



## Inclusion Coordinator

<b>Reporting to:</b>	Deputy Headteacher
<b>Start date:</b>	ASAP
<b>Suitable for:</b>	Experienced administrator
<b>Contract:</b>	36 hours per week, 44.4 weeks per year
<b>Salary:</b>	LBR 5 Point 12 -15 (£31,524- £32,931 FTE)
<b>Disclosure level:</b>	Enhanced

### The Role

Trinity is committed to a policy of inclusive Education and the successful management of this area hinges on the ongoing development and implementation of a whole school strategy around positive inclusive practice. The Inclusion Coordinator will work with the pastoral team at all levels (Y7 through to Sixth Form) and is concerned with educating the students in relation to their behavioural needs so that we can help ensure that positive expectations relating to academic work and social behaviour lead directly to improved standards and sustained high levels of engagement with learning. The Inclusion Coordinator is an integral part of Trinity's Inclusion agenda and an important element of our vision for raising achievement in those students that demonstrate the most complex behaviours.

Trinity's inclusion coordinator should seek to:

- ✓ Provide our school with the potential to educate identified pupils in relation to their behaviour.
- ✓ Reduce and change inappropriate pupil behaviour.
- ✓ Reduce the impact of inappropriate behaviour on teaching and learning.
- ✓ Reduce the need for fixed and permanent exclusions.
- ✓ Enable our school, in accordance with our vision, to be a happy and harmonious community.
- ✓ Co-ordinate the resources and expertise of the SEN Department, the School Chaplain, the Heads of Year and the safeguarding team.
- ✓ Increase pupil's attitude towards academic work and their involvement in the education process.
- ✓ Modify learning behaviour and thus help pupils to be engaged in their learning.
- ✓ Help ensure that positive expectations relating to academic work and social behaviour lead directly to improved pupil practice.
- ✓ Monitor and support attendance, behaviour and emotional well-being.
- ✓ Oversee reintegration and support plans following exclusions or prolonged absence.
- ✓ Liaise with parents, external agencies, and internal staff to ensure the right support is in place.
- ✓ Promote a culture of high expectations, inclusivity and respect across the school.

The Inclusion Coordinator will oversee the day-to-day operation of our inclusion unit and will work with targeted students to help raise standards. They will play a central part in ensuring all students, particularly those with additional needs or barriers to learning, are fully supported and able to thrive within our school community. This is an exciting opportunity for someone passionate about inclusion, with a strong background in pastoral or behavioural support, who wants to make a real difference in students' lives.



## About Our School

Trinity Catholic High School is large Catholic comprehensive school situated in the London Borough of Redbridge and within the Diocese of Brentwood. We have a reputation for excellence in all aspects of our service to the children in our school and the wider community. Our school's inspection reports can be viewed on this link: <https://www.tchs.org.uk/about-us/inspections>. The highest standards relating to Teaching and Learning are a feature of daily life at Trinity and these significantly and positively impact student progress and attainment. Trinity's Section 48 report (January 2020) states that "**Trinity Catholic High School is an outstanding school and a beacon of high-quality Catholic education. It has an excellent reputation in the local community and beyond and it is rightly seen as a flagship school for the Diocese of Brentwood**". The report also emphasises that "**Catholic life at Trinity Catholic High School is outstanding and is of the highest quality**" and "**Every aspect of Collective Worship at the school is outstanding**".

## We are seeking an Inclusion coordinator who is:

- ✓ Experienced at working in schools or with young people.
- ✓ Good with administration and can use a range of MS Office tools.
- ✓ Confident with using data/information systems (SIMS), spreadsheets and word processing.
- ✓ Competent with regard to following systems, policies and procedures.
- ✓ Organised with good time management skills.
- ✓ Good with forging positive working relationships with students, their families, colleagues and other professionals.
- ✓ Tactful and sensitive when dealing with varied student behaviours and needs.



**We can offer the successful candidate:**

- ✓ An opportunity to work with an experienced Headteacher and forward-thinking and supportive Senior Leadership Team.
- ✓ A pleasant environment conducive to high quality teaching and learning with friendly and motivated staff across the school.
- ✓ A caring and affirming culture and ethos with a staff social committee who regularly organise events to enhance this.
- ✓ Opportunities for professional development and progression including support for NPQs.
- ✓ Well-resourced and well-managed departments with a collaborative attitude to classroom management and commitment to raising standards and securing achievement for all students.
- ✓ Well behaved students that are keen to achieve and are respectful of their teachers.
- ✓ Support for staff wellbeing through access to SAS wellbeing services, including
  - 24 hour GP helpline
  - Health screening service
  - Medical support services
  - Physiotherapy
  - Counselling
- ✓ Fair allowances for staff requiring leave of absence beyond that relating to illness.
- ✓ Non-contact time which is above the national minimum requirement of 10% of timetable.
- ✓ Cycle to Work Scheme.

**Your Application:**

The school can only accept applications made on our school application form or by using the on-line TES Apply Now function. The completed form should be submitted via email to [recruitment@tchs.org.uk](mailto:recruitment@tchs.org.uk). Download our application form: [www.tchs.org.uk/about-us/employment/](http://www.tchs.org.uk/about-us/employment/)

- Tel: 020 8504 3419
- Closing date for applications: 11<sup>th</sup> July 2025
- Interviews take place: Week Commencing 14<sup>th</sup> July 2025

**Early applications are welcome**

We are committed to safeguarding and promoting the welfare of our pupils. Candidates must be willing to undergo child protection screening. This will be to obtaining a satisfactory enhanced Disclosure and Barring Check (DBS). Further details of this can be found on our website: <https://www.tchs.org.uk/about-us/safeguarding/> All applicants will be subject to social media checks in line with *Keeping Children Safe in Education (KCSIE) 2024*.

Applicants must provide 2–3 referees, including one with access to their employment records. Consent must be obtained from referees. Please refer to the **Notes for Applicants** guidelines for full details.

We reserve the right to close the vacancy early if we receive a volume of suitable applicants. Please note that only candidates selected for shortlisting will be contacted, due to the high volume of applications.





# Job Description

## Main Duties:

1. Manage the day-to-day operation of Trinity's Inclusion Room (The Cloisters) in an effective & professional manner, ensuring the room creates an inclusive ethos and where pupils are able to reflect on the choices they have made and the consequences of these choices.
2. To develop and implement processes and systems which help ensure that the day-to-day operations of The Cloisters are highly organised and that the quality of education provision is consistent and of the highest standard.
3. To maintain high standards of behaviour & attitudes to learning in The Cloisters.
4. To liaise with the SLT, Pastoral Leaders, SENDCo and other relevant colleagues to review procedures as necessary and to create a collaborative approach to behaviour management and student support.
5. To promote, organise and lead a range of opportunities for our underachieving, disaffected and vulnerable students focusing on raising their aspirations, promoting ambition with the aim to re-engage them and improve their academic performance.
6. To promote positive behaviour for learning across the school and assist the Heads of Year and Heads of Faculty with effective support and challenge for behaviour with a target group of students.
7. To intervene in a proactive manner to improve pupils' behaviour & engagement with learning.
8. To run regular data reports to monitor, evaluate & analyse behaviour patterns across the school.
9. To develop and deliver a range of preventative approaches to behaviour management.
10. To support all staff in addressing the behavioural, emotional and social needs of all pupils when needed.
11. To establish and maintain excellent working relationships with students, acting as a role model and mentor.
12. To manage students on pastoral support plans and post inclusion reports.
13. To investigate reported incidents of poor behaviour in conjunction with other key staff.
14. Development of and implementation of an appropriate and bespoke referral process to identify a target group of students to be considered for support and intervention. This will be achieved in consultation with Heads of Year, Heads of Department and the SENDCo where appropriate.
15. Assist with the running of after school detentions, coordinating appropriate learning opportunities during this time for the targeted group of students.
16. Contacting parents informing them of individual students' behaviour as part of effective lines of communication between school and home in conjunction with other key staff.
17. Keep up to date records of cohorts needing support in the target group of students.
18. Maximise the resources available to ensure that pupils who present with challenging behaviour access appropriate teaching and support.
19. To undertake any training relevant to the post.
20. To carry out any other reasonable request that is commensurate with the grading of the post, as directed by the Deputy Headteacher for Pastoral, SMT, or any AHT for Behaviour & Attitudes.





### **Safeguarding:**

1. To undertake safeguarding training every year and uphold the principles of the “Keeping Children Safe in Education” document as well as the whole school Safeguarding policy.
2. Responsible for safeguarding and promoting the welfare of children/young adults.
3. To be familiar with the procedures for reporting safeguarding concerns on CPOMS.
4. To assist with the management of behaviour and student safety at school.
5. Be aware of and comply with policies and procedures relating to child protection, health & safety, confidentiality and data protection, reporting all concerns to an appropriate person.

### **Catholic Ethos:**

1. To contribute to the maintenance and development of the school's Ethos and Vision.
2. To play a full part in the life of the school community to support its distinctive Catholic mission and ethos and to encourage staff and students to follow this example.
3. To foster positive relationships across the school and in the catholic community.

**Those above –mentioned duties are neither exclusive nor exhaustive and the post-holder may be required to carry out other duties as required by the School.**





## Person Specification – Inclusion Coordinator

All areas will be assessed by application and at interview.

Experience & Qualifications	Essential	Desirable
Good standard of general education- 5 GCSEs or equivalent including English and Maths	✓	
Experience working with young people ages 11-19	✓	
Experience working in a school		✓
Experience of collaborative working with senior managers	✓	
Skills & Abilities	Essential	Desirable
Good knowledge of Microsoft Office, in particular Word, email, databases and spreadsheets	✓	
Discretion and sensitivity	✓	
Good written and oral communication skills, use of IT for administration	✓	
Excellent behavioural management skills with the ability to stimulate, encourage, develop and motivate all pupils.	✓	
Ability to work flexibly to attend occasional events		✓
Good time management skills and the ability to prioritise work dealing effectively with conflicting	✓	
Ability to work in a highly organised and methodical manner	✓	
Ability to work effectively as part of a team and on own initiative	✓	
Ability to maintain accurate and detailed work records and inventories	✓	
Good interpersonal skills	✓	





Additional Factors	Essential	Desirable
An understanding of the importance of promoting and safeguarding the welfare of children	✓	
Evidence of excellent verbal and written communication skills and the ability to actively listen	✓	
Motivation to work with children and young people.		✓
Ability to form and maintain appropriate relationships and personal boundaries with children and young people		✓
Common sense and initiative	✓	
Willingness to undertake training	✓	
Ability to motivate others and build teams	✓	
Evidence of recent personal development through training		✓
Presents professional and friendly	✓	
Able to maintain confidentiality	✓	
Flexibility to adjust to change and development	✓	
Approachability, encouraging a supportive environment	✓	
Warm, empathetic nature	✓	

