

**APPLICATION PACK**

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| **Vacancy Details** | |
| Post: | Inclusion Unit Lead |
| Grade | 7  FTE £31,067 - £35,235  Actual Pro Rota - £26,903 - £30,513 |
| Terms: | 36hrs TTO + 2 week |
| Start Date: | January 2025 |
| Closing Date for applications: | Thursday 5th December 2024 |
| Interview Date: | Wednesday 11th December 2024 |
| Contact Details: | 01772 646101  m.hall@lostockhallacademy.org |

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**Lostock Hall Academy Vision**

LHA will be the local secondary provider of choice. We will equip all our learners with the knowledge, skills, values and behaviours to achieve their full potential in a safe, stimulating and supportive environment. Educating the future, Academy students will be proud to achieve a successful transition into work or training in all walks of adult life.

**Academy Key Priorities**

* To ensure the highest standards of **leadership and management** through research based reflective governance and the provision of developmental opportunities for staff at all levels.
* To provide a **safe** **and secure** learning environment, that nurtures the social and emotional **wellbeing** of all students and staff.
* To raise aspirations, build resilience, ensure enjoyment and independence in **learning** through challenge and metacognition for all students.
* To continually develop, teach and review a high quality, engaging broad and balanced **curriculum** through a **research-based** approach to **teaching** and learning in an inclusive and dynamic environment.
* To work collaboratively as part of a professional learning community and in partnership with parents/carers to ensure all students **achieve** through cultural capital, personalised learning, **relationship** and **health** programmes and **pastoral support.**
* To maintain high levels of **punctuality** and **attendance** of students ensuring excellence for all.
* To ensure a positive image based on the strengths of the Academy is shared across the community to maintain student and staff **recruitment.**
* To provide a range of meaningful curriculum experiences linked to the labour market and knowledge of vocational, technical and academic pathways.

Dear Applicant

The school is situated in a very pleasant area of South Ribble close to the motorway networks including the M6, M61, M65 and M55. The immediate area is semi-rural and lies between Leyland to the south and Preston to the north.

Lostock Hall Academy is first and foremost a happy school. Students enjoy lessons and the relationships between staff and students are excellent, this has been frequently noted by visitors and is mentioned as a strength of the school in the recent Ofsted report. Students behave well and have a good attitude to learning in the classroom.

We offer a broad and balanced curriculum with a wide range of extra-curricular activities in many subject areas. There are also several residential visits to the UK and abroad to further extend the learning opportunities for our students.

The school has invested heavily in improving the quality of the accommodation and will continue to do so in the future. Recent works include refurbishment of all science laboratories new roofing, new visitor and student reception areas as well as fencing around the perimeter of the grounds as part of the safeguarding project. With our state of the art Penketh Building, creating a teaching environment for the standard of 21st Century learning.

For the successful candidate a commitment to raising standards and a passion for developing young adults is essential. Encompassing this is a commitment to all learners, excellence for all and a firm belief that a good school can and does make a significant difference to learners’ life chances and levels of attainment.

Your application should consist of a completed academy application form, which includes a statement in which you should outline your experience to date, the reasons for your interest in the post and your suitability for it taking account of the person specification. Applications, including the names and email addresses of two referees should be returned to [m.hall@lostockhallacademy.org](mailto:m.hall@lostockhallacademy.org) at the school.

Please do not hesitate to contact me personally should you wish further details or would like to visit the school.

Thank you once again for your interest in the post and I look forward to receiving your application.

Yours sincerely



Mrs G F Gorman

**Principal**

**VACANCY DETAILS**

Lostock Hall Academy is an 11-16 secondary school with 777 students, situated in a very pleasant area of South Ribble only 2 minutes from excellent motorway networks. We are currently on an exciting journey where our focus is to inspire our young people and to raise aspirations and achievement.

Do you have what it takes to make a difference and help others succeed? Do you believe you can inspire the leaders, innovators and thinkers of tomorrow? Do you want to join a team of committed educators, continually striving to deliver the best teaching and learning to young people in a culture of research based learning and development with strong values to support your professional development? If so, joining LHA might just be the best career move you ever make.

At Lostock Hall Academy we are committed to providing our students with the education and the personal development they need to reach their goals. Through a Growth Mindset approach, we promote a can do attitude to learning, with guided pathways into further and higher education and ultimately, to the career that they want to pursue.

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This post is an excellent opportunity to join a dedicated, innovative and growing community in pursuit of achievement for all. We value effective and supportive mentoring relationships with students in support of other academy teaching and learning professional and external agencies.

We are looking to appoint a suitably qualified, experienced, and enthusiastic practitioner to support all year groups from 7-11 inclusive. We welcome applications from candidates with schools experience but this is not essential.

Lostock Hall Academy is a wonderful school to work at where you can be part of a very supportive team. Teachers and support staff here work extremely hard in the best interests of all of the students. We like to develop the potential in all of our staff so CPD is offered and encouraged. Being a small school allows us to easily share best practice and our experienced members of staff gain satisfaction from passing on knowledge.

If you are passionate about supporting young people to achieve the very best outcomes then we would like to hear from you.

Further details of the post and application procedure are available on the academy’s website ([www.lostockhallacademy.org](http://www.lostockhallacademy.org)) or from Mrs Michelle Hall, Personnel Manager (01772 646101 / [m.hall@lostockhallacademy.org](mailto:m.hall@lostockhallacademy.org) ). Applications will only be accepted using the Academy’s application form, which includes a supporting statement no longer than 2 sides of A4 and details of referees.

*Lostock Hall Academy is an Equal Opportunities Employer and is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointment is subject to a successful DBS Enhanced Check and other relevant employment checks.*

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*Lostock Hall Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

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| **Post title: Inclusion Unit Lead - Permanent** | | | |
| **Team** | Behaviour for Learning and Intervention | **Line Manager:** | Behaviour for Learning and Intervention Manager |
| **Grade:** | 7  FTE £31,067 - £35,235  Actual Pro Rota  £26,903 - £30,513 | **Line Management Responsibility** | None |
| **Contracted Hours** | 36hrs Term Time Only + 2 weeks | **Hours worked** (in agreement with Line Manager) | Mon – Thur 8.30am-4.15pm  Fri 8.30am-4pm  30 mins Lunch - To be flexible with the needs of the Academy |
| **Job Purpose:**   * To work with curriculum leaders to ensure key groups of students’ access individualised learning resources to enable progress whilst assigned to the Internal Exclusion Unit. * To assist in ensuring the progress of key groups of students by providing a high level of teaching and learning curriculum support. * To develop, co-ordinate and run effective programmes with identified students in support of other academy teaching and learning professionally and external agencies. * To take a lead role in the promotion of positive behaviour for learning of students across the Academy, assisting all groups of students to develop appropriate behaviour skills that will allow successful access to the curriculum, achievement and attainment aiming to re-integrate back into the classroom. | | | |
| **Accountabilities/Responsibilities – appropriate for this post:** | | | |
| **Key duties:**   * Establish productive working relationships with students acting as a role model and setting high expectations. * Use behaviour management strategies, in line with the school’s policy and procedures, which can contribute to a purposeful learning environment. * Manage the day to day running of the Internal Exclusion Unit including the timetabling of staff to supervise the unit when required. * Understand the reasons for referrals and identify individual approaches to support the students’ progress whilst in the unit. * Have a good working knowledge of the curriculum to enable students to access most appropriate learning resources in consultation with subject leaders. * Keep records of interventions employed, assessment and the impact for key groups of students reporting to the Behaviour for Learning Manager and subject leaders * Assist in the identification of the early signs of disengagement and where appropriate lead on specific assessments and interventions to encourage re-engagement with the curriculum and academy life.   Also:   * To support the development of behaviour for learning mentoring and intervention programmes, coordinating delivering, and assessing the impact on identified students. * To display a high profile across the academy, working closely with Form Tutors and Year Leads, and be associated with a year group as an area of focus, liaising closely with that year’s Senior Form Tutor. * Work alongside the Behaviour for Learning Manager to identify and implement the most appropriate support or actions for identified individuals and/or groups of students requiring behaviour for learning intervention. This can include re-integration following an AP placement. * To be a main point of contact along with the Behaviour for Learning Manager for parents/carers, outside agencies and other schools or Alternative Provision establishments. * To ensure on a daily basis that the Academy behaviour policy, including uniform and make-up checks are carried out and support strategies followed to achieve the expected standards. * To work with other identified BfL and teaching staff in monitoring student safeguarding, attendance, uniform, wellbeing, progress and liaising with parents and carers at formal events and on a one to one basis. Work together to collaboratively agree best strategies to support the student and external agencies. * To proactively encourage students being supported in the inclusion unit or other supportive space to engage in learning using a variety of teaching resources and behaviour for learning strategies appropriate to the student. * Be confident to plan and deliver bespoke work programmes for students accessing support outside the classroom.   **To monitor/identify/support:**   * Attendance and tackle low attendance, punctuality, internal/external truancy * Students at risk of suspension/permanent exclusion; * Students with low self-esteem, motivation * Students with family/external issues impacting on their behaviour for learning * Students with school issues impacting on their behaviour for learning * Students educationally underachieving   **Other responsibilities:**   * Liaise with Alternative Provision to determine best intervention strategies for any students who are at risk of being permanently excluded * To respond to unplanned classroom incidents which require intervention. * To keep up to date with research and knowledge of behaviour for learning, mentoring and inclusion strategies, assisting teaching staff in appropriate resources and strategies for individual students. * To be aware of any potential safeguarding issues and report to the Designated Safeguarding Lead. * To work within the safeguarding team to support any vulnerable students. * To assist in the transition of students from Primary and to further education establishments as requested. * To support on all in-year admissions ensuring a smooth student transition. * To ensure good communication between the academy and the parents/carers and the wider community taking an active role in the development of parental communication strategies. * To undertake regular CPD & research. | | | |
| The academy expects flexibility within the duties and responsibilities specified above. This means that the post holder may be expected to carry out work that it not specified in the job profile but which is within the remit of the duties and responsibilities.  **Individuals in this role may also:**   * Become a Form Tutor if required. * Provide in class support intervention or be used as Cover for classes when required. * Support the student extra-curricular activities programme including leading sports clubs, Duke of Edinburgh award scheme. | | | |

Benchmark Person Specification Grade

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| **Skills and abilities** | **Essential** | **Desirable** | **Assessed by** |
| Ability to relate well to children | **E** |  | Application & interview |
| Ability to work as part of a team | **E** |  | Application & interview |
| Good communication skills | **E** |  | Application & interview |
| Ability to solve problems | **E** |  | Application & interview |
| Able to demonstrate initiative | **E** |  | Application & interview |
| Effective behaviour management strategies | **E** |  | Application & interview |
| Ability to relate well to parents/carers | **E** |  | Application & interview |
| Ability to supervise and assist students | **E** |  | Application & interview |
| Good time management skills | **E** |  | Application and interview |
| Administrative and organisational skills | **E** |  | Application & interview |
| Knowledge of classroom roles and responsibilities | **E** |  | Application and interview |
| Ensure confidentiality at all times | **E** |  | Application and interview |
| First Aid Certificate | **E** | **Or willingness to train** | Application and interview |
| Ability to make effective use of ICT | **E** |  | Application and interview |
| Knowledge of strategies for positive behaviour. | **E** |  | Application and interview |
| Ability to plan and deliver work programmes | **E** |  | Application and interview |
| Ability to assess children’s development | **E** |  | Application & interview |
| Flexible attitude to work | **E** |  | Application |
| Commitment to safeguarding and protecting the welfare of students | **E** |  | Application |
| **Experience** |  |  |  |
| Of working with students with difficulties impacting on behaviour. | **D** |  | Application & interview |
| Of monitoring impact of strategies and reporting to Line Management. | **D** |  | Application & interview |

**DISCLOSURE AND BARRING SERVICE**

You will be aware that the post you are applying for involves you working with either children or vulnerable adults, it is therefore a post covered by the Rehabilitation of offenders (Exceptions) Act 1975 and is a post regulated by the Disclosure and Barring Service.

If you are successful, you will be required to apply to the Disclosure and Barring Service for an enhanced check, to confirm any records held prior to any final appointment decision being made by the Academy. You will be provided with details of how the check is applied for should an offer of employment be made to you.

The Disclosure and Barring Service will undertake a check which will include:

* Details of convictions, including those ‘spent’ under the Act stated above.
* Cautions, etc whether included on List 99, Protection of Children Act list. Protection of Vulnerable Adults list.
* Where appropriate, information from local Police records, including any relevant non conviction information.

NB. A conviction is not necessarily a bar to recruitment, unless the Academy considers that the conviction renders you unsuitable for appointment. In making this decision, consideration will be given to the nature of the offence, how long ago it occurred and what age you were when it was committed and any other factors which may be relevant.

It is an offence for an individual who has been disqualified from working with children to knowingly apply for, offer to do, or accept or do any work in a regulated position. An individual is disqualified from working with children if he/she is included under Section 142 of the Education Act 2002 (formerly known as List 99) or POCA/POVA list of disqualified from working with children or vulnerable adults as part of a sentence.