



ST RICHARD REYNOLDS CATHOLIC COLLEGE

ST RICHARD REYNOLDS CATHOLIC PRIMARY SCHOOL
ST RICHARD REYNOLDS CATHOLIC HIGH SCHOOL

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Recruitment Pack: Primary Inclusion Lead, September 2025 Information for prospective colleagues





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1. Welcome Letter from the ACAT CEO

Dear Applicant,

Many thanks for your interest in working for Ascension Catholic Academy Trust (ACAT).

I am privileged to be ACAT's CEO and thought it might be helpful if I offered a few thoughts about who we are and what we stand for.

Established in December 2022 as part of the Diocese of Westminster, we are presently a group of six schools who have come together for our mutual benefit. There are currently four primary and two secondary schools within the Diocesan local authorities of Surrey, Richmond & Hounslow. This number is likely to grow as more Catholic schools join us from those local authorities.

Currently the schools in our Trust are:

- Our Lady of the Rosary Catholic Primary, Staines-upon-Thames
- St Ignatius Catholic Primary, Sunbury-on-Thames
- St Michael Catholic Primary & Nursery, Ashford
- St Richard Reynolds Catholic Primary, Twickenham
- St Paul's Catholic College, Sunbury-on-Thames
- St Richard Reynolds Catholic High School, Twickenham

As part of our work we are committed to recruiting, developing and retaining great teachers and leaders. Whilst the most important part of our Trust are our young people, its most valuable resource is its staff.

I am blessed to work with a group of dedicated, committed and like-minded Headteachers and staff who do a great job. We are not driven by Ofsted, but simply reference it; that said, each of our schools are good or outstanding in 'Ofsted terms' but each always continues to do better for the young people that they serve. We have a dedicated and committed Board of Directors and enjoy a good relationship with the Diocese of Westminster and the local authorities of Richmond upon Thames and Surrey.

Within and across ACAT, we believe that collaboration is the most useful and effective way to support each other and improve our schools to ensure we provide an outstanding Catholic education for all of our pupils.

We have begun to provide services centrally to liberate leaders in our schools to get on with the important part of their role, which is to ensure a great educational experience for their pupils and students. Too much time can be wasted in meetings discussing things that have little, if any, impact in the classroom and these are the tasks we are beginning to take on centrally. These central services include school finance and an increasing amount of HR. Many policies are also being written and reviewed centrally; and building work is organised and maintained centrally. A Primary School





Improvement Team has also recently been created from the great practitioners that exist across our schools.

If you already work in a Catholic school you will know they are special places to work, with our faith and hope being the backbone of our broad culture. If you have never worked in a Catholic school, please DO NOT be put off, but come and visit us to see for yourself.

Please have a look at our [website](#) to find out more about ACAT and its schools.

You have made a good decision to at least consider working with us. If you do apply and are successful you will receive great support and development whilst keeping your own character and personality. We are NOT a 'one size fits all' MAT, so please do apply.

Feel free to call me at any time on 020 8325 4630 or email me on info@ascensioncat.org if you have any questions.

I look forward to working with you.

With best wishes

R.E. Burke
ACAT CEO





2. Why work for us?

At St Richard Reynolds we believe that our staff are our most important asset and that each one of us, not only the children in our care should be Loved, Listened to, Challenged and Inspired. We have listened to colleagues' thoughts on what they believe is unique about working at St Richard Reynolds and as a result have been thoughtful in our offer. We have also developed an extensive Wellbeing Charter to support our staff further.

Employee Wellbeing

- Inclusive welcoming culture
- Work life and family friendly policies
- Regular line management with a focus on you as an individual
- Flexible working opportunities & supportive approach with family and other commitments

Training & Development

- Regular CPD sessions focusing on learning, teaching and subject scholarship
- Outstanding ITT provision
- Leadership Development Programmes
- Opportunities provided by being the West London Hub for the Chartered College of Teaching
- Options to complete NPQML and NPQSL
- Think drop-in sessions and Teachmeets
- Holistic approach to appraisal system, focused on your CPD and not just on measuring performance

Trust-Wide Collaboration

- Collaborate and share best-practice across our growing family of primary & secondary schools
- Trust-wide career development & secondment opportunities

Other Benefits

- Provision of device for staff
- Eligibility for priority places at the College after two years of service
- Complimentary lunch for staff on duty
- Funded staff events
- Cycle-to-work Schemes
- Highly competitive Pension Schemes





3. Wellbeing Charter

At St Richard Reynolds **we invest in our staff and the quality of education** we provide by:

1. **Recruiting** excellent subject specialists and support staff.
2. Having **2.5 additional Inset days** set aside for departments to discuss misconceptions and prepare new materials so that students remember what they learn and correct mistakes.
3. **Offering funding for higher level qualifications** such as Masters, HLTA and department specific research and development.
4. Hosting a **book club** for those who want to join together with professionals to discuss research and new thinking.

At St Richard Reynolds **we are always innovating to manage workload** by:

1. Increasing our use of invigilators so **you rarely cover mock exams**.
2. Only sending **emails between working hours** and **only exceptionally at weekends**.
3. **Actively reviewing our exam schedule** and removing early November mocks.
4. **Increasing the amount of department time** as part of our CPD calendar.
5. Reviewing our **marking and feedback policy** to reduce time required and maximise impact.

At St Richard Reynolds **we make working lives as easy as possible** by:

Assigning new staff members a **buddy** to introduce them to life at SRRCC

1. **Being flexible with life requests**, such as a close family wedding or significant moments in your children's school career.
2. Allowing a **later start or an earlier finish when not teaching** at least once a term, within departments.
3. Flexibility to **work from home** one morning or afternoon at least once a term.
4. Having a **dry cleaning, hair cutting and posting** service.
5. Hosting **exercise classes** at school.
6. Being creative with how we provide **parking** for staff
7. Ensuring **our shared staff spaces are inviting**, including tea, coffee and fresh fruit.
8. **Having a longer Autumn half term** so that staff can take a longer rest at a less expensive time within the longest term.





4. What our staff say

I joined St Richard Reynolds in September 2020 as a PGCE student, initially completing placement in Year 2, I was then fortunate to secure my second placement in Year 5. After completing two wonderful PGCE placements. I was delighted to continue my journey at the school as a teacher in Year 1. The warmth and support I received from the staff and leadership team made St Richard Reynolds feel like home, and I quickly developed a deep love for the school and its community.



I am now in my 4th year of teaching and currently teaching in Year 4. The opportunities for professional development at St Richard Reynolds are outstanding, and I am grateful for the academy trust leadership course I completed last year and I am now pursuing my NPQSL in senior leadership, which has been an incredibly rewarding experience, allowing me to expand my skills and contribute to the school's continued success. As well as being a class teacher, I have had the privilege of leading on PSHE and the Pupil Parliament, which are such rewarding roles.

I am truly passionate about the school's mission, its dedicated staff, and the positive impact we have on our students' lives. I am proud to be part of such a vibrant and supportive school community. St Richard Reynolds is a truly wonderful place to work.

Claire Harper, Primary School

I have had the privilege of working at SRRCC for the past nine years, and during that time, I've experienced incredible growth both personally and professionally. I began my career here as a NQT English teacher in August 2016, and I quickly developed a strong connection with the students and the school community.



Over the years, I worked hard to build positive relationships with our young people and their parents, understanding that these connections are key to students' success. My passion for supporting students in every aspect of their lives eventually led to my appointment as Head of Year, Head of KS4 and now Assistant Principal.

Kayleigh Hayles, Assistant Principal





5. The Role

We are looking for an outstanding part-time Inclusion Lead for our Primary School to lead and develop the SEND provision for our pupils. This is for a 1-year fixed term contract, with potential to become permanent.

You will be an exceptional school practitioner who will ensure that every pupil, regardless of their needs, receives the highest quality support to thrive. You may be someone who has yet to gain the NASENCo or NPQ SENCO qualifications but would be determined to complete the necessary training given your passion for inclusive practice and desire to lead the development of quality first teaching. While we ask you to support our Catholic ethos, being a practising Catholic is not a requirement, we welcome applicants from any background.

This is a part-time position working three days per week (0.6fte). Salary negotiable dependent upon calibre and experience, with the potential for a SEN Allowance.

Job Description

Main Purpose

To lead, develop, and oversee the school's inclusion strategy, ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), and other vulnerable groups, receive the support they need to achieve their full potential. The Inclusion Lead will promote a culture of inclusivity and equality, ensuring that every child has access to a high-quality education tailored to their individual needs.

Key Responsibilities

- **Strategic Leadership:** Develop, implement, and regularly review the school's inclusion policy in line with national and local guidance, ensuring an inclusive learning environment for all pupils.
- **SEND Coordination:** Act as the school's Special Educational Needs Coordinator (SENCO), overseeing SEND provision, ensuring compliance with statutory requirements, and supporting teachers with personalised learning plans.
- **Safeguarding & Wellbeing:** Work closely with the Designated Safeguarding Lead (DSL) to support pupils' emotional and social development, identifying and addressing barriers to learning.
- **Teaching & Learning:** Support teachers in differentiating instruction and implementing inclusive classroom strategies, ensuring all pupils can access the curriculum effectively.
- **Parental Engagement:** Liaise with parents/carers to ensure they are fully involved in their child's education and support, offering guidance on interventions and available resources.





- **External Partnerships:** Build and maintain strong relationships with external agencies, including educational psychologists, speech and language therapists, occupational therapists, and local authority services to enhance pupil support.
- **Staff Development:** Deliver training, workshops, and guidance to staff on best practices for inclusion, adaptive teaching strategies, and managing diverse learning needs in the classroom.
- **Monitoring & Reporting:** Track pupil progress using data and assessment tools, evaluate the effectiveness of interventions, and provide reports to senior leadership and governors with recommendations for improvement.
- **Behaviour & Attendance:** Work collaboratively with pastoral teams to promote positive behaviour, support attendance initiatives, and address any barriers to engagement in learning.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Inclusion Lead will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher.





Person Specification - Primary Inclusion Lead:

Qualifications	Desirable	Essential
Successful school experience in the UK		✓
Early Career Teacher or Qualified Teacher with an honours degree		✓
NASENCo or NPQ SENCO qualifications	✓	
Relevant non-teaching experience	✓	
Masters in a relevant field	✓	

Knowledge and skills	Desirable	Essential
Sound knowledge of the SEND Code of Practice		✓
Outstanding and proven teaching practitioner		✓
Understanding of what makes 'quality first' teaching, and of effective intervention strategies		✓
Ability to plan and evaluate interventions		✓
Data analysis skills and the ability to use data to inform provision planning		✓
The ability to communicate complex subjects to all pupils		✓

Personal Qualities	Desirable	Essential
Willingness to support and develop our Catholic mission and identity		✓
A passion for your subject that is exemplified through your application		✓
Someone who clearly likes working with young people		✓
A willingness to learn, adapt, grow and take advantage of CPD opportunities		✓
Someone who has a positive attitude to life and work, understanding the impact that it has on colleagues		✓
Willing and able to contribute to the wider life of the College through the creative arts, sports teams or other talents you may bring.	✓	





6. Application Process



Please send the CES application form (including contact details for two referees) and a covering letter to: recruitment@srrcc.org.uk by **10am Monday 28th April** for an interview week commencing the **Monday 5th May**.

Start date: 1st September 2025

Please also get in touch if you would like to talk in more detail about the role or indeed if you would like to meet and see us in action, we are only too happy to show you around our happy, engaging community.

