



Application Pack

Lead Practitioner for Inclusive
Teaching



Job Title	Lead Practitioner for Inclusive Teaching
Salary & Grade	Leadership L6-L10 (£58,569-£64,691)
Contract	Full time, permanent
Reporting to	Head of SEND and Inclusion
Start Date	January 2027

Dear Applicant

Thank you for your interest in the role of Lead Practitioner for Inclusive Teaching.

Waterton is committed to strengthening inclusive mainstream education so that more pupils with SEND succeed through high quality classroom teaching. This role forms part of the Trust's strategic use of Inclusive Mainstream Funding to strengthen workforce expertise, improve adaptive teaching and build consistent inclusive practice across schools. This role will build on the work undertaken over the past two years to strengthen high-quality teaching, adaptive practice, and the effective deployment of teaching assistants. It will work in partnership with our SENCO network to provide greater strategic drive and a sharper focus on meeting the needs of all learners across our settings.

The post supports the national direction set by the DfE to improve inclusion through strong teaching, early intervention and better staff development. It will help ensure classrooms remain the primary place where inclusion happens, supported by strong specialist practice where needed.

We look forward to receiving your application.

Warm Regards,

Laura Thresh

Head of SEND and Inclusion

About Us

Waterton Academy Trust is a thriving and values-led partnership of schools committed to giving every child the best possible start in life.

Established in 2014 with Walton Primary Academy as its founding member, the Trust has grown steadily and strategically, guided by a strong moral purpose and a deep understanding of the communities we serve. We believe that **success is a shared experience** – every learner, every member of staff, and every school should flourish, together.

By the end of 2026, we expect to support more than 4,000 pupils across our schools, with a dedicated team of over 600 staff and an annual turnover approaching £28 million.

Our growth has not been about size alone - it reflects the strength of our educational offer, the diversity of our provision, and the depth of our partnerships.

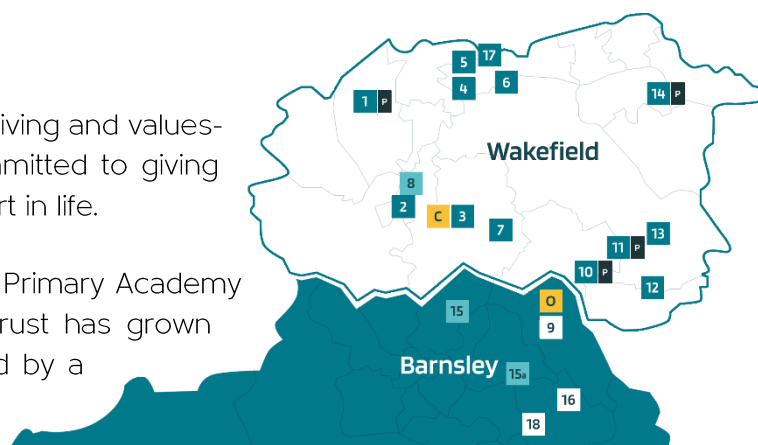
We work across two key regions - Wakefield and Barnsley - and are proud to be seen as a trusted and collaborative presence within the wider education system. All our schools are primary-phase, and collaboration sits at the heart of how we work.

In response to local need, our first independent special academy – Newstead Academy opened in Barnsley in 2023 and has already grown to include a satellite site based at Hunningley. Building on this success, we have opened a new specialist setting - Hammer Lane Academy - in Wakefield in September 2025. These developments are a testament to our commitment to inclusive education and our ability to work alongside local partners to meet the needs of all learners.



We also know that a great start in education begins early. That's why we've expanded our offer to include four pre-school settings, with plans for further growth.

If you share our belief that all children deserve the highest-quality education and want to be part of a forward-thinking, people-centred organisation, we'd love to hear from you.



Our Locations

Waterton Offices

C - Centre for Excellence
O - Operations Office

Waterton Schools

- 1 - Wrenthorpe Academy
- 1p - Wrenthorpe Pre-School
- 2 - Sharlston Community School
- 3 - Walton Primary Academy
- 4 - Normanton Junior Academy
- 5 - Lee Brigg Infant and Nursery School
- 6 - Normanton Common Primary Academy
- 7 - Crofton Infant's School
- 8 - Hammer Lane Academy
- 9 - Churchfield Primary School
- 10 - King's Meadow Academy
- 10p - The Meadow Pre-School
- 11 - West End Academy
- 11p - The Woodland Pre-School
- 12 - South Kirkby Academy
- 13 - Ackworth Mill Dam School
- 14 - Cherry Tree Academy
- 14p - Cherry Blossom Pre-School
- 15 - Newstead Academy
- 15a - Hunningley Academy
- 16 - Kings Oak Primary
- 17 - Alfton Junior Academy
- 18 - Jump Primary Academy

Our Vision and Values

The Trust is proud of its shared vision and values, which are embedded across all aspects of our work.

This vision—centred on collaboration, aspiration, enjoyment, and equity—guides our actions and unites our schools in a common purpose. We aim to create a culture where success is a shared experience, every child enjoys a rich and relevant curriculum, and all pupils are supported to achieve their full potential, regardless of background.

Candidates interested in joining the Trust are encouraged to explore our vision and values to ensure they align with their own ethos and long-term aspirations.



Our Pupils

Waterton Academy Trust serves communities with some of the highest levels of deprivation in the region, and in the country. In response, we place children's well-being, voice, and enrichment at the very heart of our work. We believe that every pupil, regardless of background, should feel the full benefit of belonging to a trust that puts their experience of school first.

Pupil voice is not just encouraged - it's embedded in our decision-making. Our elected Children's Parliament meets regularly with the CEO and Headteachers, sharing their views and shaping priorities for improvement. Their efforts were recognised nationally, receiving a letter of commendation from former Prime Minister Theresa May.

Beyond the classroom, we create rich and joyful experiences that promote creativity, confidence, and healthy living. Our roaming art gallery, Waterton's Got Talent, and Waterton Young Chef of the Year celebrate the diverse talents of our pupils, while our annual MATlympics and extensive sports offer promote inclusion, teamwork, and well-being.

These experiences are not just events; they are integral to our mission—ensuring that every child in a Waterton school is heard, celebrated, and empowered to thrive.

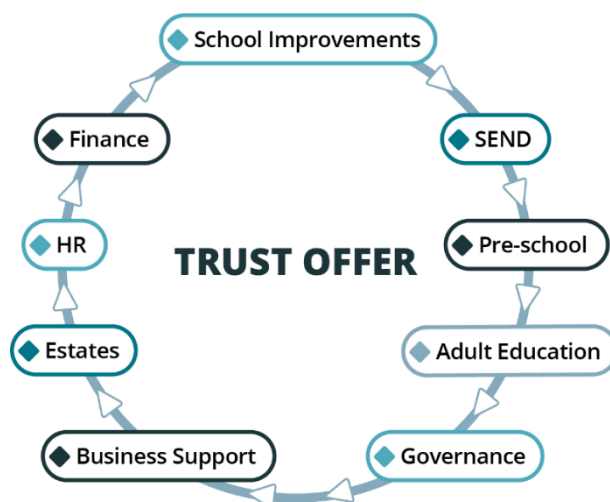


Trust Offer

At Waterton Academy Trust, we are proud to provide a consistent, high-quality offer that enables every school - regardless of size, Ofsted rating, or context - to thrive. Our Trust Offer ensures that all academies benefit from the same comprehensive package of educational and operational support, tailored to meet individual school needs while remaining accessible to all.

This offer is underpinned by our belief that school leaders should be able to focus their time and energy on what matters most: delivering excellent teaching and learning. By reducing operational burdens and providing high-quality, evidence-informed school improvement support, we create the conditions in which pupils and staff can flourish.

Our investment in a strong and expert central team means that every school can draw upon specialist support in areas such as safeguarding, governance, curriculum, finance, HR, IT, estates, marketing, and data protection. This support is complemented by access to legal advice and professional development, including high-impact CPD, leadership development, and coaching.



The Trust Offer is more than a service package - it's a reflection of our values. It supports excellence, equity, and collaboration across all Waterton schools, enabling leaders to deliver the very best for their pupils, every day.

To read about impact in 2025, please read our annual report to stakeholders on the Trust website.

<https://www.watertonacademytrust.org/academies/trust-performance/>

Job Description – Lead Practitioner for Inclusive Teaching

Job Title	Lead Practitioner for Inclusive Teaching
Reporting to	Head of SEND and Inclusion
Grade	Leadership L6-L10 (£58,569-£64,691)

Main Purpose	To strengthen the quality of teaching for pupils with SEND through expert training, support, coaching and modelling of adaptive teaching. The role focuses on improving everyday classroom practice so more pupils succeed through high quality teaching and early intervention. It forms part of our cycle of continuous improvement and strengthening of our workforce. The postholder will work across Waterton schools to build teacher and teaching assistant expertise, strengthen inclusive practice and support consistent implementation of the Trust Teaching and Learning Policy. The role will also contribute to sector improvement through outreach work that supports other schools to strengthen inclusive classroom practice.
Key Responsibilities	Adaptive teaching and classroom practice • Support teachers to plan and deliver adaptive teaching that meets the needs of pupils with SEND • Model strong classroom practice and co-teach where this supports development • Provide practical strategies that improve access to learning for pupils with additional needs • Support effective use of scaffolding, questioning, explanation and feedback • Promote approaches that build independence rather than over-reliance on adult support • Support early identification of need through strong classroom practice Support teachers to embed key approaches to support specific areas within SEND, to include: • Communication and interaction approaches to promote development of language and tools to facilitate communication in various forms • Development of speech and language including programmes linked to evidence-based tools such as Elklan • Development of key strategies that support dyslexia friendly schools • Development of structure for embedding movement breaks and sensory breaks throughout the school day Professional development and coaching • Coach teachers, teaching assistants and leaders to improve confidence in meeting SEND needs in mainstream classrooms • Deliver professional development linked to adaptive teaching and inclusive practice

	• Support Early Career Teachers and developing teachers where SEND practice is a priority • Contribute to trust professional development programmes linked to inclusion • Develop practical guidance and exemplification materials that support classroom implementation • Work alongside leaders in classrooms to support improvement in practice on the ground Teaching assistant development and specialist workforce training • Contribute to training that strengthens TA expertise in supporting learning, independence and inclusion • Support schools to deploy teaching assistants effectively in line with evidence informed practice • Promote approaches that maximise the impact of teaching assistants on pupil progress • Contribute to the development of clear pathways for TA professional development linked to SEND and inclusion Trust Teaching and Learning policy implementation • Support consistent implementation of the Trust Teaching and Learning Policy • Work with school leaders to translate policy into strong inclusive classroom practice • Support monitoring activity focused on inclusive teaching and pupil access to learning • Help identify strong practice and support its spread across the trust System leadership and sector support • Deliver training for teachers beyond Waterton where this supports wider system improvement • Provide outreach support to schools seeking to strengthen inclusive classroom practice • Share Waterton practice through networks and partnerships where appropriate • Contribute to work that strengthens inclusive education beyond the Trust Development of specialist provision • Support schools developing specialist SEND provision or units to ensure strong links with mainstream practice • Help leaders ensure specialist provision supports inclusion rather than replaces it • Support staff working in units to maintain strong links with curriculum and classroom practice • Promote approaches that enable pupils to access mainstream learning wherever possible Working with leaders and SENCOs • Work alongside SENCOs to strengthen classroom provision before additional intervention is considered • Support leaders to evaluate the quality of teaching for pupils with SEND • Contribute to school improvement work where inclusion is a priority
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	- Support development of whole school approaches to adaptive teaching and inclusive practice Evaluation and impact - Support schools to evaluate the impact of adaptive teaching on pupil progress and engagement - Use evidence to inform improvement work - Contribute to trust evaluation of SEND and inclusion strategy - Support the Trust to demonstrate effective use of Inclusive Mainstream Funding through improved classroom practice and workforce capability Inclusive Mainstream Funding assurance - Support schools to evaluate and report on the impact of Inclusive Mainstream Funding, including helping leaders demonstrate how this trust-funded post contributes to improved classroom practice, stronger inclusion and better outcomes for pupils with SEND.
Expectations of All Employees	- Represent and promote Waterton Academy Trust values internally and externally - Ensure that all stakeholders receive an excellent customer service experience in all dealings with you and with Waterton Academy Trust - Deliver your day-to-day duties consistently with the agreed service level - Actively promote and act, at all times, in accordance with Trust policies, e.g. Code of Conduct, Health and Safety, Equal Opportunities and Safeguarding - Make a commitment and contribution to the overall ethos and values of the trust, upholding these in all activities connected with the role - Undertake other duties commensurate with the job level - Promote high standards of personal professional conduct in accordance with the Trust Employee Code of Conduct
Additional Information	The job description is not an exhaustive list of duties and responsibilities, it will change from time to time with negotiation and be subject to regular review. The postholder will on occasion be required to work flexibly, outside of their remit following reasonable instruction from the Trust. Employees are encouraged to participate in training activities in order to enhance their own personal development. The employment checks are required: - Evidence of entitlement to work in the U.K. - Evidence of essential qualifications – see job specification - Two satisfactory references - Confirmation of medical fitness for employment - Registration with appropriate bodies (where applicable) - Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level. This post is subject to a six-month probation period.

Working Conditions	Based across all our academies, dependent on need.
Characteristics of the Post	Employees are encouraged to participate in training activities in order to enhance their own personal development. The employment checks are required: • Evidence of entitlement to work in the U.K. • Evidence of essential qualifications – see job specification • Two satisfactory references • Confirmation of medical fitness for employment • Registration with appropriate bodies (where applicable) The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults: Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.

Person Specification – Lead Practitioner for Inclusive Teaching

AF: Application Form

OT: Occupational Task

CQ: Certificates/Qualifications

I: Presentation

I: Interview

R: Reference

Qualifications	Essential	Desirable	Assessed
Qualified Teacher Status	X		AF, CQ
Degree or equivalent qualification	X		AF, CQ
Evidence of strong professional development in teaching and learning, SEND or inclusion	X		AF, I
Evidence of recent relevant CPD linked to adaptive teaching or SEND practice	X		AF, I
SEND qualification or specialist training	X		AF, CQ
National Professional Qualification (for example NPQLT, NPQSL, NPQSEN or similar)		X	AF, CQ
Coaching or instructional leadership training		X	AF, I
Evidence of contribution to system or trust wide development work		X	AF, I, R
Experience	Essential	Desirable	Assessed
Strong track record as an effective classroom practitioner with evidence of impact on pupil outcomes	X		AF, I, R, OT
Experience of successfully supporting pupils with SEND in mainstream classrooms	X		AF, I, R, OT
Experience of improving teaching practice beyond own classroom	X		AF, I, R, OT
Experience delivering CPD or supporting the professional development of colleagues	X		AF, I, R, OT
Experience working with teaching assistants to improve pupil outcomes	X		AF, I, R, OT
Experience working with school leaders or SENCOs to improve provision	X		AF, I, R, OT
Experience using evidence informed approaches to improve teaching	X		AF, I, R, OT
Experience working across more than one school		X	AF, I
Experience of school improvement work		X	AF, I, R, OT
Experience supporting Early Career Teachers or mentoring staff		X	AF, I, R
Experience of leading SEND/ inclusive practice	X		AF, I
Experience contributing to trust or partnership work		X	AF, I, R
Experience working with specialist provision or resource bases		X	AF, I, R
Skills	Essential	Desirable	Assessed

Ability to model highly effective classroom practice	X		AF, I, R, OT
Ability to deliver clear and effective professional development	X		AF, I, R, OT
Ability to design training programmes	X		AF, I, R, OT
Ability to coach colleagues and improve professional practice	X		AF, I, R, OT
Ability to build credibility with teachers and leaders	X		AF, I, R, OT
Ability to work both strategically and practically in classrooms	X		AF, I, R, OT
Knowledge and Understanding	Essential	Desirable	Assessed
Strong understanding of adaptive teaching and how it improves access to learning	X		AF, I, P, OT
Strong understanding of SEND pedagogy and inclusive classroom practice	X		AF, I, P, OT
Understanding of the graduated approach and the role of quality first teaching	X		AF, I, R, OT
Understanding of effective deployment of teaching assistants	X		AF, I, R, OT
Knowledge of evidence informed teaching approaches	X		AF, I, P, OT
Understanding of barriers to learning faced by pupils with SEND	X		AF, I, P, OT
Understanding of behaviour as communication and inclusive behaviour practice	X		AF, I, R, OT
Understanding of early identification and intervention	X		AF, I, R, OT
Knowledge of effective professional development approaches	X		AF, I, P, OT
Knowledge of DfE Inclusive Mainstream Funding requirements and expectations for school inclusion strategies	X		AF, I, R, OT
Understanding of trust led school improvement models		X	AF, I, R, OT
Knowledge of apprenticeship development routes for support staff		X	AF, I, R, OT
Understanding of how specialist provision should link to mainstream inclusion	X		AF, I, R, OT
Personal Attributes	Essential	Desirable	Assessed
Visible and approachable, empathetic and enjoys engaging with children, staff, parents, and the wider community	X		I, P, OT
Commitment to the vision, values and strategic direction for the Trust, and working with and for children and young people	X		I, P, IT
High level of personal integrity and the ability to hold confidential information at all times.	X		I, P, IT
Delivery focused, can do attitude	X		I, P, IT
Innovative, creative, enterprising, driven	X		I, P, IT

Reliable, calm and works well under pressure	X		I, P, IT
Enthusiasm and energy, sense of humour	X		I, P, IT
Impeccable judgement with ability to identify and escalate critical issues/risks	X		I, P, IT
Champion for equality, diversity and inclusion.	X		I, P, IT
Other	Essential	Desirable	Assessed
Driving license and own transport	X		AF
Willingness to travel between trust schools	X		AF, I
Commitment to safeguarding and promoting the welfare of children	X		I, R
Commitment to equality of opportunity and inclusive practice	X		I, R
An understanding of health and safety requirements of a working environment and willing to fully implement all aspects	X		I
Willingness to contribute to trust wide development work	X		I
Capacity to contribute to outreach work beyond the Trust	X		I
Suitability to work with children and young people	Essential	Desirable	Assessed
Satisfactory DBS disclosure and standard Trust pre-secondment checks	X		AF, R, I
Ability to work in a way that promotes the safety and well-being of learners	X		AF, R, I

Next Steps

For further information about the opportunity please contact admin@watertonacademytrust.org

To Apply

Please submit applications via My New Term.

Selection Timeline

Closing Date: Monday 28th September 2026 - midday

Shortlisting: Monday 28th September 2026

Interviews: W/C Monday 5th October 2026

Start Date: January 2027

Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. An enhanced DBS check is required for the successful candidate, this process is completed by an online third party company. The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of interview. We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request. Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.

It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.