



Lead Inclusion Tutor - The Hive

Dear Sir / Madam,

Thank you for your interest in The Market Bosworth School. I am pleased to provide you with this information pack, which I hope will give you a clear insight into the exciting opportunity we are offering.

We are seeking an exceptional individual to join our highly dedicated inclusion team, leading on the intervention programmes that are delivered to small groups of students in The Hive intervention classroom. The role is pivotal in delivering outstanding support to our students, ensuring they thrive and achieve their full potential academically and socially. We welcome applications from enthusiastic and skilled colleagues who are passionate about removing barriers to learning and committed to fostering an inclusive educational environment where every student can flourish. Specific experience is less important than an unwavering desire to support all children, alongside a flexible and committed teamwork approach.

The Lead Inclusion Tutor position is a unique opportunity to play a critical role in helping students access and excel in our mainstream curriculum. The successful candidate will lead a variety of targeted intervention programmes, including delivering Level 1 and 2 Functional Skills qualifications in English and Maths at Key Stage 4. By providing tailored support and encouraging reflective learning practices, you will enable students to build on their strengths and empower students to develop strategies to support their wider development.

As a single academy trust, we are immensely proud of our TMBS students and staff. We have achieved "Outstanding" ratings in all four Ofsted inspections since 2009, with the latest recognition coming last academic year. Our success is built on our core values of STEER (Success, Togetherness, Engagement, Enjoyment and Responsibility), with a culture of high academic standards, inclusivity, and a strong commitment to positive behaviour. Our GCSE results consistently rank within the top 5% of schools nationally, highlighted by an exceptional progress score of +0.84 in our most recent GCSE results (2024). Attendance levels, currently nearing 95%, continue to recover post-pandemic and remain above the national average for secondary schools.

Situated in the rural village of Market Bosworth, we are conveniently located about 20 minutes from Leicester, making us accessible to staff commuting from Leicestershire, and neighbouring counties such as Warwickshire, Derbyshire, and Staffordshire.

We welcome and encourage visitors to school. Please feel free to contact Katie Reynolds on kreynolds@tmbs.org.uk for an informal meeting or tour, or further information should you wish.

Please submit your application, including a covering letter, completed application form, and equal opportunities form, via email where possible. The deadline for applications is **Monday, 16th December, at 9:00 am**, with interviews scheduled for **Thursday, 19th December**.

Thank you again for your interest in The Market Bosworth School. We look forward to receiving your application and the opportunity to work together in providing exceptional educational support for our students.

Stuart Wilson
Principal



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3. School Overview
4. Job description / Personal Specification
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1. Job advert: *Lead Inclusion Tutor - The Hive*

We are seeking to appoint an outstanding Lead Inclusion Tutor to join our fantastic school.

The Lead Inclusion Tutor position is a unique opportunity to play a critical role in helping small groups of students access and excel in our mainstream curriculum. Specific experience is less important than an unwavering desire to support all children, alongside a flexible and committed teamwork approach.

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For further details, including pay and hours, please visit www.tmbs.leics.sch.uk

The Market Bosworth School is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo appropriate child protection screening, including checks with past employers and the Disclosure and Barring Service.

Closing date: Monday 16th December (9am)

Interviews to take place: Thursday 19th December

Contact: Stuart Wilson, Principal, The Market Bosworth School, Station Road, Market Bosworth, Leicestershire. CV13 0JT, Telephone No. 01455 290251

"Pupils are polite, well-mannered and respectful. Low-level disruption in lessons is extremely rare. Pupils' behaviour around school is exemplary." - Ofsted 2018

"The school has a broad and ambitious curriculum in place for all pupils. Teachers use their excellent subject knowledge to deliver the curriculum expertly." - Ofsted 2024



2. Background to the role:

As the Lead Inclusion Tutor, you will play a full-time, integral role within The Hive, delivering targeted interventions to small groups of students across both Key Stage 3 and Key Stage 4. Your work will help individuals unlock their potential, gain confidence, and achieve success across their academic and social experiences at school through small intervention groups.

The Hive is an inclusive intervention space that plays a vital role within The Market Bosworth School's broad and balanced curriculum. The Hive is neither a segregated education space nor an alternative provision. Instead, it forms a seamless part of the mainstream curriculum. Guided by the school's mission, "*Educating with care to encourage success for all*," The Hive's vision and purpose extend beyond SEND support. Its interventions are designed to ensure that every student, regardless of background, ability, or disadvantage, has the opportunity to thrive in the mainstream curriculum through timely, focused, and time-limited interventions. The SEND Department run and monitor their own intervention programme which compliments, but runs completely separately, to the broader intervention offer that students can access within The Hive.

- **Key Stage 3:** Students spend four hours per fortnight for one term in The Hive, engaging in tailored interventions while continuing to attend all other lessons. The cohort of students accessing these interventions is dynamic and flexible, ensuring that support is responsive to their evolving needs. For instance, programmes like the *Friendship Programme* focus on students with Communication and Interaction difficulties, whilst other interventions, such as *Wellbeing and Emotional Literacy*, cater to a diverse range of abilities, providing the additional care and guidance needed for students to excel in their mainstream studies. After one term, new cohorts of students begin their KS3 interventions, ensuring a wide-reaching impact across the school community.
- **Key Stage 4:** Central to the success of Key Stage 4 students and the responsibilities of the Lead Inclusion Tutor is the delivery of Functional Skills qualifications in English and Maths, in place of one GCSE option. Over five hours per fortnight, they work on developing core curriculum skills alongside their GCSE studies. These interventions are designed to build confidence, enhance self-esteem, and equip students with vital qualifications that support their readiness for future academic challenges.

The Hive's interventions embody the school's commitment to inclusive education. By offering targeted, compassionate support within the mainstream curriculum, The Hive ensures every student has the opportunity to thrive academically, socially, and emotionally.





3. School Overview:

The Market Bosworth School is a wonderful place for students to learn and an inspirational school to work within. Our most recent Outstanding report was in June 2024, which recognised that *“Leaders are focused on ensuring pupils receive the best possible education. They continually strive to ensure all aspects of the school's provision is high quality.”*

Academic GCSE achievement and progress has consistently been within the top 10% of all schools since we first converted from an 11-14 school to an 11-16 school in 2014, reaching the top 5% nationally in consecutive recent years based on key government measures. Whilst our academic results have always been exceptional, it is our commitment to the wider curriculum and personal development that we are most proud of: our success does not come without careful consideration and support for all of our learners, and meeting the ever-changing needs of our entire cohort.

Currently, we have 845 students and approximately 105 staff. Our rural and pleasant village setting belies our mixed comprehensive intake. Only a very small proportion (approximately 60) of our students live in Market Bosworth, reflecting the older age demographic of the village itself. Other students travel up to 10 miles from a wide and diverse geographical area, including around 100 from Leicester City. In September 2024, we welcomed students from 30 different Primary Schools, with just 7 being our official “catchment” feeders.

Deprivation factors that influence our students are mixed due to that wide geographical intake, but many face issues that would not be expected given our school's location. For example, nearly a quarter of our students live in the worst national category (out of 10) for the “housing and services” deprivation measure. This is 6 times the Leicestershire average. The ‘feeder’ villages range from larger villages such as Newbold Verdon, Ibstock and Desford, to smaller communities such as Witherley and Sheepy Magna.

“Pupils are polite, well-mannered and respectful. Low-level disruption in lessons is extremely rare. Pupils’ behaviour around school is exemplary.” - Ofsted 2018

“The school's values of success, togetherness, enjoyment, engagement, and responsibility underpin everything it does. Pupils understand these values and demonstrate them in school.” – Ofsted, 2024

Our Mission: “Educating with care to encourage success for all.”

Our Vision:

- The Market Bosworth School is committed to providing the skills and knowledge that will allow learning to be part of a lifelong process, ensuring our students grow into ambitious young adults who are excited about the world around them.
- We are committed to raising standards for all our students, promoting the highest possible achievements, regardless of background or ability.
- We strive to educate with care to enable all students to realise their full potential, both academically and socially.



- We aim to work with students, staff, parents and the community to provide a safe and happy learning environment.



We set Strategic Aims each year that support our Mission and Vision. They form the basis of our annual School Improvement Plan and Self Evaluation where necessary.

We place great emphasis upon developing the whole person through the breadth, balance, and range of our curricular and extra-curricular experiences. Extra-curricular activities include residential trips to the UK, France and Austria (Skiing).

Curriculum enrichment has included debating competitions, sports festivals, vocational visits and theatre visits, alongside day trips to The Skills Show, The National Space Centre, Oxford University and The Big Bang Fair.

'The Market Bosworth School has high expectations of what pupils can achieve. Pupils, including those with special educational needs and/or disabilities (SEND), consistently meet these expectations. They achieve extremely well. Pupils' outcomes at the end of key stage 4 are exceptional.' - **Ofsted, 2024**

4. Job description:

Job Title: Lead Inclusion Tutor

Grade: Pay grade 9, points 19 to 22 £31,074-£33,294 pro rata.

Hours: The exact hours will be confirmed with the successful applicant. Generally, they would be 8.00am to 4.00pm Monday to Thursday and Friday 8.00am to 3.45pm Friday (45 minute lunch). 36 hours per week term time + 1 week for teacher training days (0.86FTE).

Pay: Actual annual pay based on these hours would be £25,876 to £27,725

Responsible To: Inclusion Director - Natalie James

Responsible For: Delivery and monitoring of The Hive-based interventions across both Key Stages and their outcomes.

Occupational Standards: Where appropriate, the applicant should be willing to seek HLTA Standards or Equivalent (the school will support the postholder in gaining their HLTA qualification). The applicant will also be willing to undergo OSCA training through Pearson Edexcel to enable them to verify and assess internal Functional Skills assessments.

Main Duties & Responsibilities:

1. Promote the inclusion and acceptance of all students within the classroom.



2. To deliver intervention programmes at Key Stage 3 and Key Stage 4 in line with The Hive intervention curriculum.

3. To assist in the creation and maintenance of intervention resources, and creation of visual displays in order to ensure a relevant physical learning environment.
4. To monitor student outcomes and reflect on programmes' effectiveness to ensure that The Hive is fulfilling its purpose of encouraging success for all students.
5. To undertake all administrative and general support duties relevant to the role.
6. Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence. Be available for selected parents' evenings / induction evenings where required.
7. Having regard to equality of opportunity, to provide care and encouragement to all students, planning for and supporting their participation in activities and liaising, if required, with parents / carers / other professionals as appropriate.
8. To oversee the budget for The Hive intervention classroom, to ensure that it is fully resourced to meet students' learning needs.
9. To liaise with the Inclusion Director in the creation of new intervention cohorts across both Key Stages each term.
10. To monitor and oversee the delivery and outcomes of the Level 1 and Level 2 Functional Skills courses at Key Stage 4, engaging in relevant training from the exam board.
11. To engage with the whole-school CPD offer and other relevant opportunities to ensure that best practice is being followed to allow for maximum impact through the intervention programmes.
12. Encourage students to interact and work co-operatively with others and engage all students in activities.
13. To promote positive behaviour and relationships, using effective strategies in a timely manner in accordance with school policy.
14. To develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team.
15. To effectively manage instances of poor behaviour and any other immediate issues or emergencies that arise in accordance with school policy.
16. When not required to undertake any responsibility falling within the above, the Postholder may be directed to provide additional support in the school, in accordance with the duties of other similarly or lower graded jobs for which they are suitably skilled/ qualified.



Principal: Stuart Wilson
Vice Principal: David Beckitt

17. The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as



required by his/her own training needs and the needs of the service.

Generic responsibilities and duties

All postholders are required to:

18. To play a full part in the life of the school community, to support its vision statement, Staff Code of Conduct, ethos and policies, encouraging staff and students to follow this example.
19. Ensure that you understand and comply with School Health and Safety Policies by following the relevant procedures that are in place.
20. Read, uphold and promote the safety and well-being of students as set out in school safeguarding procedures.
21. Promote high standards of personal professional conduct in accordance with the Staff Code of Conduct.
22. Be aware of and comply with all school policies, including procedures relating to child protection, health, safety and security, data protection and confidentiality, reporting all concerns to an appropriate person.
23. Be aware of and support difference and ensure equal opportunities for all.
24. Appreciate and support the role of other professionals.
25. Work effectively as part of team.
26. Attend relevant meetings, as required.
27. Participate in training and other learning activities and performance development as required.
28. Treat all users of the school with courtesy and consideration.
29. Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.
30. Be proactive in seeking appropriate advice and guidance where required.
31. To carry out other associated duties of a similar level as are reasonably assigned by the Principal or designated person.

Dignity at work:

To show, at all times, a personal commitment to treating all students and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, their age, gender,



ethnicity, sexual orientation, disability or religion) and assist in ensuring equal access to education opportunities for everyone.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Personnel Specification – Lead Inclusion Tutor



	Essential	Desirable
1. Qualifications & Skills	<p>Good standard of general education to GCSE level including English & Maths C grade or above (or similar).</p> <p>Evidence of further learning</p> <p>Understanding of Safeguarding and Child Protection issues</p>	<p>HLTA qualification or similar</p> <p>Higher Education Qualification / Degree</p>
2. Experience	<p>Experience of working with young people in a professional or voluntary capacity.</p> <p>Experience of successfully building relationships with identified students, or groups of students.</p> <p>Experience of working independently and as part of an effective team.</p> <p>Experience of liaising with other professionals.</p> <p>Understanding of young people's social, emotional and educational needs.</p>	<p>Experience of Leading teams / individuals</p> <p>Experience of liaising with a range of different people / organisations.</p> <p>Experience in a Secondary or Primary school role.</p>
3. Skills / Knowledge & Experience	<p>Able to communicate effectively with young people and adults (parents, other staff). Excellent administrator. Highly effective record keeping.</p> <p>Ability to motivate and support young people.</p> <p>To be able to manage a variety of situations and to be able to multi task under pressure.</p> <p>Be a reflective practitioner with a positive attitude towards improvement and raising standards.</p>	<p>Understanding of equal opportunities issues and the need to make reasonable adjustments, where required.</p> <p>Ability to use IT to create efficient administration systems.</p>
4. Personal Qualities	<p>Unwavering reliability, integrity and confidentiality</p> <p>An excellent record of attendance and punctuality</p> <p>Ability to work independently using initiative.</p> <p>Ability to build long standing effective relationships with students and staff.</p> <p>Willingness to work outside normal working hours if required.</p> <p>Team player.</p> <p>Flexible / Hard working.</p> <p>Sense of Humour</p>	

Safeguarding

We are committed to safeguarding and promoting the welfare of children and young people. All staff and



volunteers are expected to behave in such a way that supports this commitment. The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them. As this post is required to work in "Regulated Activity" an enhanced DBS with a Barred list check is essential. It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children (KCSIE 2024). Shortlisted candidates will be asked to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children. All applications will be considered on their merit and the post will be offered subject to satisfactory pre-employment checks, including online media checks. Please see the school website for further information regarding safeguarding.

https://www.tmbs.leics.sch.uk/docs/policies/Child_Protection_Child_Safeguarding_Policy_.pdf

Data Protection

Should you be unsuccessful with your application, the school will confidentially destroy your application form after six months of its submission. If you are successful in your application, this information will be kept securely as part of your personal employment record.

References

Applicants must provide the details of two referees. One reference should be from your current employer or if unemployed, your last employer. Where possible, references should be from separate sources and not from the same organisation or employer. All referees should have known you for at least one year or more and cannot be from a spouse, partner, friend or relation or from someone with whom you live. The school will contact referees for verification. Please ensure that you have permission to provide their details on the application form and note that references will be sought prior to interview for all shortlisted candidates.

Equal Opportunities

We are determined to ensure that no applicant or employee receives less favourable treatment on the grounds of gender, age, disability, religion, belief, sexual orientation, marital status, or race, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

5. Application details and Interview dates:

Closing date: Monday 16th December (9:00am)

Interviews to take place: Thursday 19th December

Please complete an application form and send this, together with a covering letter to Stuart Wilson, Principal, using the following email address: [**office@tmbs.leics.sch.uk**](mailto:office@tmbs.leics.sch.uk)

For further information or to arrange a tour of the school, please contact Katie Reynolds, PA to Principal, on 01455 290251 or [**kreynolds@tmbs.org.uk**](mailto:kreynolds@tmbs.org.uk)