



St. Mary's Catholic High School and Sixth Form College

Inclusion Lead

This prospective applicant pack provides you with all the relevant information you need to apply for the vacancy being advertised. The pack also provides a lens into our flourishing school community through the content that we have created for you.



Closing Date: 23.59pm, Tuesday
20th October 2026

Interview Date: Wednesday 4th
November 2026



“Let all that you do be done in love” 1 Corinthians 16:14.

✝ faith. 🕊 hope. ❤ love.

HEADTEACHER'S WELCOME



Dear Applicant

Thank you for your interest in our school. We have pleasure in enclosing this information pack, which we hope you will find useful in deciding whether to apply for a role in our school. We are very much aware that a decision to apply for a new job is a two-way process; if appointed you would be committing at least the next few years of your professional life to the school and you will want to ensure that you are happy coming to work each day, be professionally challenged and prepared for the next stage of your career. The aim of the pack is to provide you with a flavour of our school community and we of course welcome visits and conversations before the closing date.

We are very much first and foremost a Catholic high school. That means our values and vision are rooted in the teachings, example and life of Jesus Christ. This does not mean we expect every member of staff to be a practising Catholic, but we do expect every member of staff to share our values and be active in promoting the Catholic life of the school through their daily interactions. Our Mission Statement is focused upon helping every person have a sense of self belief so that they feel safe and happy, proud to be associated with St. Mary's so that we are able to share God's love and thrive in our lives. We work hard to ensure our staff feel part of the St. Mary's family and supported in their work. To this end, we have been accepted by joint union support onto the Valued Worker Scheme and are signatories to the DfE Staff Well-Being Charter.

Our school virtues are:  **faith.**  **hope.**  **love.**

We expect every adult in school to embrace these virtues and act as role models for them. In October 2024, the School was judged to have taken effective action to maintain the standards identified by Ofsted in 2019; where we were judged to be "Good". Inspectors identified our strong sense of community with high expectations of our young people, high quality education and pastoral care.

Our school was originally a separate boys and girls' school that merged and has a long history in the local area. We have 1600 pupils and employ 168 staff. The site is large, extending over 33 acres, and has a campus style with blocks housing specific departments with generous playing fields, an astro-turf, sports hall, gym and fitness suite. The school is situated in Astley, a community village serving Manchester and Liverpool and our pupils come from the local area as well as Leigh, Tyldesley, Atherton, Boothstown, Hindley and Lowton. We have eight Catholic partner primary schools but draw pupils from 30 different schools in the locality. We are oversubscribed for applications in Year 7 and have around 250 applications for Sixth Form annually. The catchment area of the school is very diverse in terms of a socio-economic basis and it is truly comprehensive in this sense but less so in other areas, as most pupils are of white British and Irish heritage.

As I indicated earlier, we are more than happy to welcome prospective candidates to visit the school before the application deadline. If you would like to take advantage of this, please contact Tricia Foster, Human Resources Manager who will arrange a mutually convenient time.

Yours faithfully,



Denise Brahms
Headteacher

CHAIR OF GOVERNORS



Dear Applicant,

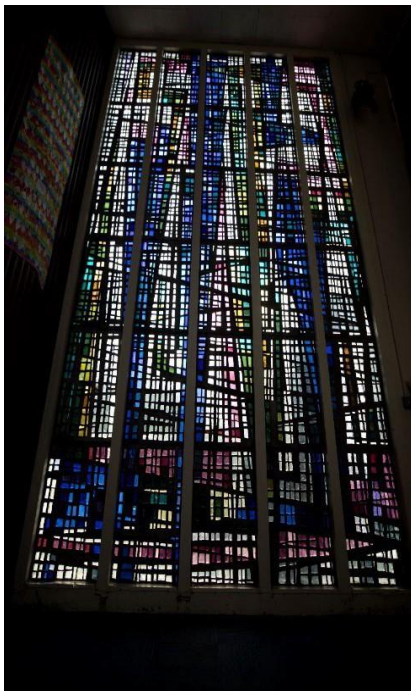
Thank you for your interest in our school. We are very proud of our school community as it goes from strength to strength. We believe strongly that the quality of our provision is entirely dependent on the professionalism, energy, commitment and skill of every single member of staff and each individual has a vital role to play. We understand that working in a school is a really demanding vocation and as a governing body we want to ensure that systems are in place to support and professionally challenge everyone. Our Catholic faith underpins this. This does not mean that you have to be a practising catholic to work in our school, *(with the exception of Headteacher, Deputy Headteacher and Head of Religious Education)*. We welcome applications from people of all faiths and fully recognise that diversity brings about strength. We do ask that candidates support the values of the school and understand that every adult in the community has a key role to play in developing this.

I hope the information pack is of use to you. Please take the opportunity to visit us and ask any questions you have. You will find a warm, welcoming community that is truly supportive of everyone and we very much hope to receive an application from you.

Yours faithfully,

A handwritten signature in blue ink, appearing to be 'NG', written over a white background.

Dr Neil Gredecki
Chair of Governors



OUR OFFER TO STAFF



Staff wellbeing is important at St. Mary's. Working in a school is a tough job. It can be immensely rewarding but also physically and emotionally draining. Therefore, it is vital that as a Catholic community we look after one another at all levels and in all posts so that we form a cohesive and effective workplace. Should you be successful in your application the school offers access to a wide range of facilities to support staff health and well-being including the following:

HEALTH AND WELLBEING

- An induction process that collates all information needed to become part of the community along with support from a designated wellbeing buddy for the first half term to help with any concerns.
- Mental health resources, such as the wellbeing employee service, reflection sessions with mental health professionals and 1-1 in house counselling.
- A Mental Health Lead that is responsible for wellbeing for both staff and students and an opportunity to join the staff wellbeing team that have been involved in both physical and virtual wellbeing weeks.
- Personal mentors for RQTs/ECT's/Trainees.
- SLT open door policy.
- Offer of a reflection session with mental health professionals.
- Regular staff surveys to allow for discussion around key priorities during the school year.
- Wellbeing work with students in Curriculum for Life to enable better behaviour, more focus etc.
- PPA/Frees are allowed to be taken off site providing the guidelines are followed.
- Duties happen once a week on a day you have a free and consist of one break and one bus duty.
- Appraisal process that does not include numerical targets.
- Restructure of after school meetings so that these allow for departmental, whole school and personal development time (teaching staff).
- Discussion and changes of the assessment calendar to help with work-life balance.
- Updated marking policy created at a department level.
- Access to free refreshments (tea & coffee) for all staff.
- Access to an onsite fitness suite with dedicated time for staff use.

This is by no means an exhaustive list and wellbeing is very much a fluid offer that adapts and changes to the needs of staff and students at St. Mary's constantly. We look forward to welcoming you into our Catholic community and hope you have some creative ideas to share that will enhance our offer further.





ST. MARY'S SIXTH FORM CENTRE

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There is a real sense of community at this school. Pupils feel comfortable and happy in school. Pupils benefit from high-quality pastoral care.

The school has ensured that the curriculum is broad and ambitious. Pupils build a secure body of knowledge. Teachers are knowledgeable about their subjects.

Governors carry out their role effectively. They support the school well in driving forward improvement. Staff are proud to work at the school.

OFSTED REPORT 2024

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OFSTED PARENT VIEW SEPTEMBER 2024

93%

Of parents say that their child is happy at our school

95%

Of parents say that their child feels safe at our school

92%

Of parents say that pupils behave well at our school

93%

Of parents say that we have high expectations for their child

95%

Of parents feel that their child does well at our school

94%

Of parents feel that we offer a good range of subjects

93%

Of parents would recommend the school to another parent

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Inclusion Lead



Salary Scale: Support Staff Grade 8 (SCP25-30) annual incremental pay to the top of the scale

Actual Salary: £33,814pa - £ 37,919pa (based on working 41 weeks per year)

Hours : 37 hours per week (8.00am-4.00pm with a 3.30pm finish one day per week)
Term Time + 3 weeks (additional weeks working outside of term time).

Start Date: As soon as possible

The Governors of St Mary's Catholic High School are seeking a highly motivated, committed and professional Inclusion Lead, to play a key role in supporting some of our most vulnerable students.

The successful candidate will demonstrate a strong commitment to safeguarding, inclusion, and student wellbeing. They will have the skills, experience and ability to lead and manage the school's inclusion provision, ensuring that all students receive the support they need. A sound understanding of safeguarding practice and the SEND Code of Practice is essential, alongside a genuine desire to make a positive difference on student outcomes and future success.

We are looking for someone with recent and relevant experience of working with vulnerable young people. Working closely with the SENCo, students, families, staff and external agencies, the Inclusion Lead will identify and address barriers to learning, attendance, behaviour and wellbeing. Experience gained within a voluntary, educational or other professional capacity is essential; working in a secondary school would be beneficial, but is not essential.

The postholder will oversee the day-to-day management of the school's RESET Room and wider inclusion provision. This will ensure students with SEND, SEMH, EBLA/EBSA and other identified needs receive targeted, effective support that is impactful and focused on a successful reintegration into mainstream learning, wherever possible.

The ideal candidate will be organised, resilient and highly professional. They will possess the compassion, emotional intelligence and strong interpersonal skills needed to support vulnerable learners while maintaining high expectations and accountability for outcomes.

Closing Date: 23.59pm, Tuesday 20th October 2026

Date of Interview: Wednesday 4th November 2026

If you require any additional information regarding this post, please contact Tricia Foster, Human Resources Manager by e-mail t.foster@st-maryshigh.wigan.sch.uk

Full details of this post including the CES Support Staff application form and associated documents are available to download from the school's web site <https://www.stmaryschs.org.uk>

APPLICATION PROCESS



Full details of this post including the CES Support Staff Application form and associated documents are available to download from the vacancy section of the school's website <https://www.stmaryschs.org.uk>

To apply for the post your completed application must be submitted to include the following documents:

- CES Support Staff Application Form to include a supporting statement (current version of the application form December 2020)
- CES Consent to Obtain References
- CES Monitoring Form

Completed applications should be clearly marked with the post title and returned electronically for the attention of Mrs D Brahms, Headteacher to recruitment@st-maryshigh.wigan.sch.uk

St. Mary's is an equal opportunities employer, committed to safeguarding and promoting the welfare of children. We follow safer recruitment practices and appointments are subject to an enhanced DBS check.

JOB DESCRIPTION

Inclusion Lead

The purpose of the post:

To lead and manage the development of a strong, effective school culture in relation to inclusion, ensuring that students with SEMH, SEND, EBLA/EBSA and other identified needs feel valued, safe and able to fully participate in school life. The role will create a positive and inclusive culture based on the promotion of educational excellence, high expectations, mutual respect and care both within the school and wider community. within a caring environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community

To lead and be responsible for the school's internal inclusion and behaviour support provision, including the RESET Room and other short-term alternative provision arrangements, ensuring that students receive timely and effective support for their behavioural, emotional and wellbeing needs. The role will ensure appropriate interventions are in place that will help students successfully reintegrate into mainstream learning and the wider school life. This will include, identifying appropriate interventions, monitoring their impact and working closely with staff, families and external agencies to achieve positive outcomes.

To whom the postholder reports:

SENCO, Deputy Headteacher

The persons line managed by the postholder: To be confirmed, following a planned review of the school wider inclusion provision.

The generic responsibilities:

1. To implement and manage protocols and routines for identified cohorts of educationally vulnerable students to ensure a calm and orderly environment in which they can learn. Maintain accurate, up-to-date tracking of progress against EHCP outcomes, providing evidence-based reports for annual reviews
2. To identify, implement and monitor outstanding targeted support strategies to enable students with SEMH, SEND, EBLA/EBSA and other identified needs to play a full and active part in school life and make outstanding progress in their learning. Work in partnership with families, SENCOs, and external agencies to ensure a 'person-centred' approach and that the student's voice is integral to the plan.
3. Lead the identification and development of strategies to remove student barriers to learning. This will include managing and co-ordinating internal student pastoral support, identifying and implementing external and internal alternative provision and behaviour intervention strategies.
4. Implement and manage school policies and process to develop and monitor a culture in which systems enable behaviour change and positive behaviour for learning. Maintain accurate, up-to-date tracking of progress against EHCP outcomes, providing evidence-based reports for annual reviews.
5. Manage the school's RESET room and other inclusion provisions ensuring a secure, safe and consistent learning environment for the most educationally vulnerable students, in which they can fulfil their potential.
6. Work with the Attendance Officer to ensure alternative provision is accurately recorded and be responsible for monitoring and auditing alternative provision to ensure

safeguarding policies and processes are in place and student attendance is accurately recorded. For external alternative provision this will include visiting and quality assuring provision in line with school policy & processes.

7. Monitor, evaluate and report to senior leaders on the impact of interventions and alternative provision, using pupil data and the graduated approach to evidence the effectiveness of interventions and successful transition back into the classroom.
8. To build and maintain strong positive working relationships with parents and carers, keeping them informed of progress and actively engaging them in their child's educational journey.

The responsibilities specific to the post:

Support for Students

- Use specialist knowledge (regulation/curricular/learning) and skills to identify and respond to the behavioural, emotional, social and learning needs of students ensuring barriers to learning are effectively supported and addressed.
- Promote high expectations alongside appropriate support as part of the behaviour management systems. Creating a calm, safe and purposeful environment in which students can learn and succeed.
- Under the direction of the SENDCo be responsible for the development, implementation and review of individual behaviour, support and mentoring plans to secure positive outcomes for students in a timely and effective manner.
- Establish and maintain productive working relationships with students, acting as a consistent positive role model, ensuring high expectations and promoting resilience, self-esteem, independence and self-regulation. This will also include employing strategies to recognise and reward achievement of self-regulation.
- Promote the inclusion and acceptance of all students within school and classrooms to ensure they are able to fully engage in learning and the wider school life.
- To implement and ensure pathways for efficient and effect regular feedback and communication to students, parents / carers and stakeholder agencies in relation to progress, achievement, behaviour and attendance.
- Assess and identify student needs using detailed knowledge and specialist skills to support their learning. Support students in fully accessing a broad and balanced curriculum ensuring all statutory timelines, amendments, and documentation are completed in line with internal/external procedures
- Mentor and provide effective pastoral support to students, delivering and co-ordinating individual and/or small group intervention as directed and planning 1:1 mentoring arrangements for students.
- Manage the supervision of students accessing RESET Room or other short-stay alternative provision with a key focus on supporting learner's behavioural and emotional needs with the aim of reintegration into mainstream learning.
- Be responsible for the supervision of pupils removed from, or otherwise not working to, their normal timetable. Maintain a strong focus on reintegration into mainstream learning through programs such as 'Graded Exposure' and in-class interventions to support a successful transition back into lessons.
- Work collaboratively with teachers and support staff to secure outstanding and progress in all subjects for all students in receipt of provision.
- Support successful and effective transition arrangements for students moving between key stages, levels of support, alternative provision or centres of education.
- Develop and maintain positive relationships with students and promote self-esteem and independence.
- Provide timely and effective feedback to targeted students, parents and carers regarding progress, attendance, behaviour and attainment.

- Working with the SENCo, and in line with the graduated approach, identify needs, implement provision, review provision cycles, monitor and report on impact and student progression.
- Coordinate and contribute to multi-agency working through the Early Help systems via CAMHS, EHCP Panels, Social Care, panel meetings and other external agencies to ensure joined up support for students.
- Keep up to date with relevant assessment tools, intervention strategies, and best practice to inform provision planning and student support.
- Maintain accurate records, reports and statutory documentation ensuring all timelines, processes and procedures are met.

Support for Teachers

- Work closely with teachers, the SENCo and external specialist staff (e.g. Occupational Therapist or Speech and Language Service) to ensure strategies and recommendations are effectively implemented and embedded across curriculum areas, to effectively support students.
- Provide advice, guidance and practical support to staff to meet the needs of students with SEND, SEMH and other identified vulnerabilities to ensure a consistent and co-ordinated approach to student support, behaviour management and inclusion.
- Work closely with teachers to monitor student progress, evaluate the effectiveness of interventions and identify next steps to improve outcomes.
- Maintain accurate and up to date records including Education Health Care Plan documentation, assessment information and intervention in line with school systems and statutory requirements; reporting to school leaders as required.
- Lead and contribute to meetings with parents, carers and external agencies providing clear and constructive feedback on student progress, attainment, attendance, behaviour and the impact of support.
- Under the direction of the SENCO contribute to student profiling of SEND carrying out screening and assessment activities (including BPVS, DRA, Boxall Profiles, Goodman's, spelling and reading tests) using outcomes to inform provision planning
- Under the direction of the SENCO develop, monitor and review individual support plans including Individual Education Plans, Individual Learning Plans (IEPs / ILPs) and behaviour support plans, ensuring provision remains responsive to student needs.
- Establish and maintain constructive relationships with parents and carers, exchanging information, facilitating their support for their child's attendance, access and learning; supporting and developing the home to school links.
- Lead student supervision and management of student behaviour, in line with school procedures.
- Model and promote high expectations for behaviour, attendance and learning to create and maintain a calm, purposeful and orderly, productive working environment in RESET and across whole school.

Support for the School

- Promote and uphold the school's ethos, mission, values and culture modelling high standards of professionalism, conduct and high expectations of others.
- Maintain accurate, timely and confidential records are kept of meetings, interventions and communications with parents, carers and outside agencies.
- Work with colleagues and senior leaders, contributing positively to team effectiveness and supporting whole-school priorities.
- Contribute to the development of a positive, safe and supportive school environment maintaining high expectations for behaviour, attendance and student engagement.

- Lead and contribute to staff development including the delivery and sharing of good practice relating to SEMH strategies, trauma-informed practice, behaviour support and inclusion.
- To undertake appropriate duties designated by the Headteacher which are commensurate with the job title and grade. Conducting duties in a professional and confidential manner that promotes a positive impression of the support services and ethos of the school in all circumstances.
- Participate fully in professional development activities, maintaining up to-date knowledge to develop own professional practice, undertaking safeguarding, SEND, inclusion and relevant legislation to maintain skills and knowledge base. Participate in the school development planning processes.
- The postholder must carry out their duties ensuring compliance with all school policies, statutory guidance and legislative requirements; in particular those relating to safeguarding, SEND, equal opportunities, data protection, confidentiality, child protection and health & safety policies.
- Develop and maintain positive professional working relations with colleagues across whole school promoting a positive impression of student support services and identifying areas to improve practice for improvement.
- To work flexibly in the interests of the school and undertake such additional duties as are reasonably commensurate with the post and level of responsibility.
- Undertake the duties of a designated First Aider, maintaining a valid First Aid Certificate and responding appropriate when required.

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

PERSON SPECIFICATION

Training and Qualifications	Essential	Desirable	Source
GSCE English & Mathematics Grade C/4 (or equivalent)	E		
Degree or equivalent relevant qualification	E		A, I
Relevant Level 3 qualification in and appropriate related field (i.e. Education, Inclusion, Behaviour, Pastoral Support, Youth Work or SEND).	E		A, I
Counselling or Mentoring qualification – level 2		D	A, I
Level 4 or above qualification in an appropriate related field (i.e. Education, Inclusion, Behaviour, Pastoral Support, Youth Work or SEND)		D	
Mental Health First Aid Qualification		D	
Thrive, Team Teach, Trauma-Informed Practice or equivalent specialist training.		D	
Evidence of participation in regular professional development and further professional study relevant to the role	E		A, I
Current First Aid qualification or commitment to achieve within agreed timescales	E		A, I

Experience	Essential	Desirable	Source
Experience of working with vulnerable students in a voluntary, educational or other professional capacity	E		
Working with young people aged 11 – 16 in a voluntary or other professional capacity	E		A, I,
Supporting students with SEND, SEMH and behavioural needs	E		
Identifying need and implementing targeted interventions	E		
Managing challenging behaviour and support students through crisis or dysregulation.		D	
Monitoring, reviewing and evaluating the impact of support and provision		D	
Working collaboratively with parents, carers and external agencies	E		
Maintaining accurate records, reports and student support documentation	E		
Previous experience of managing staff		D	A, I, R
Pastoral care, SEND, and behaviour management in in a voluntary, educational or other professional capacity.	E		A, I,
Leading inclusion, pastoral or behaviour provision		D	
Supporting students with EHCP's and contributing to statutory reviews and co-ordinating multi-agency support plans		D	
Using SEND or pastoral assessment tools to identify student needs		D	

Knowledge and Understanding	Essential	Desirable	Source
Good knowledge and understanding of safeguarding procedures and legislation including the SEND Code of Practice, statutory frameworks, specifically related to EHCPs and annual reviews.	E		A, I
Knowledge of the national curriculum requirements for students, relevant Key Stage, to give appropriate support and preparation to children	E		A, I
Knowledge of effective intervention strategies for improving attendance, behaviour, engagement and wellbeing	E		
Understanding of the SEND Code of practice, the graduated approach and EHCP processes and annual review requirements.	E		A, I
Understanding of inclusion, behaviour and attendance issues and the ability to implement and bring about improved student outcomes.	E		A, I
Clear understanding of teaching and learning strategies and how these impact on inclusion and pastoral issues	E		A, I
Understanding of positive behaviour support, restorative approaches & behaviour for learning including Early Help, CAMHS, Children's Social Care and wider support services		D	A, I
Knowledge of monitoring, evaluation and review processes to positively raise standards	E		A, I
Knowledge of trauma-informed and attachment-aware practice		D	
Knowledge of alternative provision processes and quality assurance expectations		D	
Knowledge of multi-agency working and the role of external services in supporting young people		D	A, I
Awareness of current educational developments relating to inclusion and vulnerability.	E		
Skills & Abilities	Essential	Desirable	Source
Excellent communication, de-escalation skills, and the ability to build positive relationships with challenging students.	E		A, I
Ability to build effective relationships and work positively, sensitively and effectively with parents, pupils, staff and external stakeholders.	E		A, I
To be able to demonstrate an understanding, awareness and empathy for the needs of the pupils at this school and how these could be met.	E		
Strong communication skills, both written and verbal.	E		
Ability to analyse information and identify appropriate support strategies including effective behaviour management & de-escalation.	E		
Ability to plan, implement and evaluate interventions that improve outcomes for students.	E		
Ability to encourage and influence parents/carers, to work co-operatively with the school and involve them in their child's education.	E		A, I
A clear understanding of the impact of school improvement and in particular high-quality learning and teaching provision to support inclusion.	E		A, I

Strong interpersonal skills with the ability to use own initiative and skills to deal with and manage difficult, challenging problems, situations in a calm supportive manner.	E		A, I
Commitment to collaboration and sharing of resources and expertise across all phases of learning	E		A, I
Strong administrative and ICT skills (especially in the use of a range of IT Software i.e. Word, Excel, E-mail) with the ability to utilise a range of ICT functions to ensure appropriate reporting & data analysis.	E		A, I
Proven organisational and time management skills including the ability to prioritise workload and manage competing demands	E		
Ability to work independently and use professional judgement and emotional intelligence when making decisions.	E		A, I
Ability to motivate and engage vulnerable students and support positive change	E		

Commitment to	Essential	Desirable	Source
Promote a positive ethos within the school in line with the school's mission and values.	E		
Inclusion: setting high standards, expectations and to achieving positive outcomes for vulnerable students	E		A, I
Improving student attendance, wellbeing and achievement.	E		
High levels of enthusiasm, inspiration and motivation for the role.	E		
Promoting a school culture of equality, diversity and inclusion in all aspects of work	E		
Sustained attendance at work	E		
Upholding high professional and personal standards in appearance, conduct and approach to work.	E		
Continued professional development and a willingness to undertake appropriate training in line with the needs of the role	E		

Special Working Conditions	Essential	Desirable	Source
Legally entitled to work in the UK	E		A, I
Working outside of normal school hours may be required	E		
Satisfactory references from previous employers	E		
Hold a current driving licence and have access to a car for work.		D	
Written Application: A well-constructed and concise application/supporting statement that demonstrates evidence of the essential requirements for the role.	E		

The School Governing Body are committed to safeguarding and promoting the welfare of children. This post is subject to the Enhanced Disclosure procedures.