



Staffordshire University Academy

Inclusion Support Officer

Application Pack

“There is a strong sense
of community and
togetherness.”

Ofsted 2023



Principal's introduction

Thank you for showing an interest in joining Team SUA!

We are proud to be part of Staffordshire University Academies Trust (SUAT) whose family of twenty-one schools has a collective mission to 'Achieve Better Outcomes' for everyone.

At SUA, we have transformed our culture and approaches to education resulting in our academy achieving a 'Good' grading in all areas in our last full Ofsted inspection in November 2023.

We are at a really exciting stage in our history, we have rapidly growing student numbers, a growing sixth form and staff who are completely aligned to our vision in being relentless in our mission to achieve the best outcomes for our students.

Our students follow a simple RESPECT code which instils the right level of focus for the very best learning to take place. We underpin everything on our three academy values 'Aspire, Believe, Achieve!'

We are innovative in our approaches to teaching and learning, sourcing ideas from international practices. Successful learning is supported by having strong partnerships and we work to achieve this through excellent communication between the academy, parents, governors and the local community. We expect students to be engaged with the curriculum in a creative and innovative way, but not forgetting about the core values of education, ensuring they are equipped with the skills necessary for use in today's modern world.

For many years we have built a strong partnership with the Birmingham Repertory Theatre and with many local businesses who enrich the experiences of our students with once in a lifetime opportunities. We offer our students a range of residential, both locally and internationally, and we are constantly exploring other opportunities to provide additional enrichment for the whole of Team SUA.

We are delighted that you are interested in joining the team, if you are able to, please come and see us in action!

Mrs Rowena Hillier



Reasons to join SUA



Culture

We have an ethos of 'Culture Eats Strategy for Breakfast' – our positive culture is about the central mission of 'improving outcomes for all students'. Staff are friendly, positive and have brought around historical change at SUA through teamwork and innovation. We instill a sense of 'Belonging' in all of our students to support their journey whilst being part of Team SUA.



Wellbeing

Our staff satisfaction is excellent. Staff have access to a suite of wellbeing opportunities, such as daily tea and toast in our staffroom, golden tickets, not meeting for meetings sake, wellbeing days...but our approach is not tokenistic. We work as a team to reduce workload issues, such as marking, so that any growing pressures can be easily addressed.



Evidence Informed Practice

All of Team SUA (teaching and support) are evidence informed. Staff run year-long projects as part of their own appraisal process. In September 2023 all of our work was published in Ross Morrison-McGill's book 'A Guide to Questioning' – an achievement we are all really proud of. The work that colleagues complete then influences policy and future plans for the academy.



Wider Opportunities

Our sponsor, The University of Staffordshire, supports our staff in pursuing further qualifications, such as a Master's in Education. Staff are also encouraged to complete NPQs. We have proud links with The Birmingham Repertory Theatre as well as with many local businesses. As part of our sixth form, we also offer our own in-house football academy.



Quality of Education

Our curriculum is carefully designed to ignite ambition, secure knowledge and develop lifelong learners. Knowledge and skills are sequenced logically and progressively, with concepts mapped horizontally and vertically to ensure depth and coherence. Core substantive, disciplinary and hinterland knowledge are all considered as well as a wealth of opportunities to enhance both cultural and social mobility.



Coaching

We moved away from graded observations many years ago, which helped transform our developmental approach to teaching. We truly believe that no member of staff is the finished article. Staff at any stage in their career share typically great practice to constantly improve.

Contact us

info@suacademy.co.uk

01543 224700



Post: Inclusion Support Officer

Why here, why now?

Staffordshire University Academy is a rapidly improving academy. Due to increased student numbers, Team SUA are looking to appoint an Inclusion Support Officer to join our pastoral team.

We are committed to continually improving the quality of our provision. We have access to high quality facilities and resources and work within a strong team structure that allows best practice to be shared. Staff benefit from a positive working environment, with strong support for professional development. The successful candidate will join a team of friendly and supportive colleagues who want to achieve the very best for our students.

Post: Inclusion Support Officer

Salary: Grade 6, (SCP 9-15) pro-rata (£24,881 - £27,399)

Hours: 37 hours, term-time + 10 days

Contract: Fixed term, 12 months in the first instance

Start: 1st September 2026

Closing date: 9am, Monday 8th June 2026

Interview date: 9am, Thursday 11th June 2026

Job Description

Job Title:	Inclusion Support Officer
Responsible to:	Inclusion Support Coordinator
Responsible for:	Supporting student welfare and wellbeing across all aspects of academy life. Working as part of the Inclusion Team, in partnership with the Head of Year, to support the day-to-day organisation, coordination and smooth operation of pastoral provision, ensuring students receive timely and effective support.
Academy Purpose and Values	<p>Aspire, Believe, Achieve!</p> <p>At Staffordshire University Academy we aim to nurture all students to ensure they leave with a sense of belonging and are happy and confident learners. Through an environment that provides inclusive learning opportunities for all; they can achieve their personal best and aspire to be successful in the future.</p> <p>Students will learn to be reflective and be taught the importance of respect and tolerance for others. Young adults leaving SUA will contribute positively to the local community and be fully prepared for life in modern Britain.</p> <p>We will instil the fundamental values of democracy, freedom, a wider understanding of different faiths and beliefs, celebrating diversity. Students will appreciate the clear link between rights and responsibilities and know the difference between right and wrong.</p> <p>The above will be achieved through the delivery of great teaching, excellent communication between the academy, parents, governors and the community and an insistence on the highest standards of behaviour from all.</p>

Role purpose:	<p>The Inclusion Support Officer is a key member of the inclusion and safeguarding team. The postholder will combine administrative accuracy with direct student-facing support to ensure the highest standards of safeguarding, attendance, SEND inclusion, wellbeing, and behaviour across the academy.</p> <p>This is a proactive role requiring high visibility across the academy day, particularly during lesson changeovers and learning time, ensuring students are safe, regulated and meeting academy expectations.</p> <p>The postholder will:</p> <ul style="list-style-type: none"> • Use data to identify behaviour, rewards, safeguarding, attendance, and punctuality trends to inform next steps with support from Inclusion Support Coordinator and Designated Safeguarding Lead (DSL)/Attendance Champion. • Work as part of the safeguarding team, supporting the effective day-to-day operation of safeguarding systems. • Support year group attendance through conducting attendance meetings or home visits, work to reduce persistent absence and support reintegration plans following suspensions, medical absence, or anxiety-related absence. • Work closely with the SEND team to support students on Assess, Plan, Do, Review (APDR) pathways. • Actively support students' social, emotional, and mental health needs. • Working alongside the Head of Year to provide effective and timely behaviour and pastoral support during lesson transitions and learning time where required. • Develop strong, professional relationships with parents and external agencies to secure the best outcomes for students. • Champion high standards of conduct, inclusion, and academy values. • Support wider academy staff to improve student outcomes through coordinated intervention strategies, including attendance support, targeted academic interventions (e.g. Brain Boost), SEND provision and active engagement with the academy's careers programme.
Main duties and responsibilities Safeguarding & Welfare	<ul style="list-style-type: none"> • Act as a key point of contact within the safeguarding team, responding promptly and appropriately to safeguarding and welfare concerns. • Record, maintain and update accurate safeguarding logs in line with statutory guidance. • Refer concerns to the DSL/DDSL and external agencies in a timely manner. • Conduct safe and well visits where appropriate. • Attend safeguarding, child protection and welfare meetings as required. • Work proactively with vulnerable students, including those who are looked after, young carers, students in crisis or those experiencing significant challenges. • Attend weekly assemblies and on rare occasions cover tutor check-ins to support your year group. • Support reintegration of students returning from suspension, managed move, alternative provision, or periods of absence. • Maintain professional communication with parents/carers regarding safeguarding and welfare matters. • Act as a consistent and trusted adult for identified students.
Working with external agencies	<ul style="list-style-type: none"> • Act as a main point of contact for external safeguarding and welfare professionals. • Liaise effectively with children's services, mental health services, early help teams, alternative provision providers and other relevant agencies. • Support referrals to external services and ensure timely follow-up. • Contribute to multi-agency meetings, reviews, and planning discussions. • Work collaboratively with external partners to secure appropriate support and interventions for students and families.
Attendance support	<ul style="list-style-type: none"> • Work proactively to promote excellent attendance and punctuality across the academy. • Monitor attendance data for identified students, particularly those who are vulnerable, persistently absent or on APDR pathways.

	<ul style="list-style-type: none"> • Undertake home visits in line with academy procedures to support improved attendance and, as welfare checks. • Meet with students to identify barriers to attendance and develop supportive action plans. • Liaise with parents/carers regarding attendance concerns in a supportive but clear and consistent manner. • Attend and contribute to attendance panel meetings and parental review meetings. • Work closely with the attendance team, pastoral leaders, and external agencies to remove barriers to attendance. • Ensure attendance concerns are considered within safeguarding and SEND review processes.
Mental Health Provision	<ul style="list-style-type: none"> • Facilitate and oversee social, emotional, and mental health (SEMH) provision within the academy. • Coordinate counselling, mentoring and therapeutic interventions for identified students. • Deliver individual or small group mentoring/counselling sessions (training provided). • Work closely with the academy's Mental Health Champion and pastoral team. • Track and monitor attendance, behaviour and engagement of students receiving SEMH support. • Support students experiencing emotional distress and provide appropriate signposting and advice to parents under the direction of senior staff.
Behaviour Support	<ul style="list-style-type: none"> • Provide visible, proactive support during lesson changeovers to ensure safe and calm transitions across the academy. • Support behaviour management during lesson time where required, working alongside teaching staff to maintain high standards and minimise disruption. • Deliver targeted one-to-one and small group behaviour interventions. • Observe lessons where appropriate and support staff with strategies for managing challenging behaviour. • Promote positive behaviour in line with academy policy and expectations. • Support students undertaking managed moves and those reintegrating into mainstream provision by liaising with partner secondary schools, attending meetings and coordinating the transition process to ensure appropriate support for students within your year group. • Contribute to the development and implementation of behaviour and pastoral support plans. • Analyse detention data and support colleagues where appropriate or escalate sanctions to ensure they complete detentions (restorative conversations). • Assist in the preparation of documentation and take accurate notes during post-suspension or other wellbeing meetings with families and the Head of Year. • Participate in the Reflection Room rota to provide consistent support for behaviour interventions and facilitate smooth reintegration of students into lessons. • The role requires a proactive presence across the academy site and a commitment to modelling and reinforcing academy expectations at all times.
Parental Engagement	<ul style="list-style-type: none"> • Build and maintain positive, professional relationships with parents and carers. • Communicate regularly with families regarding behaviour, attendance, safeguarding, SEND and wellbeing concerns. • Attend and contribute to parent meetings, APDR review meetings, attendance panels and multi-agency discussions. • Support the organisation and delivery of parent engagement events. • Work collaboratively with families to secure additional support where needed. • Promote clear, consistent, and supportive communication between home and academy.
General Duties	<ul style="list-style-type: none"> • All Staffordshire University Academy staff are expected to support student welfare and achievement through a variety of methods, including, but not limited to phone calls, emails or in person meetings. • To act professionally and with integrity at all times.

	<ul style="list-style-type: none"> • Be visible, proactive and committed to the academy's ethos and values. • Model high standards of behaviour and respect. • Work flexibly and adaptively in response to student needs. • Maintain strict confidentiality. • Contribute positively to the wider life of the academy. • Undertake any additional duties commensurate with the grade of the post as directed by the Principal.
Safeguarding	Staffordshire University Academy is committed to keeping children, young people, and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of children, young people, and vulnerable adults that she/he is responsible or come into contact with.

Whilst every effort has been made to explain the main duties and responsibilities of the post it may not identify every individual task that is required. You may be asked to carry out any other duties as commensurate within the grade in order to ensure the smooth running of the academy. The job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment at any time after consultation with the post-holder.

This academy is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment. This position is subject to a criminal record check from the Disclosure and Barring Service (formerly CRB) which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application. As part of the recruitment process social media checks will be undertaken.

Person Specification

Post: Inclusion Support Officer

In your application, please demonstrate how you meet these criteria.

Attributes	Essential	Desirable	How identified
Qualifications	<ul style="list-style-type: none"> A* - C / 4+ or equivalent GCSE in English and maths 	Further educational qualifications <ul style="list-style-type: none"> Relevant professional development in safeguarding, SEND or behaviour support. 	A
Work Related Experience and Associated Skills	<ul style="list-style-type: none"> Effective approach to behaviour management. Strengthening and supporting the existing systems. Experience of being a team player, with good people skills and evidence of the impact of these on raising student performance. Well-developed interpersonal skills to be able to relate well to a wide range of people. Work constructively as part of a team whilst being able to demonstrate initiative. Good communication skills. Effective use of ICT Proficient in the use of Microsoft Office 	<ul style="list-style-type: none"> Behaviour management experience. Background of working in a secondary school environment Understanding of relevant policies/codes of practice. 	A/LO/I/R
Personal Skills/Specialist Knowledge	<ul style="list-style-type: none"> Experience of working with young people in a secondary school or similar setting Experience of behaviour management and supporting high expectations within lessons Knowledge of safeguarding legislation and statutory guidance (e.g. KCSIE) Experience of working with vulnerable students and managing safeguarding concerns Experience of attendance monitoring and intervention work Experience of delivering targeted interventions (1:1 and small group) Experience of conducting parental meetings and managing sensitive conversations 	<ul style="list-style-type: none"> Experience of reintegration planning (e.g. suspension return, managed move, prolonged absence) Understanding of SEND Code of Practice and inclusive classroom strategies Experience of working collaboratively with external agencies Experience of supporting students with SEND and contributing to APDR cycles 	A/LO/I/R
Personal Qualities	<ul style="list-style-type: none"> Professional, enterprising, personal impact. Outgoing, warm personality, approachable, inclusive. Positive, adaptable. Energetic and enthusiastic. 	<ul style="list-style-type: none"> Commitment to contribute to academy life 	I/R

	<ul style="list-style-type: none"> • Self-motivated, self-confident, reliable. • Calm under pressure, emotionally intelligent. • Sensitivity, fairness, tact, and discretion. • Commitment, generosity of spirit. 		
<p>A = Application I = Interview LO = Lesson Observation R = Reference</p>			

Staffordshire University Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.