



# Application Pack

Inclusion Support Team Leader

An extraordinary education for every pupil



**The Rivers**  
C.of E. Academy Trust

# Welcome

## Welcome from the Headteacher

Thank you for your interest in joining Unity Academy, Kidderminster. We are a vibrant and inclusive school committed to nurturing the potential of every child and fostering a culture of excellence, respect, and ambition.

At Unity Academy, our staff are at the heart of everything we do. We believe in creating a supportive and collaborative working environment where every team member feels valued and empowered to grow professionally. Whether you're early in your career or bring a wealth of experience, we welcome your passion, creativity, and commitment to making a real difference in the lives of our pupils.

Warm regards,

**Mrs Gemma Willetts**

Headteacher, Unity Academy

# Overview

## Unity Academy

Unity Academy is a primary alternative provision located in Kidderminster.

It has 40 pupils from age 5 – 11 years and 26 staff members.

Established in 2023 the school is part of The Rivers CofE Academy Trust.

## Ethos

At Unity Academy, Kidderminster, our ethos is shaped by the STARS values of The Rivers CofE Academy Trust: *Sharing, Trust, Achievement, Respect and Safety*. These guiding principles underpin every aspect of school life and help us to cultivate a nurturing and high-achieving environment where every pupil can flourish.

We are committed to providing an education that develops the whole child—academically, socially, morally, and spiritually. Through high-quality teaching, a broad and balanced curriculum, and strong pastoral care, we aim to inspire a lifelong love of learning and a strong sense of personal responsibility.

By living out our STARS values, we create a culture of kindness, excellence, and aspiration. Pupils are encouraged to serve others, show gratitude, strive for their best, and treat everyone with dignity. This ethos empowers our children to grow into thoughtful, resilient individuals who are well prepared for the challenges and opportunities ahead.

# About Us

The Rivers C of E Academy Trust is a multi-academy school trust, specialists in early years and primary provision, serving over 5250 pupils across three local authorities: Worcestershire, Dudley and Sandwell.

Established in 2014, The Rivers C of E Academy Trust now comprises of a respected teaching alliance, sixteen 'Good' and 'Outstanding' primary, first, and nursery settings and an alternative provision. We are a connected learning community with a shared aim to create **'an extraordinary education for every pupil'**.

We are a community of schools with a 'Christian ethos', welcoming families from all faiths and no faiths, but together we are guided by our shared mission, vision and values.

## Our Mission

- Extraordinary Education
- Extraordinary People
- Extraordinary Futures

## Our Vision

Through an **extraordinary education**, we empower pupils to be life-long learners and see their limitless potential. Respectful relationships and an unwavering focus on discovering talents and interests enable pupils to flourish and be **extraordinary people**. Together, we spark aspiration and drive achievement, so that pupils contribute positively to society and to their **extraordinary futures** in an ever-changing world.

## Our STARS Values



**Sharing**



**Trust**



**Achievement**



**Respect**



**Safety**

# Our Schools

- 1 Summerhill Primary Academy Summerhill's Little Treasures
- 2 Jubilee Park Academy
- 3 Dudley Wood Primary School
- 4 Wychbold First and Nursery School
- 5 St Peter's Droitwich CofE Academy
- 6 North Worcester Primary Academy
- 7 Northwick Manor Primary School
- 8 Cranham Primary School
- 9 Cherry Orchard Primary School
- 10 St Clement's CofE Primary School and Pre-School
- 11 Great Witley CE Primary School
- 12 Cutnall Green CofE Primary School
- 13 Burlish Park Primary School
- 14 Heronswood Primary School
- 15 Unity Academy



# Staff Benefits

We believe that collaboration and staff wellbeing are at the heart of our success.

Supported by our trust, we offer a range of benefits to enhance our work environment and support the professional and personal growth of our staff, including work-life balance.

## Education Mutual

Staff can access a comprehensive range of healthcare services through Education Mutual, including mental health support, 24/7 GP Healthline, physiotherapy, stress management resources, and occupational health services.

Find out more about Healthcare and Wellbeing Services here:

[www.educationmutual.co.uk/service/healthcare-and-wellbeing/](http://www.educationmutual.co.uk/service/healthcare-and-wellbeing/)

## Local Government Pension Scheme (LGPS)

The Local Government Pension Scheme (LGPS) is a defined benefit plan, meaning your pension is calculated based on your salary and length of service and adjusted for inflation. This ensures a secure and guaranteed income in retirement, unaffected by investment performance.

Find out more about LGPS here:

[www.lgpsmember.org/](http://www.lgpsmember.org/)

## Other staff benefits include:

- Competitive salary
- Six INSET days per year
- Protected CPL time
- Continued professional development pathway for every role
- No work communication outside working hours
- Excellent holiday entitlement for support staff: Bank holidays plus 25 days paid holiday (pro rata)
- 5 days extra paid holiday after 5 years' service (pro rata)
- Time for You' day
- Family-friendly policies including flexible working, occupational maternity and paternity pay
- Reasonable release time for significant personal events
- Length of service awards
- Resources for retirement and financial planning
- Cycle-to-work scheme
- Free tea, coffee and milk

# Job Description

**Job Title:** Inclusion Support Team Leader

**Salary:** HLTA £22,788.91- £23,784.46 or UQT £17,921 - £27,958.40 - plus SEN allowance £1,247.88

**Contract Type:** Term time only plus TED's

**Reporting to:** Headteacher

**Location:** Unity Academy Hurcott Road, Kidderminster, DY10 2QJ

## Purpose of the Role

The Inclusion Support Team Leader will lead and coordinate the Inclusion Support Team onsite in school. The post holder will support children with a range of complex social, emotional and behavioural needs, working closely with the school SENCO, Behaviour lead and DSL. They will positively influence behaviour around school, modelling therapeutic and trauma-informed approaches, and ensure that children receive timely and effective support when not ready to learn or who are dysregulated. They will work closely with class teams to promote a culture of inclusion, consistency, and high-quality positive behaviour support tailored to each child's individual needs.

## Key Responsibilities

### Leadership & Management

Lead, supervise, and support the Inclusion Support Team to deliver high-quality, child-centred behaviour support.

Provide day-to-day direction, oversight, and deployment of staff to ensure effective positive behaviour management and throughout the school day.

Model positive behaviour strategies, restorative approaches, and de-escalation skills using trauma informed approaches.

Contribute to staff training on behaviour, regulation, and trauma-informed practice.

Work collaboratively with the Senior Leadership Team, DSL and SENCo to monitor provision of positive behaviour plans, intervention impact, and behaviour patterns.



# Job Description cont'd

## **Behaviour Support & Child Regulation**

Provide immediate support to children who become dysregulated, using consistent, safe, and relationship-based approaches.

Support class teams in managing challenging behaviour and implementing individualised strategies/ positive behaviour plans.

Contribute to behaviour plans, risk assessments, safety plans, and individual support strategies.

Ensure behaviour approaches align with the child's specific SEMH needs, EHCP outcomes, and therapeutic recommendations.

Support restorative conversations and reflective debriefs following incidents.

## **Classroom & Pastoral Support**

Work alongside class teams to promote inclusion, engagement, and emotional regulation within the classroom.

Provide coaching, guidance, and modelling to teachers and support staff.

Support pupils to develop self-regulation, resilience, social interaction skills, and problem-solving abilities.

Assist with behaviour courses, transitions, unstructured times, and routines to ensure that children with SEMH needs are fully supported.

## **Recording, Monitoring & Safeguarding**

Ensure accurate recording of incidents, interventions, and behavioural observations.

Monitor behaviour patterns to identify triggers, adjust strategies, and support early intervention.

Participate in multi-agency meetings, supporting planning for individual pupils, alongside the SENCO.

Maintain a strong commitment to safeguarding, reporting concerns promptly and following policy.



# Person Specification

## Essential Criteria

### Qualifications & Training

Teaching Assistant Level 3 – 4 in relevant qualification in education, behaviour support, child development, or equivalent experience.

Relevant qualifications or training in areas of SEND.

Evidence of ongoing professional learning (e.g., SEMH, trauma-informed practice, safeguarding).

### Experience

Experience working with pupils with SEMH needs in a school or specialist setting.

Proven ability to support children during dysregulation using safe and effective strategies.

Experience leading or coordinating a team or taking a mentoring/coaching role.

Experience developing or implementing behaviour plans or individual strategies.

Experience of using trauma informed/ Thrive approaches.

### Knowledge & Skills

Strong understanding of SEMH needs and their impact on learning and behaviour.

Skilled in de-escalation, co-regulation, and restorative practice.

Ability to lead others confidently and deliver clear guidance during incidents.

Effective communication skills with pupils, staff, and external professionals.

Ability to stay calm under pressure and make sound decisions.

Understanding of safeguarding and child protection procedures.

### Personal Qualities

Emotionally resilient and reflective.

Empathetic and child-centred with a commitment to inclusion.

Positive, proactive, and solutions-focused.

Able to build strong, trusting relationships with children, parents and adults.

Flexible and adaptable within a fast-paced SEMH environment.

### Desirable Criteria

Training in Team Teach or another accredited positive handling approach.

Experience in a leadership role within a specialist or alternative provision.

Knowledge of therapeutic approaches such as Trauma-Informed Practice, PACE, Zones of Regulation, or Thrive.

Experience analysing behaviour data to inform practice.

## **Conditions of Employment**

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment.

To be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions.

Attention is also drawn to the requirements for planning, preparation and assessment time under which all teachers at a school with timetables teaching commitments have a contractual entitlement to guaranteed PPA time within the timetabled teaching day.

Any other duties as directed by the headteacher.

## **Principal Contacts**


Pupils, parents, visitors, teachers, other school support staff.

The Trust reserves the right to alter the content of this Job Description, after consultation, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

The duties described in this Job Description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Trust's Equal Opportunities Policy and Code of Conduct.

This job description is intended to provide a broad outline of the accountabilities and responsibilities only. The post holder will need to be flexible in developing the role in conjunction with the line manager. The post holder may be asked to carry out any other delegated duty or task that is in line with their post.

## **Supporting the school**

- Attend training when appropriate and after consultation with your Line Manager.
  - Be aware of and support all the schools policies.
  - Be aware of the school safety procedures e.g. fire drill/ health and safety policy.
  - Treat as confidential all information on individual pupils and refer parents to the class teacher should any questions about individuals asked.
  - Foster positive links between home and school.
  - After negotiation with the line manager, carry out the administration of elementary first aid at break times to pupils throughout the school (qualified staff only).
  - Perform any reasonable duties as requested by the senior leadership
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# How to Apply

Application forms are available to download here: [Unity Academy - Vacancies](#)

Please email completed application forms to Sarah-Jane Green at [office-uny@riverscofe.co.uk](mailto:office-uny@riverscofe.co.uk) **by noon on 13<sup>th</sup> May 2026. Interviews will take place week commencing 18<sup>th</sup> May 2026** Please contact the school office on 01562 215194 if you would like to come and have a look around the school prior to applying.

We are committed to safeguarding and promoting the well-being of children and expect everyone to share this commitment. The successful applicant will undergo a full enhanced DBS check.

The Rivers C of E Academy Trust reserves the right to withdraw the vacancy should a suitable candidate be found time during the recruitment process



**The Rivers**  
C.of E. Academy Trust

# Get in Touch

## **Unity Academy**

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**W:** [www.unityacademyap.co.uk](http://www.unityacademyap.co.uk)

## **The Rivers C of E Academy Trust**

School Lane, Cutnall Green, Droitwich, WR9 0PH

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**E:** [info@riverscofe.co.uk](mailto:info@riverscofe.co.uk)

**W:** [www.riverscofe.co.uk/](http://www.riverscofe.co.uk/)