



ASPIRATIONS

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aspirationsacademies.org



Park Academy West London
an Aspirations Academy

**Inclusion Support
Assistant**
(non-teaching role)

September 2026 start

Application Pack



Welcome to Park Academy West London

Thank you for your interest in the role of **Inclusion Support Assistant** at Park Academy West London. We wish to add capacity to our talented Inclusion team through appointing an excellent Inclusion support assistant with a real passion for engaging children in learning alongside supporting the most vulnerable with their education.

We are seeking to appoint a dynamic and rigorous person, who is excited about working at scale and has sky-high expectations for our students. The successful candidate will work with the Assistant Principal for inclusion in supporting some of the most vulnerable learners in the school. This will include our pupils with SEND, EAL students, PP students and all those who may face barriers to their learning and/or wellbeing. This new role will ensure that exceptional standards of inclusion are sustained across the school and over time, so all students thrive and make exceptional progress.

Each member of staff at Park Academy shares a drive to equip students with the qualifications, qualities and skills to reach their personal ambitions working together creatively to overcome any hurdle which might otherwise disadvantage our children. We all have the highest aspirations for every student and provide exceptional education and pastoral care for each individual. As a result, children perform well in external examinations.

We aim to provide a positive and supportive environment where young people achieve their full potential. Park Academy West London is a new school for a new age. We aspire to provide outstanding education for our young people and aim to ensure that not only our students but the whole community become proud of the Academy and its successes.

We are the one chance of success for our students and we are persistent and resilient in supporting students to overcome any obstacles they may face. We are looking for someone who is passionately interested in teaching and learning who will share our drive to engage and motivate every child to achieve the very best outcomes. The successful candidate is, or will have the ambition to become, an excellent classroom teacher capable of leading others to continually improve their practice.

You will appreciate your role in helping our students to have high aspirations, and you will share our belief that our students deserve an exceptional curriculum and the very best teaching. All of our senior leaders are relentlessly focussed on providing an exceptional curriculum and teaching entitlement for every student at Park Academy West London. Staff benefit from career progression and development opportunities available at Park Academy West London and more widely across the Trust.

Suvi Mohey
Principal

visits are welcomed and encouraged
To arrange a visit or for more information please contact
Maira Canning, PA to the Principal
E-mail: hr@park-aspirations.org

Park Academy West
London Park View Road
Hillingdon, Middlesex
UB8 3GA

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Vision and Ethos

We are passionate about excellence in education, giving students the very best start in life with a firm belief that excellent teaching transforms lives. Our core belief is that for all students to have high aspirations they must believe in themselves, be actively engaged in their learning and see the connection between what they learn today and who they want to become tomorrow.

We teach a highly engaging and challenging curriculum designed to ensure all students develop the knowledge, skills and attributes essential for success in the 21st Century.

We are unapologetically ambitious for every child, no matter what their background, prior attainment or needs. Everything we do at Park Academy West London is driven by this, so that our students can leave us with the best set of qualifications possible and as well rounded young people thereby helping to maximise their life chances. We expect all students to demonstrate the PARK values of Perseverance, Aspiration, Respect and Kindness at all times.

We pride ourselves on offering an excellent education for our students, and outstanding career opportunities for our staff. Our innovative and targeted Continuous Professional Development programme will help you accelerate your career. Candidates for leadership roles are identified early and supported to achieve career progression through a suite of qualifications offered by the Aspirations Learning Institute.

This role is pivotal for the Academy, and we are seeking someone who is passionate about supporting the Senior Leadership in achieving the academy's goals. We are also looking for someone who is ambitious, both for themselves and their students, and who seeks further promotion opportunities.

At the core of our mission is a desire to achieve the best possible results for all our students, regardless of their starting points or circumstances. We would be delighted to show you around our Academy to fully appreciate our learning environment.

High Expectations

We expect all students to meet the highest standards, and work with families and the community to ensure that our students meet our high expectations.

Active Engagement in Learning

Park Academy West London teachers provide engaging, challenging and relevant teaching and learning.

Teaching and Learning

Our teachers are a key group who drive new initiatives and exciting new pedagogies within Park Academy West London and across the Aspirations Academies Trust.

Our Future Ambitions

For Park Academy to become the school of choice in the borough where students are proud to attend, parents want to send their children here and staff want to work here. We want to develop a community (staff and students) of lifelong learners, responsible global citizens and champions of their own success.

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Who are we looking for?

We are looking for an outstanding Inclusion support assistant who will:

- Be an outstanding practitioner with a drive for supporting the most vulnerable
- Be committed to developing both the academic and personal skills of students
- Work in collaboration with the SEND, Behaviour, Pastoral and Safeguarding teams
- Raise attainment and achievement across the academy with a focus on inclusion.

This is a key role for the Academy, and we are looking for someone who is passionate about students' wellbeing and progress, who really wants to make a difference. We are also seeking someone who is ambitious, for both themselves, and their students, who would want to make their mark and then seek further promotion opportunities.

What can we offer you?

With great students, an outstanding and supportive team of staff and an Academy in a well-connected location just, Park Academy West London offers an excellent opportunity for an ambitious, talented individual looking to develop their career. There are additional perks for working at Park Academy such as:

- Motivated students that are eager to learn
- Supportive team of teaching and non-teaching staff
- Highly visible Senior Leadership Team
- Strong systems and structures meaning students feel safe and secure
- Appraisal system focused on staff professional growth, not staff monitoring
- No formal graded lesson observations, just ongoing feedback to help our staff continually develop
- Broad range of CPD opportunities, within the Academy and across the Trust – we want all staff to have at least 125 hours of professional development over the course of an academic year.
- Collaborative planning with centralised, shared units of work and resources
- Active staff wellbeing committee with regular social events and wellbeing activities
- Staff voice is actively encouraged and used to make improvements across the Academy
- Staff wellbeing is a priority (*Ofsted report 2023 – Leaders look after the health and welfare of their staff. They are conscious of the pressures of workload and explore strategies to minimise this where possible*).
- Staff laptops
- Onsite car park for all staff
- Cycle to work scheme
- Employer Assistance Programme offering 24/7 support and advice on a range of topic
- Designated staff canteen, as well as a communal staffroom and department team bases

How to apply?

- Please download and complete the application form.
- Completed application forms should be emailed to HR@park-aspirations.org by the deadline of **9am on Monday 11 May 2026**.

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Aspirations Academies Trust

The Aspirations Academies Trust, as a sponsor of primary and secondary age academies in England, is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they desire. The Trust was founded in 2011 by former Head Teachers, Steve Kenning and Paula Kenning with education pioneer, Dr Russell Quaglia, the Trust aims to use technology and modern pedagogies to give children the knowledge, skills and mindsets to achieve excellence in a fast-changing world.

Aspirations Academies Trust oversees 16 academies in the south of England, educating more than 9,000 young people from ages 2 to 18. We are committed to providing all students with the opportunity to succeed, regardless of their background. We believe that every child has the potential to achieve great things, and we are dedicated to helping them reach their potential. All Aspirations academies combine traditional qualifications with a curriculum rich in power skills such as problem solving, collaboration, critical thinking and creativity.

Our Vision and why it works

The Aspirations Academies Trust began dramatically improving life chances for children in 2012. The core values that underpin the Trust's educational provision are based on the student aspirations work of Dr Russell Quaglia. The Aspirations Framework comprises of the '3 Guiding Principles' and '8 Conditions That Make a Difference'. They provide the trust with an identity and a simple, highly effective set of transformational values and beliefs.

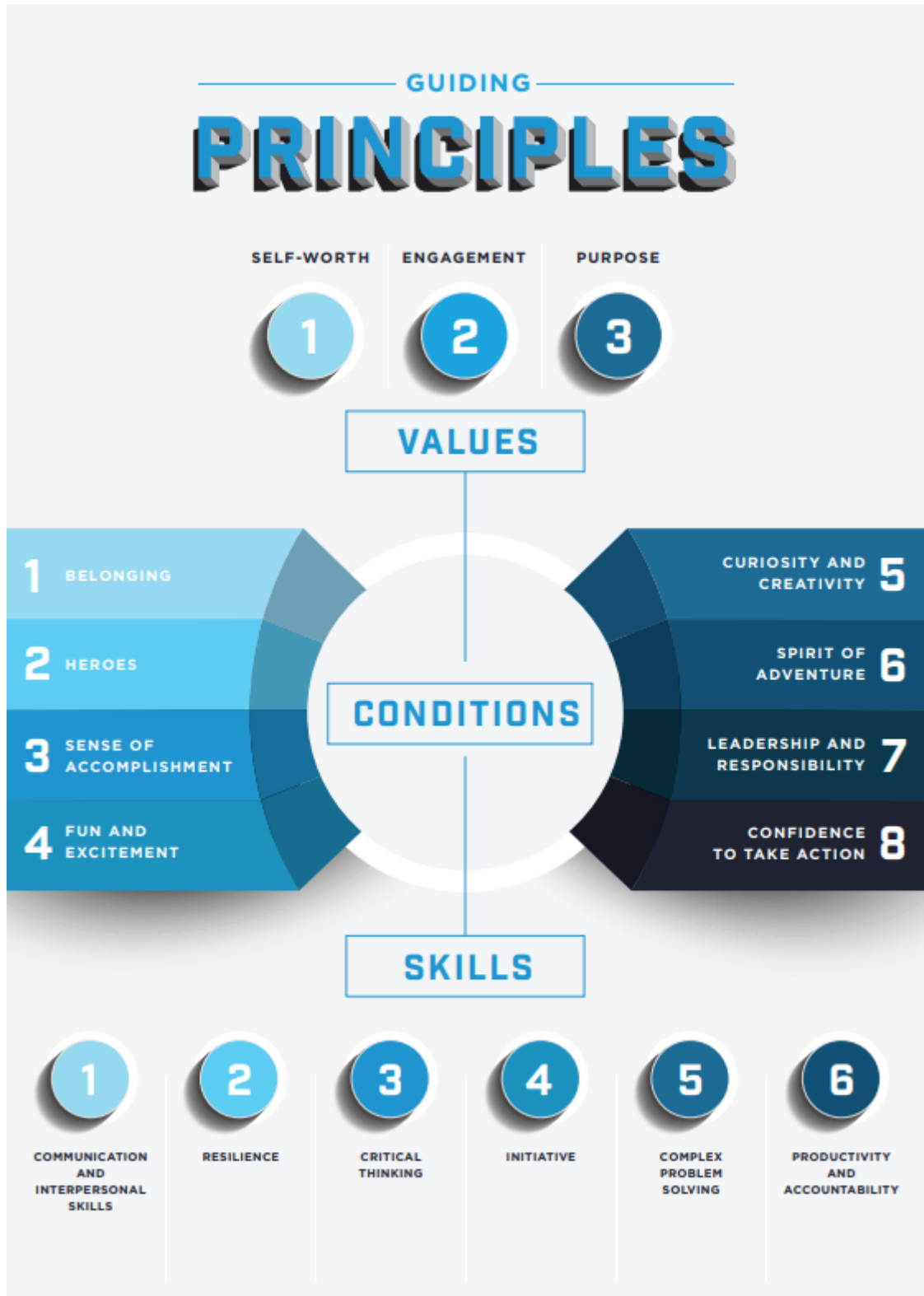
The Vision of the Trust

Aspirations Academies share a powerful common vision, common values and a common purpose. Each academy operates as an individual school, serving the local area, meeting the needs of its pupils and reflecting the leadership style of the principal.

Our vision is: "To empower future generations to follow their dreams and to build a society of which we can all be proud."

Our purpose is: "To reinvent education for the 21st century. To use technology and modern pedagogies to give children from 2 to 18 the knowledge, skills and mindsets to achieve excellence in a fast-changing world. At Aspirations Academies, we provide a challenging, engaging and supportive environment to bring out the best in every child."

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Inclusion Support Assistant at Park Academy West London

Scale 4 Point 7 – 10 pro rata

36 hours per week, term time only

Job Description

The Inclusion Support Assistant is directly accountable to the Assistant Principal (Inclusion) for ensuring the educational success of vulnerable learners at Park Academy West London. The Inclusion support is responsible for contributing to the effective day to day operation of Park Academy West London, fully supporting the Senior Leadership team and Principal.

Main aspects of the role:

- To support the Assistant Principal (Inclusion) with running the ARP and inclusion space
- Supporting students with their learning on a day-to-day basis
- Coordinating the learning provision for the students in the ARP / inclusion provision
- Supporting students to re-integrate back into lessons / school
- Driving the standards of inclusion to ensure all students attend well and make progress

Specific responsibilities

- To support with running ARP / inclusion space
- To liaise with safeguarding and attendance teams about students who should be attending ARP
- Coordinating the learning activities for the students in the inclusion space
- Supporting students with their learning in the inclusion space
- Supporting the students with pastoral interventions, if required
- Supporting students to re-integrate back into school, this may include participating in home visits
- Supporting with information for teaching staff on strategies to support students on their return to lessons
- To liaise and form positive relationships with parents and other stakeholders
- To liaise with other key staff members in the academy, for example SEND, Heads of House, SLT, etc
- To attend meetings with external agencies when required
- To be a positive role model to all students in the academy
- To work with leaders to promote a positive, professional environment and ethos for students
- To follow up with any issues of attendance or behaviour of the students in the inclusion space
- To track attendance and progress of students in the inclusion space

Managing Effective Communications

- To ensure that all members of staff are familiar with the Academy's philosophy, vision, aims and objectives.
- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner schools, higher education, industry and other relevant external bodies.

Student Support Duties

- To monitor and support the overall progress and development of students within the Academy, by liaising with staff.
- To contribute to and implement the Academy policy on rewards and support.
- To ensure the Behaviour Management system is implemented in the Academy so that

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effective learning can take place.

- To monitor student behaviour at all times throughout the Academy and to work with duty staff to intervene as necessary.
- To maintain a high profile around the Academy, challenging low expectations.

Other Duties

- To participate fully in Staff Appraisal according to the Academy requirements.
- To participate in training and other learning activities and performance development, as required.
- To work safely, consider the safety of others and work within the guidelines stated in the Academy Health and Safety Policy.
- To comply with all decisions, policies and standing orders of the Academy; comply with statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- To have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the Academy's agreed procedures.
- To contribute to the overall ethos/work/aims of the Academy and the Trust.
- To appreciate and support the role of other professionals.
- To recognise own strengths and areas of expertise and use these to advise and support others.
- To respond to requests in a timely manner and in line with set deadlines.
- To play a full part in the life of the Academy community, to support the distinctive aim and ethos of the Aspirations Academies Trust and to encourage staff and students to follow this example.
- To show a record of excellent attendance and punctuality.
- To adhere to the Academy's Dress Code.
- To undertake such other duties as may be required from time to time commensurate with the level of the post. The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or level of responsibility.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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Collegiate Responsibility

In addition to the specific responsibilities of this post, every member of staff at Park Academy West London will commit to:

- providing a courteous and efficient service to students at all times
- using their influence with other staff and students to promote high standards of behaviour and order within the Academy
- working to maintain the Academy at the forefront of educational practice
- fostering and sustaining a culture of enterprise and creativity in all aspects of the Academy's operation acting as a role model to students and to support the ethos of the Academy being responsible for promoting and safeguarding the welfare of children and young persons that the postholder is responsible for or comes into contact with.
- Park Academy West London requires all its employees to hold an Enhanced Disclosure from the Disclosure and Barring Service (DBS) carrying out duties and responsibilities necessary for the smooth running of the Academy, as required by the Principal fulfilling the conditions of employment for school teachers, as laid down in the latest School Teachers' Pay and Conditions Document (STP Acts, 1987, 1991 and order 1994)
- As its policy of the recruitment of ex-offenders, Park Academy West London has adopted the general practice guidance published by the Chartered Institute of Personnel and Development on the employment of people with criminal records.

General

- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

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Conditions of Service

Governed by the National Agreement on Teachers Pay and Conditions, supplemented by local conditions as agreed by the Aspirations Academies Trust.

Special Conditions of Service

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate the nature of such conviction/s.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the academy's Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve.

Park Academy West London is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The post is subject to all pre-placement checks including obtaining references, proof of eligibility to work in the UK and an enhanced DBS check.

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Person Specification

Inclusion Support Assistant

1. Qualifications	Essential	Desirable
Minimum of 5 GCSEs (A*-C / 9-4) including English and Mathematics, or equivalent.	✓	
Experience of working in a SEND Setting.		✓
Good understanding of the SEND Code of Practice. Knowledge of strategies to support students with SEND.		✓
Excellent communication, numeracy and computer skills	✓	

2. Skills and Knowledge	Essential	Desirable
The ability to motivate students and implement strategies to enhance learning.	✓	
The ability to organise, plan and prioritise workload effectively and manage resources.	✓	
Highly effective communication skills, both written and oral and excellent inter-personal skills.	✓	
Ability to analyse data and write concise reports, drawing together information from a range of sources.		✓
Ability to act on own initiative with minimal supervision to meet deadlines set or negotiated.	✓	
Ability to demonstrate tact, confidentiality, commitment and flexibility.	✓	
Ability, flexibility and willingness to work as part of a team with a number of professional and administrative staff.	✓	
Willingness and ability to manage own time and take full responsibility for work produced.	✓	
Ability to keep accurate and relevant records	✓	
Ability to work under pressure.	✓	
Willingness to accept training and develop new skills in key areas of the job.	✓	
Awareness of current developments in education.		✓
Ability to be proactive and use own initiative be creative and think beyond the obvious solutions.	✓	
Understanding of confidentiality and integrity when handling student information.		✓
Flexibility and willingness to help out where needed	✓	

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3. Experience	Essential	Desirable
Experience of working within a school setting.		✓
Experience of working with young people, parents, carers, teachers	✓	

4. Personal Qualities and Values	Essential	Desirable
Ability to communicate effectively at all levels, verbally and in writing.	✓	
Ability to relate well to children and adults – approachable and flexible	✓	
Excellent telephone manner and ability to deal with enquiries as required with minimal supervision.	✓	
Methodical approach to work and the ability to prioritise.	✓	
Able to work constructively as part of a team, understanding school roles and responsibilities and own position within these.	✓	
Ability to show initiative and enthusiasm	✓	
A commitment to safeguarding and promoting the welfare of children and young people.	✓	
A belief that the needs of students come first.	✓	
A desire to work with young people and to support their education and achievements.	✓	
Professional approach.	✓	
Able to demonstrate discretion, confidentiality and commitment.	✓	
Able to liaise sensitively and with parents/carer recognising their role in the student learning.	✓	
A commitment to equality of opportunities.	✓	
Non-judgmental disposition	✓	
Confident approach working with young people	✓	
Excellent attendance and punctuality	✓	
Flexible and good-humoured approach.	✓	

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The Aspirations Academies Trust

The Aspirations Academies Trust as a sponsor of primary and secondary age academies in England, is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves.

Central to the philosophy of the curriculum delivered in our academies is that it should provide an authentic education for the world today. This requires the curriculum to allow for the development for the skills required for success in the world today, alongside the attainment of high-level qualifications. Children in Aspirations Academies learn in a challenging, engaging and supportive environment.

Aspirations Academies share a common philosophy, with each Academy operating as an individual school, serving the local area and reflecting the leadership style of the Principal. However, Aspirations Academies have a distinctive approach to education and so there are a number of elements which are expected to feature in each academy:

There are three guiding principles, Self-worth, Engagement and Purpose. These are the basis of the Aspirations Trust. If people feel good about themselves, they can achieve anything, if they are engaged in what they are doing and see a purpose then they will achieve their dreams.

There are nine core principles that are grouped within the three Guiding Principles and these are Opportunity, Employability, Talent Development, Challenge, Makers and Creators, Innovation and Enterprise, Global, High Expectations, with big dreams and hard work anything is possible. Our overall aim is to raise aspirations. Aspirations means to dream about the future while being inspired in the present to reach those dreams.

The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 2 to 18. Each stage of a child's education is extremely important - pre-school, primary and secondary - and should, where possible be coherent across the phases of education in the practice of developing the guiding principles and the core principles central to the beliefs and aims of the Aspirations Academies Trust. For this reason, we support primary, secondary and, where possible, all through (Ages 2-18) academies.

At whatever stage a child joins an Aspirations Academy, whether it is at the age of two or sixteen, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.

Continuous Professional Development

We offer unique and bespoke training for staff at all levels. This includes Senior Leadership Training, Aspirations Training - Level 1 & 2, Polishing Pedagogy, Coaching and Mentoring. Staff will be supported to develop a positive orientation to professional learning as reflective practitioners and will be empowered to take ownership and responsibility for their professional learning and development.

We strive to embed the voice of students (for example, through Student Surveys and student voice and leadership developments) and the active engagement of students in the process of CPD and staff professional learning.

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Safe Recruitment Procedure

The Aspirations Academies Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application.

Interview

Longlisted candidates may be subject to a screening interview. Those shortlisted will take part in an interview with questions relating to the job description and person specification and may also have to take part in a selection exercise such as a lesson observation.

Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

At least two references will be requested, normally from the previous and current employers. These may be contacted before the interview and in all cases before an offer of appointment is confirmed.

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