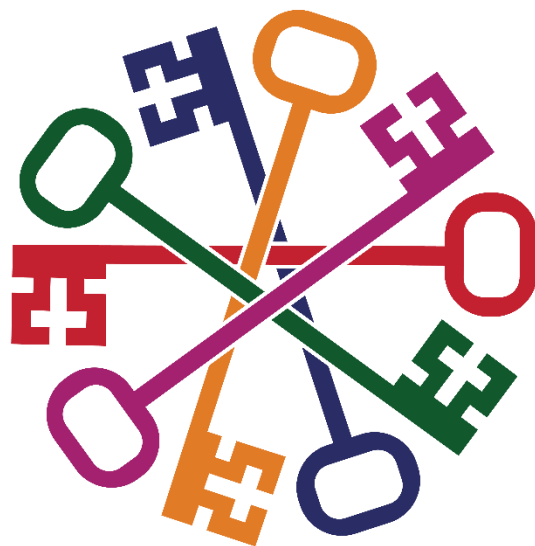




KEYS ACADEMIES TRUST

CANDIDATE PACK

Director of Inclusion

Welcome from the Chief Executive Officer

Dear applicant

I am delighted that you are interested in applying for the role of Director of Inclusion.

Keys Academies Trust is a forward looking, improving and innovative multi-academy trust, working across a group of primary and secondary schools. We have a strong central infrastructure, including school improvement, SEND, finance, HR, estates and IT, designed to enable our schools to focus on what matters most – high quality education. We are outward facing, collaborative and committed to contributing positively at local and sector level, recognising that we are strongest when we work together.

Working together as a multi-academy Trust has allowed us to use the expertise across our 5 schools to meet our common goals to give our pupils and students an inclusive, innovative learning community that respects and benefits everyone and has aspirational plans for the future. Our goal is to unlock the potential and create strong life chances for all the children we educate.

Our Trust is entering an exciting new chapter as we create Deacon Keys Academies Trust through a merger with Thomas Deacon Education Trust. This will bring together two organisations with a shared commitment to delivering exceptional education for our learners. This merger creates an ambitious, forward-looking Trust across 12 schools (3 secondary, 8 primary, 1 AP) with a strong foundation and a great opportunity to improve outcomes for the communities we serve.

The successful applicant will become the Director of Inclusion for the newly formed Deacon Keys Academies Trust.

I hope that, by reading this information pack and by considering how your own skills match those needed to meet this fulfilling role, you will feel inspired to apply for the post.

Visits to our Trust are encouraged; meeting the staff will, I am sure, give you a clearer picture of the opportunity that this role offers.

I hope very much that you will consider applying to what is a dynamic and ambitious Trust.

Best wishes

David Atter
CEO



Job Description

Post: Director of Inclusion

Scale: L23 £88,951 – L31 £108,202 – pay award pending. (dependent on experience)

Role: Permanent, Full Time, 52 Weeks

Location: Trust Head Office with significant time in schools

Start Date: January 2027 or earlier by discussion.

Date reviewed: July 2026

Job Description

Reporting to the CEO, the Director of Inclusion will work closely with schools to support the development, implementation, and evaluation of their strategic plans, with a remit to ensure sustained and effective collaboration; develop networks for shared practice; and identifying collective needs for training and improvement.

The post holder will exercise strong leadership in a style and manner consistent with the Trust's values, sharing best practice, positively influencing colleagues at all levels, and encouraging reflection and a culture of continuous improvement for Inclusion across the organisation.

The Director of Inclusion will establish trust-wide expectations and standards for inclusion practice and hold leaders accountable through agreed quality assurance processes

The Director of Inclusion will help schools define and deliver a vision for inclusion, supporting school leaders to deliver outstanding educational provision for all learners. The post holder will lead the development of provision of Inclusion support across all of the Trust's existing schools and Thomas Deacon Education Trust. To achieve this, they will work closely with the Executive Team and leaders across the Trust in the monitoring and embedding of researched based inclusion interventions and practices.

The Director of Inclusion will lead the development of provision for pupils with barriers to learning across the Trust. They will identify the priorities for continuous improvement and raising standards; ensure equality of opportunity for all; developing policies and practices; ensuring that resources are efficient and effective and lead to exemplary inclusion practice.

The post holder will be up to date with local and national changes in guidance and legislation regarding inclusion, ensuring Trust staff, Trustees and Academy Committees are well informed. The post holder will ensure that all auditing and governance requirements for inclusion are met at each academy on an ongoing basis at each site.

They will work proactively in partnership with internal and external specialists to continually improve our understanding and therefore our ability to support the pupils in our schools.

The postholder will be instrumental in driving the growth of pupil numbers and schools joining the Trust. They will assist the CEO and Director of Primary in marketing the Trust and working with key stakeholders in ensuring the smooth onboarding of new schools.

The Trust is committed to continuous professional development. The Director of Inclusion will make significant contributions to the training of colleagues. This will support the Trust internal CPD programme and may also be commissioned by other schools and Trusts. The postholder will also be committed to ensuring they retain a commitment to their own personal development and support local/national networks of practitioners.

Our Director of Inclusion will be relentlessly optimistic with a clear vision of how to unlock the potential in groups of pupils with barriers to learning. They will be committed to the pursuit of excellence and understand the great trust that is placed in us by the communities we are fortunate enough to serve.

Key Responsibilities and Duties

Direct Reports

- Head of Safeguarding & Attendance

Strategic Leadership for Inclusion:

- Lead the Trust's inclusive practice strategy in partnership with school leaders, ensuring alignment with the Trust vision, curriculum intent and improvement priorities.
- Provide expert strategic leadership on all aspects of inclusion, ensuring that provision across the Trust is coherent, consistent and rooted in strong classroom practice.
- Model collaborative leadership, working with and alongside Headteachers, providing expert support to SENCOs and senior teams to strengthen inclusive systems and practice.
- Ensure inclusion and SEND are reflected clearly and honestly in leadership expectations, policies, professional development and quality assurance processes.
- Provide transparent, evidence-informed advice to the Executive Team and Trustees on SEND, inclusion and equity, including strengths, risks and areas for development.

Vulnerable Pupils / Students and Inclusive Provision:

- Championing inclusive, adaptive teaching and curriculum as the foundation of support for all learners, informed by a strong understanding of a wide range of SEND.
- Providing strategic oversight of SEND systems and practice, including identification, provision, review, and transition, ensuring statutory responsibilities are met with consistency and integrity.
- Supporting and developing SENCOs as strategic leaders of inclusion and teaching, not solely managers of processes.
- Ensuring targeted provision for pupils/students with SEND and other vulnerable groups is purposeful, proportionate and evaluated collaboratively.
- Promoting trauma-informed and relational approaches that complement, rather than replace, high-quality SEND practice.
- Working with leaders to address patterns of underachievement or marginalisation openly and constructively, maintaining high expectations for pupils/students with SEND and other vulnerable learners.
- Supporting meaningful partnership with families, carers, local authorities, and external professionals, grounded in trust and shared understanding.
- Work closely with the local authority to support the ongoing development and outreach of Richard Barnes Academy (alternative provision).

Quality Assurance and Impact:

- Ensure inclusion are central to Trust quality assurance and improvement work, approached as shared learning rather than judgement.

- Use data, professional dialogue, and pupil/student experience to evaluate the impact of SEND provision and inclusive practice, with honesty about what is effective and what needs to improve.
- Support leaders in developing a shared and credible understanding of Inclusion across the Trust.

Professional Learning and Capacity Building:

- Lead professional development that strengthens SEND knowledge and inclusive practice across all staff.
- Build leadership capacity so that SEND and inclusion are understood as collective responsibilities, with clear roles and shared accountability.

Other duties and responsibilities:

- Seek opportunities to collaborate with other professionals across the Trust and beyond.
- Ensure resources are affordable and available to achieve improvement plans and stated strategic objectives.
- Develop and monitor inclusion related income and budgets across the Trust.
- Oversee the work of Trust Safeguarding /Attendance Lead
- Liaise with leaders in school responsible for supporting disadvantaged pupils and students.
- Act as a role model to the leadership teams in schools, promoting consistently high expectations of behaviour in a professional and courteous manner.
- Support growth of the Trust through due diligence, school onboarding processes, inclusion risk assessments and integration planning.

Safeguarding & Compliance

- Ensure all safeguarding responsibilities are met, including compliance with statutory duties.
- Uphold responsibilities for data protection under GDPR.

Measures of Success

- Reduction in persistent absence among vulnerable groups
- Improved EHCP timeliness and compliance
- Improved attendance of pupils with SEND
- Reduction in suspension/exclusion rates
- Improvement in SEND outcomes and progress measures
- Positive Ofsted outcomes relating to inclusion

This job description will be reviewed periodically.

This job description sets out the main duties to be covered in respect of remuneration at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify Trustee consideration of revising the allowance remunerated.

The above represents the key priorities and accountabilities for the role, but it is not an exhaustive list.

Person Specification

<u>Competencies</u>	<u>Essential</u> (level expected when job is conducted to the required standard)	<u>Desirable</u>
Qualifications	Qualified Teacher Status (QTS).	NPQSL/NPQH or relevant NPQ in SEND/Inclusion.
	Degree or equivalent qualification.	Postgraduate qualification in SEN, Inclusion, Educational Leadership, or a related field.
	Evidence of continued professional development related to inclusion, SEND, safeguarding, or equality.	
Experience	Significant leadership experience within a school or trust context.	Experience of working across more than one school or within a MAT.
	Proven track record of leading and improving inclusive practice, particularly in relation to SEND, disadvantaged pupils/students and vulnerable groups.	Experience of strategic planning and implementation at trust-wide level.
	Experience of working with external agencies (e.g. local authorities, health, social care, educational psychology).	Experience of line-managing senior leaders of specialist inclusion staff (e.g. SENCOs, safeguarding leads).
	Demonstrable impact of pupil/student outcomes, attendance, behaviour, or wellbeing through inclusive strategies.	
Knowledge and Understanding	In-depth knowledge of SEND Code of Practice, Equality Act 2010, and statutory guidance relating to inclusion and safeguarding.	Knowledge of mental health provision, trauma-informed practice and alternative provision.
	Strong understanding of inclusive curriculum and effective inclusive teaching and learning strategies.	Understanding of trust governance structures and the role of central services in a MAT.
	Knowledge of current national priorities and best practice in inclusion, behaviour, attendance and wellbeing.	
	Understanding of inspection frameworks and accountability measures in relation to inclusion.	
Skills and Abilities	Strategic thinker with the ability to translate vision into practical, sustainable action.	Ability to innovate and lead change in complex environments.
	Strong leadership and interpersonal skills, with the ability to influence and inspire across multiple schools.	
	Excellent communication skills, both written and verbal, with a range of stakeholders.	Passion for improving life chances for all children and young people.
	Ability to analyse data to identify trends, priorities and impact.	

	Effective problem-solving skills and the ability to manage complex and sensitive issues.	
Personal Qualities	Clear commitment to equity, diversity and inclusion.	Ability to innovate and lead change in complex environments.
	High levels of integrity, resilience and emotional intelligence.	
	Collaborative and solution-focused approach.	Passion for improving life chances for all children and young people.
	Commitment to continuous improvement and reflective practice.	

About the Trust

Our Trust is entering an exciting new chapter as we bring together two organisations with a shared commitment to delivering exceptional education for our learners. This merger creates an ambitious, forward-looking Trust with a strong foundation and a great opportunity to improve outcomes for the communities we serve.

Our schools are diverse, united by a shared vision to unlock potential and create strong life chances for all. We celebrate individuality whilst working collaboratively, ensuring every school retains its unique identity within a culture built on inclusiveness and continuous improvement.

All in our Trust have high aspirations for, and high expectations of, every single pupil and student. We want them to be well-rounded, confident, caring young people with leadership skills who are motivated to achieve their best in lessons and beyond the classroom. We want them to be involved in school, local and global communities and leave us as life-long learners, equipped to build on their success and contribute positively to our future.

This is an exciting opportunity to join us at a pivotal moment in our journey. As Director of Inclusion, you will play a key strategic role in shaping an inclusive culture across our growing Trust, ensuring every child receives the support and opportunities they need to flourish.

Work for Us

Our Trust culture is centred on valuing people, through supporting their ambitions and career paths, so that we are a respected and attractive employer. By creating a culture where staff feel respected, empowered and inspired, we create a positive learning environment.

We are keen to reward and recognise our staff and have developed a comprehensive range of employee benefits to achieve this.

Our staff benefit from:

- Professional Development and extensive CPD programmes
- Perkbox employee benefits platform providing big discounts on shopping, dining and entertainment
- Generous Occupational Pension Schemes
- Generous sickness benefits to support you in a time of need
- Generous holiday allowance for 52 week workers
- Free parking at all the Trust schools
- Nursery provision
- Free on-site annual flu vaccination scheme
- 24/7 free and confidential Employee Assistance Programme
- Online GP Assistance
- Wellbeing programme and support
- Open door listening policy

Our people vision:

- Our people are proud of our Trust and the difference we make to young people
- We are all hungry to learn and we offer career development and opportunities for all
- Everyone enjoys coming to work, we are inclusive and listen to our people
- Our leaders serve our people ensuring their professional and personal need are supported
- Our people go the extra mile because they feel well rewarded and valued and that we care

Applications

Applications should be submitted via the Keys Academies Trust website (My New Term link). The completed online application form should be accompanied by a personal statement of suitability.

In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Applications for job share may be made jointly. Please include specific examples which support your application.

We reserve the right to interview earlier if a suitable application is received before the closing date. If an appointment is made, this job advert may close earlier than the stated closing date.

The selection process will consist of a range of tasks as well as a formal interview.

References

We require two satisfactory references before a job offer is confirmed; one of which must be your present or most recent employment. Please remember to check that your referees are actually available to provide a reference, as failure to do this could cause a delay in confirming your appointment.

Notification of outcome

Shortlisted candidates will be notified of the outcome as soon as possible following the interview process. Please ensure you have given day and evening telephone numbers on which you can be reached.

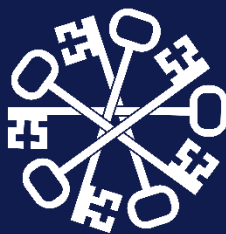
Should you require any additional information or a tour of the department, please contact: DAtter@keystrust.org.

All staff are required to undertake employment checks which include:

- References (for all staff and volunteers)
- Right to work in the UK (ID check)
- Qualification checks
- Barred List check
- DBS check (for all staff and volunteers)
- Childcare Disqualification check (primary only)
- Online Search checks
- Health checks

Safeguarding Statement

Keys Academies Trust (the Trust) is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an enhanced Disclosure & Barring check along with other relevant employment checks. Disclosure of any criminal convictions and an enhanced DBS check will be required for this post. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. The post may not be exempt from the Rehabilitation of Offenders Act 1974 as certain spent convictions and cautions are 'protected' and are not subject to disclosure. It is important that an applicant provides the School with upfront disclosure of all unspent convictions, cautions, reprimands or warnings. A failure to declare the above (that are not subject to the Disclosure and Barring Service filtering) may disqualify an applicant for appointment and may result in summary dismissal if the discrepancy subsequently comes to light.



KEYS
ACADEMIES
TRUST

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