



## **Balsall Common Primary School**



## **INCLUSION MANAGER Recruitment Pack**

**(JUNE 26)**

(Part of Central Schools Trust)

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## **ABOUT THE TRUST**

### **Mission**

That all children in all academies within the Trust:

- are confident, socially and emotionally well-adjusted young people who are prepared for the next stage in their lives achieve well and reach the highest possible academic standards

## **CST VALUES, ETHOS & CULTURE**

Children who attend our schools:

- are treated fairly
- are emotionally and socially well-adjusted young people who feel confident and safe
- are provided with learning experiences that are engaging and fun
- say that they want to come to school, that they enjoy coming to school and that they feel excited about the work they do in school
- are provided with the very best learning experiences possible, irrespective of their individual starting points or specific needs, so that they achieve to the very best of their potential

That the parents who bring their children to our schools know that:

- their children are well-cared for and kept safe from harm
- their children are supported well socially, emotionally and academically during their time in school that they, as parents and carers, are included fully in their children's educational journey

**Our values underpin all that we do. We are:**

**Aspirational**

- set high expectations of ourselves and others

**Honest and Transparent**

- conduct ourselves responsibly, ensuring we remain honest and true

**Professional and operate with Integrity**

- hold with clarity a clear understanding of our core educational purpose and remain professional at all times

**Mutually Respectful and work in strong Partnerships**

- treat others with the utmost respect, and expect the same level of respect from others

## **Vision**

1. Every child will achieve their personal and academic potential through targeted support and learning opportunities.
2. Throughout their time in our schools, every child will feel safe, happy, valued and included.
3. Provide opportunities and recognition for high quality professional and personal development.
4. Maximise the sustainability and benefit of the Trust's assets for all stakeholders. Be recognised by the wider community as a high performing Trust that is desirable to parents and carers.

## **Our Safeguarding Statement**

There is a strong, collective culture of safeguarding within CST. Staff are all clear of their responsibilities to keep children safe from harm, both in school, at home, or online. Policies and procedures are updated annually and all staff read and understand the Central Schools Trust (CST), Balsall Common Primary School Academy (BCPS) and Damson Wood Nursery and Infant School Academy (DW) Safeguarding and Child Protection Policies. Every September, all staff are provided with annual safeguarding training, which includes any important updates from Keeping Children Safe in Education and local safeguarding issues. If staff join the school during the year, they have a safeguarding induction to ensure that the key points around safeguarding training are delivered.

The culture across the Trust is one of being vigilant, open-minded and ready to listen to and observe pupils carefully. In line with our school's child protection procedures, all concerns, no matter how small, are reported to the DSL. Deputy DSLs are available if staff cannot report to one of the DSLs. Staff report concerns to one of the DSLs via a reporting system called CPOMS. All concerns are logged as soon as possible on EdAware. They are factually accurate and specific, using children's own language where relevant. In an emergency, they would also speak directly to a DSL or, if required, know to call 999. They receive feedback on any concerns logged and know that they have the option to contact Children's Services directly if they are concerned that appropriate action has not been taken by a DSL. Teachers are also aware that they must report any cases of possible FGM to the police.

## **CST Career Growth and Well-being**

Balsall Common Primary School Academy is one of two schools within Central Schools Trust (CST), the second being Damson Wood Infant and Nursery School Academy. Valuing and developing staff are key priorities. We want to work with highly motivated teachers who have a proven track record, or would like to develop a proven track record, of high outcomes for all children. We care about recruiting the right people, and about retaining them.

Consequently, we have a clear plan for developing employees through an employee development programme, which sets clear guidelines for career advancement from entry level to coordinator, manager and director positions. The support received from within our organisation will develop skills and experience which can be used as a stepping stone for future advancement.

We also celebrate the excellent work of the staff through corporate outings twice yearly, an employee-recognition programme and employee benefits through People Value.

People Value provides staff with discounts and special offers from a wide range of well-known retailers, such as supermarkets and high street stores.

Ensuring that the well-being of staff, within the Trust, remains high on our agenda, employees also benefit from membership of the Schools Advisory Service which can provide free fast-tracked private medical treatment at local, private hospitals, health screening, stress awareness and relationship counselling, physiotherapy, menopause support and a weight management programme.

## **KEY POINTS & CONTEXT**

### **Type of School**

Primary School

Co-education, age range 3 -11 years

Three form entry

Status: Academy

Local Authority: Solihull

Ofsted rating (2025): Outstanding Behaviour, Personal development and EYFS

Good Leadership and Management and Quality of Education

### **Location**

Balsall Street East

Balsall Common

Coventry

CV7 7FS

### **Number of Children on Roll as at May 2026**

Whole School: **664**

Nursery: 57

Reception: 84

Years 1 - 6: 523

### **SEND Information**

Number of children on SEND register: 68

Children currently with EHCP: 10

Number of additional children applied for EHCP: 0

Number of children in the process of applying for a EHCP: 3

Number of children on SEND monitoring: 47

Children eligible for Pupil Premium: 67

<b>SEND Support</b>		<b>EHCPs</b>	
BCPS	National Average	BCPS	National Average
10.2%	14.2%	1.5%	5.3%

## **BCPS - ETHOS & VALUES**

At Balsall Common Primary School Academy we are passionate about the learning of every child. Children only get one opportunity to go through their learning journey and we strive for excellence in everything that we do, in order that children are well prepared for the next steps in their development when they leave at the end of Year 6. The school provides a caring, stimulating and purposeful environment in which each child may enjoy their work and find satisfaction in it, develop positive attitudes, acquire a sense of achievement and develop self-confidence and self-discipline.

Our school values underpin all that we do. At Balsall Common Primary School Academy we have 5 core values, trust, respect, initiative, community and risk.

### **Trust**

We take responsibility to be reliable, trustworthy and honest. We are committed to always trying our best and act with integrity.

We are authentic and open in the way we communicate, developing positive and productive relationships with others around us. We listen, observe and learn from others, striving to understand different ideas, perspectives and experiences.

We promote and uphold professional standards, taking pride and care in our own work, and our environment.

We self-regulate our emotions and respect others when they share an opinion.

### **Respect**

We treat everyone in our community and beyond with respect and kindness. We understand each other's differences and our different roles and show empathy and compassion to those around us.

We are friendly and helpful to others, demonstrating a positive attitude and, even if we disagree, we listen to each other and show patience. We are self-aware and understand how our behaviour and emotions impact on others.

We think about how actions can affect the environment and have consideration for ourselves and others.

### **Initiative**

We show a positive approach to how we can shape the world and ask thoughtful questions to take responsibility. If we see a problem we try to fix it, never just walking by.

We look for opportunities to build independence, try new things and proactively support ourselves and others.

We create a supportive environment in order that people can thrive. We nurture talent and invest in the development of others.

## **Community**

We embrace and value difference and diversity – whether from a person’s race, faith, gender, other characteristics, background or experience.

We champion inclusion and diversity recognising the value it brings, challenging non-inclusive practices and behaviours.

We proactively seek and integrate a diverse range of people and perspectives, building a diverse team.

We charitably contribute to our community with humility and generosity to make a positive difference.

## **Risk**

We have the self-confidence to stand up for what’s right, and be ready to take on new challenges.

We encourage ourselves and others to learn from mistakes and are innovative and resourceful, even when things are outside of our comfort zone.

We continuously learn and are reflective and honest about our own contribution, seeking opportunities to develop our skills.

We manage our reactions to situations professionally and calmly in order to encourage an appropriate level of risk-taking and to improve ways of working to create positive change.

Working in close collaboration with our families, and keeping the children at the heart of all we do, we work diligently each day to enable the children to grow into well-rounded, articulate and confident individuals who are equipped to make a positive impact on the world in which they are growing up.



Our timetable plans for regular retrieval of weekly and previous learning to ensure that knowledge is remembered and that schemas are created to ensure children apply their knowledge in different contexts and become knowledgeable citizens.

Throughout the school year, we have many trips and residential visits, which help to develop social skills and independence. These also provide an opportunity to extend the children's knowledge and understanding in the various curriculum areas.

Our active school council contributes to the shaping of all we do as a school, including the curriculum.

We offer an extensive range of extra-curricular opportunities throughout cricket, swimming, orienteering, speed-stacking, netball, rounders, also offer choir, drama, IT, cookery, cross-stitch, science, art, chess,

We believe our curriculum contributes to the development of a pupil's spiritual, moral, social and cultural heritages of Britain's diverse society dimensions of their lives.

Children's knowledge and understanding of different faiths and cultures is kindness to others.



the academic year, including sporting activities, such as football, athletics, Cheer Leading Dance, and dance, including tap. We gardening and homework.

sense of identity through knowledge and understanding of the and of the local, national, European, Commonwealth and global

explored during lessons and encourages mutual respect and

## DATA: EYFS, PHONICS, KS1 & KS2

### Phonics, KS2 and Whole School, July 2026

#### Reception

	Reading	Writing	Number	GLD (National 2025 65%)
<b>ARE+ %</b>	88	87	91	<b>84</b>

#### Year 6 overview

	Reading		Writing		Maths		R/W/M Combined	
	ARE+	GD	ARE+	GD	ARE+	GD	ARE+	GD
<b>National 2025</b>	75	33	72	13	74	26	62	8
<b>Balsall Common Test scores 2025</b>	<b>87</b>	<b>43</b>	<b>79</b>	<b>27</b>	<b>84</b>	<b>27</b>	<b>76</b>	<b>13</b>

	Reading		Writing		Mants	
	ARE+	GD	ARE+	GD	ARE+	GD
<b>KS1 National (2025)</b>	<b>68</b>	<b>18</b>	<b>60</b>	<b>8</b>	<b>70</b>	<b>15</b>
Year 1	<b>82</b>	<b>38</b>	<b>79</b>	<b>30</b>	<b>81</b>	<b>27</b>
Year 2	<b>87</b>	<b>32</b>	<b>76</b>	<b>22</b>	<b>82</b>	<b>29</b>
<b>KS2 National June 2025</b>	<b>75</b>	<b>33</b>	<b>72</b>	<b>13</b>	<b>74</b>	<b>26</b>
Year 3	<b>84</b>	<b>39</b>	<b>81</b>	<b>27</b>	<b>86</b>	<b>35</b>
Year 4	<b>91</b>	<b>44</b>	<b>77</b>	<b>26</b>	<b>88</b>	<b>42</b>
Year 5	<b>80</b>	33	72	<b>26</b>	<b>84</b>	<b>30</b>
Year 6	<b>87</b>	<b>43</b>	<b>79</b>	<b>27</b>	<b>83</b>	<b>27</b>



## **Job Description for Inclusion Manager at Balsall Common Primary School Academy**

**Salary Range: School Teachers Pay Scale + SEN Allowance (£6,075.12)**

### **Purpose of role**

To lead SEND practice in the school in order to:

- Raise standards of achievement of children with identified SEND
- To empower staff to become confident and highly effective in teaching children with a SEND
- Ensure that children with SEND have full opportunity to access the National Curriculum

### **Overall Responsibility**

To lead, manage, develop and maintain high quality SEND provision which enables quality first teaching, excellent learning outcomes and success for all pupils.

- To model effective teaching, to coach and train colleagues and to lead SEND teaching across the school
- To ensure all elements of SEND administration (including minutes, records, assessments and policies) are maintained and actioned, as appropriate
- To be part of the Senior Leadership Team's weekly meeting to advise on SEND matters

## **Strategic direction and development of SEND provision in the school:**

- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum
- Support all staff in understanding the needs of SEND pupils
- To lead the process of assessment, evidence gathering and applications for additional support, including EHCPs
- To lead the delivery of provision for EHCPs in line with funding received
- Lead and manage the team of SEND support and intervention staff, in conjunction with the SLT, including their annual appraisal
- Plan and deliver training for all staff in relation to overcoming barriers to learning and statutory responsibilities
- Devise and promote plans to ensure the needs of pupils with SEND are met and that they are reflected in the school development plan
- Set targets for pupils with SEND and regularly monitor progress
- Evaluate the effectiveness of teaching and learning by work analysis and use this to guide future improvements
- Analyse and interpret relevant school, local and national information relating to pupils with SEND and advise the Headteacher on the level of resources required to maximise achievement
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of educational provision for pupils with SEND
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately
- Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately
- Direct appropriately skilled staff to support children with their personal and educational targets

### **Assessment and Recording**

- Evaluate each provision management cycle and adjust, where appropriate, to improve the effectiveness of provision for SEND pupils
- Conduct an annual SEND audit
- Advise on setting targets for raising attainment
- Work alongside teachers to identify appropriate support for children
- Work alongside colleagues to develop appropriate schemes of work and individualised programmes for children with SEND
- Interpret a range of assessments and relate these to teaching staff
- Support teaching staff to track pupils' progress
- Update and review all policies related to SEND
- Organise and manage statutory reviews and obligations.

## **Additional responsibilities**

- Meet regularly with the SENDCo/s within Central Schools Trust
- Undertake any professional duties commensurate with the grade of the post, reasonably delegated by the Headteacher
- To ensure SEND intervention timetable is evaluated and fit for purpose
- To ensure timetables for TA support during playtimes and lunchtimes are kept up to date
- To ensure rotas for hoist support are monitored and up to date (when required)
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues
- Keep abreast of national developments and take a lead role in their implementation in school
- Maintain a well-resourced and welcoming SEND base
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination
- Have regard for the work-life balance of school staff.

## Person Specification: Inclusion Manager - Balsall Common Primary School Academy

Key Area	Essential	Desirable
<b>Qualifications &amp; Training</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Evidence of CPD and commitment to further professional development</li> <li>• Hold the National SENCO Qualification</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of additional study in relation to SEND</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Qualified teacher with at least 4 years' experience</li> <li>• Have primary school teaching experience</li> <li>• Experience of working with children with a wide range of SEND</li> <li>• Have experience of working successfully and co-operating as a member of a team</li> <li>• Have experience of leading a team</li> <li>• Have experience of training other teachers and/or introducing SEND initiatives</li> <li>• Have experience of working alongside other teachers in the development of teaching and learning</li> <li>• Have experience of setting targets and monitoring, evaluating and recording progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching experience across the whole Primary age range, 3-11</li> <li>• Have experience of coaching and mentoring</li> </ul>
<b>Professional Values</b>	<p>The Inclusion Manager will have the ability to:</p> <ul style="list-style-type: none"> <li>• Display the school values through every element of your work</li> <li>• Establish and maintain good professional relationships with children, parents/carers and colleagues</li> <li>• Set high expectations of all children and be committed to raising educational achievement</li> <li>• Adopt a flexible approach to working</li> <li>• Understand the value of education and teaching</li> <li>• Maintain confidentiality.</li> </ul>	
<b>Knowledge &amp; Understanding</b>	<p>The Inclusion Manager will have the knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• The process of applying for an EHCP</li> <li>• The statutory legislation concerning Safeguarding including Child Protection, Equal Opportunities, Health and Safety and SEN</li> <li>• The theory and practice of providing effectively for the individual needs of all children, for example, classroom organisation and learning strategies</li> <li>• The SEND Code of Practice and its practical application of strategies for meeting the needs of SEND children in a mixed ability classroom</li> <li>• Planning and implementing provision for children with SEND including the monitoring, assessment, recording and reporting of children's progress</li> <li>• The positive links necessary within school with all its stakeholders</li> <li>• Effective teaching and learning styles and how to implement them</li> <li>• How to further develop professional skills and knowledge</li> <li>• How to establish an effective rapport with children, based on high expectations</li> <li>• How to use ICT effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of using comparative information about attainment</li> <li>• Understanding of the funding mechanism for SEND</li> <li>• Experience of working with external services that support the provision of children with SEND</li> </ul>

<b>Skills</b>	<p>The Inclusion Manger will be able to:</p> <ul style="list-style-type: none"> <li>• Promote the school's aims positively, and use effective strategies to enhance motivation and morale</li> <li>• Establish and develop a sound professional relationship with children, parents/carers and colleagues</li> <li>• Have an excellent track record in the classroom</li> <li>• Organise and sustain systematic support from a range of providers for a range of SEND</li> <li>• Manage the coordination of support staff in support of children with SEND</li> <li>• Advise and motivate teaching staff about SEND initiatives</li> <li>• Make consistent judgements based on careful analysis of available evidence</li> <li>• Develop sounds professional relationships within the team</li> <li>• Present and communicate effectively to a variety of audiences</li> <li>• Develop Policy documentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Good at influencing and negotiating with others whilst maintaining strong working relationships</li> </ul>
<b>Personal Characteristics</b>	<ul style="list-style-type: none"> <li>• Be committed and highly resilient</li> <li>• Be passionate about delivering the best education for all children, including those with SEND</li> <li>• Love working with children and want the very best outcomes for them</li> <li>• Ability to address challenging issues with clarity of purpose and diplomacy</li> <li>• Knowledgeable and highly competent</li> <li>• Approachable and empathetic</li> <li>• Open minded and positive</li> <li>• Clear sighted and determined</li> <li>• Organised and resourceful</li> <li>• Innovative and proactive</li> </ul>	