



**FUTURE
ACADEMIES**
LIBERTAS PER CULTUM

Head of Inclusion Recruitment Pack



WELCOME FROM OUR PRINCIPAL

Dear Applicant,

I am excited to introduce myself as the Associate Principal at The Grange Academy. We are a flourishing, mixed, non-selective secondary school and sixth form, based in Bushey, Hertfordshire, welcoming students from ages 11 to 18.

As part of the **Future Academies** family of schools, we share a commitment to high standards of excellence. With the support of our sponsors, we engage with the best teachers, leading universities, and prominent employers across the country to ensure our students are equipped with the **knowledge, aspiration, and respect** to achieve *libertas per cultum* — “freedom through education.”

We have been on a rapid improvement journey as a school and are now working on becoming the best school in the local area. For us, this looks like a school offering the following:

- An ambitious and accessible curriculum
- High expectations and disruption free learning for all students
- A broad range of enrichment opportunities
- A place where all professionals feel part of something whole, can thrive and develop.

Thank you for your interest in the **Head of Inclusion** role. We are seeking an exceptional SEND practitioner, teacher, and leader with a strong track record of impact. This is a unique opportunity to build on the solid foundations already in place and to work closely with senior and middle leaders to ensure that students with SEND and EAL needs experience a high-quality, ambitious curriculum that enables them to thrive.

As Head of Inclusion, you will lead the strategic direction of our school's inclusive provision, overseeing SEND, EAL, and literacy/numeracy catch-up interventions. You will be supported by a dedicated team of colleagues who are deeply committed to removing barriers to learning and promoting success for every student. You will also benefit from working in close partnership with the Head of SEND, accessing high-quality networks and professional development.

Future Academies is passionate about diversity and inclusivity. We welcome applications from individuals who have the skills and experience to fulfil the requirements of the job description and whose values align with the ethos of our academy. We encourage applications from candidates of all backgrounds, regardless of any protected characteristic.

If you believe you have the skills, experience, and qualities we are looking for, we strongly encourage you to apply. We look forward to meeting you and learning more about how you can contribute to our vision.

If you would like to discuss the role in more detail, please do not hesitate to contact me a.ajak@thegrange.futureacademies.org.

Thank you for your interest, and we look forward to receiving your application.

Aziza Ajak
Associate Principal

JOB DESCRIPTION

JOB TITLE:	Head of Inclusion
LINE MANAGER:	SLT Link
HOURS:	Full time
SALARY:	In accordance with School Teachers Pay and Conditions, leadership pay scale, points L4 – L8 (£54,983 - £60,540) per annum.

Starting salary to be confirmed upon appointment, subject to experience.

PLACE OF WORK: The Grange, London Road, Bushey, WD23 3AA

RIGHT TO WORK: This appointment is subject to verification of the right to work in the UK. Where the successful candidate has worked or been resident overseas in the last five years, such checks and confirmations will be required in accordance with the statutory guidance.

STAFF BENEFITS: Future Academies recognises its employees as the most important asset and critical to its success. To demonstrate this all staff are offered the following benefits:

- A supportive ethos and concern for the well-being of all colleagues.
- Excellent CPD opportunities and career progression.
- Employer Contributions to Local Government or Teachers Pension Scheme.
- Mintago – employee benefits platform.
- Employee Assistance Programme.
- Access to a Virtual GP
- Eye Care Voucher scheme.
- Salary sacrifice childcare

PROBATION PERIOD: The post holder will be required to complete a 4-month probation period.

JOB DESCRIPTION

Purpose:

The Head of Inclusion will lead and manage The Grange Academy's inclusive provision, ensuring students with SEND, EAL, literacy and numeracy needs access a high-quality, ambitious curriculum and achieve strong outcomes. As part of the extended leadership team, you will contribute to whole-school improvement and champion inclusive practices across the academy.

The successful post holder will be expected to fulfil the responsibilities of a teacher as set out in the STPCD.

Main Responsibilities

Strategic Leadership of Inclusion

- Design and deliver the school's SEND strategy in line with the Academy Development Plan, working closely with the Trusts Head of SEND.
- Lead the strategic direction for EAL, literacy and numeracy catch-up provision, ensuring all students can access and succeed in the curriculum.
- Monitor the effectiveness of inclusive provision, using data to drive improvements and evaluate impact.
- Contribute to the wider leadership of the school, aligning inclusion work with whole-school priorities.

SEND Leadership and Management

- Oversee the day-to-day operation of the SEND policy and provision mapping using the assess-plan-do-review cycle.
- Lead and manage a team of SEND Teaching Assistants and relevant professionals to ensure strong progress for students with SEND.
- Identify and assess students with SEND, coordinate access to support and ensure high-quality curriculum adaptations.
- Manage the EHCP process and coordinate annual reviews in partnership with families and professionals.
- Ensure accurate and timely access arrangements are in place for internal and external assessments.
- Implement learning and behaviour strategies in response to individual pupil needs.
- Plan and deliver a programme of SEND CPD for all staff, ensuring inclusive practices are embedded across the school.

EAL Provision

- Oversee high-quality provision for students with English as an Additional Language, ensuring access to and progress within the full curriculum.
- Identify students at different stages of English language acquisition and support staff with appropriate strategies and scaffolding.
- Monitor the progress of EAL learners and adapt provision to ensure achievement gaps are narrowed.



Pastoral Collaboration

- Work closely with the pastoral team to identify and support students with social, emotional, and mental health needs and other SEND.
- Coordinate a multi-agency approach, liaising with external professionals such as speech and language therapists, social workers, and educational psychologists.
- Support the smooth transition of vulnerable students, including targeted support for incoming Year 7s with additional needs.

Wider School Improvement and Leadership

- Provide regular updates to the Principal and leadership team on the effectiveness of inclusive provision.
- Use school-wide data to identify trends, design interventions and track impact for vulnerable groups.
- Support staff to meet the needs of all learners through coaching, mentoring, and modelling best practice.
- Contribute to the development of a culture where inclusion, high expectations and success for all are central to the school's ethos.

Undertake similar duties, commensurate with the level of the post and at the discretion of the Line Manager.

PERSON SPECIFICATION

QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified teacher status • Role relevant degree • National Award for SEN Co-ordination, or a willingness to complete it within 3 years of appointment. • Evidence of Continuous professional development
EXPERIENCE	<ul style="list-style-type: none"> • Demonstrable successful teaching experience • Experience of teaching students with SEND • Experience of working with EAL students • Experience of conducting training/leading INSET • Experience of line managing staff. • Experience in developing curriculum and practices to support students with ASC. • Experience of raising standards and performance of a significant cohort of SEND students. • Experience of working at a whole school level.
KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> • Sound knowledge of the SEND Code of Practice • 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. • Effective communication and interpersonal skills • Ability to build effective working relationships. • Ability to influence and negotiate. • Good record-keeping skills. • Involvement in self-evaluation and development planning
PERSONAL COMPETENCIES AND QUALITIES	<ul style="list-style-type: none"> • Commitment to getting the best outcomes for students and promoting the ethos and values of the school. • Commitment to equal opportunities and securing good outcomes for students with SEN or a disability. • Ability to work under pressure and prioritise effectively. • Commitment to maintaining confidentiality at all times. • Commitment to the safeguarding and promotion of the welfare of all children and young people. • Commitment to equality and Diversity

WHAT WE OFFER YOU?

1

Colleagues who care about the children they serve and each other.

2

A curriculum that is centrally resourced and locally owned.

3

An evidence-based hybrid CPD offer, striking balance between central input and local tailoring to context.

4

Bespoke leadership development opportunities with the chance to be involved in a year-long programme including executive coaching.

5

A thoughtfully crafted staff benefits offer through our partner, Mintago, including tax-free childcare, cycle to work vouchers, virtual GP access and much more.

6

A two-week October half term with no reduction in holidays elsewhere.

7

Integrated instructional coaching through StepLab, enabling feedback, which is timely, developmental, and low stakes.

8

Access to a generous enrichment fund, outside of the school funding envelope, through a bidding process to our charity sponsor, Future.

9

We lean into the size of our MAT. With ten schools, we are small enough for you to know everybody, and big enough for you to lean on them for support.

10

We treasure staff voice and use SchoolSurveys to get benchmarked data on how our staff feel and what they think. 83% of staff feel their line manager make them do their job better, against a contextual benchmark of 69%.

APPLICATION PROCESS

1. Applying for the role

- To apply for the post, please visit our website.
[Vacancies - FaceEd \(face-ed.co.uk\)](https://face-ed.co.uk)
- Applicants should complete the online application form via FaceEd. Applicants should also complete the 'Personal Statement' section of the online form to the best of their ability and use this section to demonstrate how they meet the requirements set out in the person specification. Please ensure specific examples are included.
- Applications must be received no later than **5pm, Friday 16th May**. Applications after this date will not be considered.

2. Interview Process

- The interview process will take place as soon as possible after shortlisted has been completed. The interview will include a formal interview and may include practical tasks related to the knowledge and skills required for the role.

3. Notification & Feedback

- Candidates that have taken part in interviews will be notified as soon as possible – please ensure that you have provided day and evening numbers on which you can be reached.
- Unsuccessful candidates will be given the opportunity to receive professional feedback.

4. Taking up the post

- The successful candidate will take up the post as soon as possible.

5. Additional information

- For further information please email HREnquiries@futureacademies.org and a member of the HR team will contact you.

6. Safeguarding

- As an educational trust, Future Academies is committed to the safeguarding and promotion of the welfare of all children and young people. Therefore, the Trust expects all members of staff and volunteers to share in this commitment. An 'Enhanced Disclosure and Barring Service' check and a 'Barred List' check is required for this role.

