace. The degree of responsibility for young people is outlined below in the role and responsibilities area of the form.

<b>Resources</b>	Staff	Supervision of LSAs within the workroom and liaising with subject staff
	Finance	None
	Physical	Office equipment, accuracy and security of databases
	Clients	Internal (Senior Leadership Team, Teachers, Support Staff, Students) External (Parents, Visitors)

#### Responsibilities, Duties and key result areas:

**Queen Elizabeth High School**  
Whetstone Bridge Road, Hexham, NE46 3JB  
T: 01434 610300 E: admin@qehs.net  
[www.qehs.net](http://www.qehs.net)

Executive Headteacher: **Graeme Atkins**  
Head of School: **Neil Seaton**

**Hexham Middle School**  
Whetstone Bridge Road, Hexham, Northumberland NE46 3JB  
T: 01434 610300 E: admin@hexhammiddle.org.uk  
[www.hexhammiddleschool.co.uk](http://www.hexhammiddleschool.co.uk)

Executive Headteacher: **Graeme Atkins**  
Head of School: **Liam Watters**

## **Duties and key result areas**

### **Support for Learners (Inclusion Workroom)**

1. Use specialist knowledge and skills to support students with SEND, SEMH and attendance barriers.
2. Supervise students accessing the inclusion workroom and maintain a calm learning environment.
3. Support students to complete curriculum-aligned work and stay on task.
4. Adapt and scaffold resources to meet individual needs.
5. Build positive relationships and act as a role model.
6. Provide pastoral support to support engagement and regulation.
7. Maintain accurate records of attendance, engagement and work completion.

### **Maths Intervention (Key Stages 3 and 4)**

8. Deliver planned maths intervention sessions for small groups or individuals.
9. Support implementation of intervention programmes from the maths department.
10. Reinforce key concepts and support student confidence in maths.
11. Monitor understanding and provide feedback to teaching staff.
12. Maintain records of student progress and engagement.

### **Support for Teaching and Curriculum**

13. Support implementation of learning activities within agreed supervision.
14. Assist with SEND support plans and individual learning programmes.
15. Observe and report student progress to teachers.
16. Support behaviour for learning in line with school policy.

### **Inclusion, Attendance and Reintegration**

17. Support students with barriers to attendance through structured provision.
18. Assist with reintegration into mainstream lessons.
19. Encourage positive engagement and attitudes to learning.

### **Partnership Working**

20. Build professional relationships with staff, parents and agencies.
21. Communicate effectively regarding student progress and needs.
22. Attend relevant meetings as required.

### **General Responsibilities**

32. Comply with safeguarding, health and safety and data protection policies.
33. Promote the school ethos and inclusive values.
34. Participate in training and professional development.
35. Undertake duties commensurate with the role.

The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are

expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

### Work Arrangements

Transport requirements:	None
Working patterns:	Monday to Friday
Working conditions:	Office and Classroom based, Mainly indoors with some outdoor activity.

### PERSON SPECIFICATION

#### Essential

#### Desirable

#### Assess by

### Knowledge and Qualifications

Very good numeracy and literacy skills; NVQ 3 for teaching Assistants or equivalent qualifications	Degree or specialist training Willingness to participate in development and training opportunities Appointed Person training (First Aider) Trained to drive school mini buses	(a), (i)
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### Experience

Willingness to participate in development and training opportunities Experience of working with high school students Experience working with students with special educational needs	Experience of working in alternative provision Experience of maths interventions/teaching	(a), (i), (r)
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### Skills and competencies

Good understanding of the principles of child development and the learning process Can actively self-evaluate learning needs and seek out learning opportunities Can work as a member of a team, understanding their role in the classroom and associated responsibilities. Ability to work in a confidential manner Excellent communication skills to work with all stakeholders Good ICT skills		(a), (i)
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### Physical, mental and emotional demands

Emotional resilience Has a proven ability to work under pressure Ability to work flexibly		(a), (i), (r)
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### Other

Is committed to meeting the needs of learners and their families		
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Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits

Please note that Recruitment and Selection records will be retained and used in accordance with the General Data Protection Regulations (GDPR) 2018 and other legislative provisions.