



Olive Academies

# Inclusion Lead

OA-Havering

- £35,037 - £38,091
- Pension Scheme
- OA benefits package

To arrange an informal discussion or to visit the academy, please phone 01708 478892

[Apply now](#)

*Olive Academies is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. To this end, both an Enhanced Disclosure and Barring Service check and a Barred List check are required for this role. We particularly welcome applications from under-represented groups.*

# About OA-Havering

Based in the London Borough of Havering, our academy specialises in alternative provision and special educational needs, supporting up to 40 pupils on roll for whom traditional teaching methods have not worked. Students join us following permanent exclusion from a mainstream school or due to medical needs, or social, emotional and mental health needs, that prevent them from attending a mainstream setting.

Our mission is to provide our pupils with creative, nurturing and inspiring opportunities which re-engage them in learning. By providing a safe and engaging environment, we endeavour to remove barriers and promote the opportunity for students to excel and reach their full potential. We provide a broad and ambitious curriculum, catered to the needs of each individual, delivering the knowledge and skills that our pupils need to succeed in education and beyond. The fundamental principles of our curriculum are:

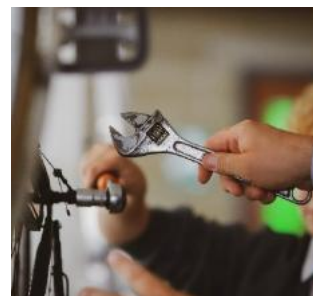
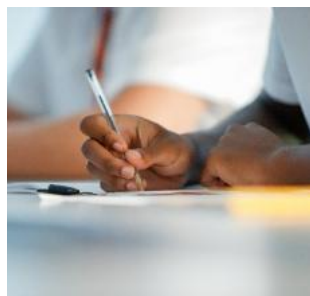
- Giving students real-world experiences.
- Creating a pathway to post 16 education, employment or training.
- Delivering outstanding learning and teaching.
- Offering rigorous and high-quality critique and feedback of students' work.
- Developing dynamic leadership – including staff and student leadership.
- Maintaining a culture of respect.

Working in alternative provision can be challenging but with it comes great rewards. This is your chance to improve the education, and lives, of some of the most vulnerable children and young people in London.

If you have the experience and enthusiasm to make a lasting difference to the students we support, we would love to hear from you.

Thank you for your interest.

**Mandeep Kaur**  
Head of Academy



"Olive Academies is far removed from any mainstream setting. It allows for a **contemporary approach** to teaching and **supporting the individual** and diverse needs of young people. "

"I like the fact that **leaders are open-minded** and always **happy to listen.**"

"Working at Olive Academies is such a **rewarding opportunity**, supporting students with complex needs and **making a difference** in their lives where lots of people have given up on them."

"This is such a **special and unique** place to work."

"I love the **flexibility** that comes with working here. You can **tailor the curriculum** to suit the needs of each student. The young people we support experience many obstacles in their life and it is such a good feeling seeing students overcome these to **succeed in their learning.**"

# Job description

We are looking for an experienced Inclusion Lead who will lead and coordinate the school's inclusion, behaviour, and wellbeing provision, ensuring that all pupils - particularly those with SEND, SEMH needs, or barriers to learning - are supported to engage, achieve, and thrive. You will:

- lead on the development, implementation, and evaluation of the academy's inclusion strategy
- promote the safety and wellbeing of all pupils in line with statutory guidance such as Keeping Children Safe in Education and ensure safeguarding concerns are identified and escalated appropriately
- ensure inclusive practice is embedded across the curriculum and wider academy environment
- liaise with teams of people, including the Behaviour Team to ensure contextual safeguarding informs decision making
- contribute to the academy's SEF and AIP with a focus on inclusion, behaviour, and wellbeing
- plan and chair Multi-Agency Inclusion Panel meetings to promote a collaborative approach with all professionals around the pupil
- work with the attendance lead to support pupils whose attendance is affected by unmet needs
- ensure compliance with the Equality Act 2010, SEND Code of Practice, and Ofsted expectations
- support the SENDCO with admissions, induction, and transition processes for pupils with additional needs
- oversee personalised support plans, risk assessments, and regulation plans for pupils with additional needs
- support pupils in crisis, modelling de-escalation and coregulation strategies
- coordinate transition support for pupils moving into, across, or out of the academy
- provide coaching, modelling, and CPD for staff on inclusive practice, adaptive teaching, and emotional regulation
- participate in staff meetings, training, and continued professional development
- promote consistent use of agreed scripts, routines, and behaviour approaches across the academy
- contribute to the development and implementation of policies related to inclusion, behaviour, and wellbeing
- use the 'Dare to be Olive' approach to ensure high expectations for behaviour are maintained
- be a role model for our students, showing leadership, resilience, and empathy
- support the trust's values and ethos by contributing to the development and implementation of policies, practices, and procedures

**Note: The duties above are neither exclusive nor exhaustive and the post holder may be required by the head of academy to carry out appropriate duties within the context of the job, skills and grade.**

# Person specification

Measurements: A = Application, I = Interview, R = Reference, T = Task

## Qualifications and training

|                                                                     |   |           |
|---------------------------------------------------------------------|---|-----------|
| Level 2 Mathematics and English or equivalent                       | A | Essential |
| Evidence of CPD which enhances classroom practice                   | A | Desirable |
| Relevant training in safeguarding, family support, or pastoral care | A | Desirable |

## Experience

|                                                                                                                                                         |      |           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------|
| Experience working in a school or college setting supporting the learning of young people                                                               | A    | Essential |
| Effective and systematic behaviour management, with clear boundaries, sanctions, praise, and rewards                                                    | A, I | Essential |
| Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social and emotional needs | A, I | Essential |
| Experience of working collaboratively with others                                                                                                       | A, I | Essential |
| Experience of SEMH pastoral / student support                                                                                                           | A, I | Desirable |

## Knowledge

|                                                                                                                               |         |           |
|-------------------------------------------------------------------------------------------------------------------------------|---------|-----------|
| A solid understanding of a range of teaching and learning strategies and a good understanding of current pedagogical thinking | A, I    | Essential |
| Understanding of disadvantage and working in challenging environments                                                         | A, T, I | Essential |
| Understanding of safeguarding and confidentiality                                                                             | A, I    | Essential |
| Up-to-date knowledge of specialised curriculum for children with SEMH                                                         | A, T, I | Desirable |

## Skills and abilities

|                                                                                                                                                                                                              |            |           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-----------|
| Strong analytical, strategic and thinking skills                                                                                                                                                             | A, T, I    | Essential |
| Ability to support students with literacy and numeracy                                                                                                                                                       | A, T, I    | Essential |
| Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups (pupils, parents and carers, colleagues, external agencies, wider community etc.) | A, T, I, R | Essential |
| Ability to reflect and self-evaluate                                                                                                                                                                         | A, I, R    | Essential |

## Personal aptitude

|                                                                                     |         |           |
|-------------------------------------------------------------------------------------|---------|-----------|
| Personal and professional resilience in the face of challenging situations          | A, I, R | Essential |
| Self-motivated, productive, diligent, and thorough                                  | A, I, R | Essential |
| Commitment to an open, collaborative style of management                            | I       | Essential |
| Concern for the development of colleagues and members of the wider school community | I       | Essential |
| Commitment to your personal and professional development and that of all staff      | A, I    | Essential |
| Convinced of the transformative nature of excellent education                       | A, T, I | Essential |
| Empathy with the needs of children                                                  | A, T, I | Essential |
| Commitment to the safeguarding of vulnerable young people                           | I       | Essential |
| A personal commitment to promoting inclusion, diversity, and access                 | A, I    | Essential |
| Commitment to the vision, values, aims and objectives of Olive Academies            | A, I    | Essential |



# Transform young lives with Olive Academies Trust

Thank you for your interest in working with Olive Academies.  
We look forward to receiving your application.

[Find out more and apply.](#)

  [oliveacademies.co.uk](https://oliveacademies.co.uk)