



**Cherry Tree Academy**  
**Inclusion Support Worker Application Pack**

<b>Post Title</b>	Inclusion Support Worker x 2
<b>Location</b>	Cherry Tree Academy Cobblers Lane Pontefract WF8 2HN
<b>Salary &amp; Grade</b>	G5
<b>Hours</b>	30 hours per week Term Time Only

Waterton Academy Trust is looking to appoint an inspirational and ambitious Inclusion Support Worker to join the team at Cherry Tree Academy as soon as possible.

Cherry Tree Academy is on an exciting school improvement journey with all stakeholders firmly committed to providing high-quality education for all pupils. We seek to ensure that every pupil achieves their full potential and develops a sense of belonging to our school community and family of schools. We are looking to appoint a skilled Family Support Worker who are able to oversee the safeguarding of our pupils and work closely with our pupils, their families and our staff team.

Waterton Academy Trust is a forward thinking Multi Academy Trust of 13 partner schools, serving the Wakefield and Barnsley districts.

**We are looking for a Inclusion Support Worker who:**

- Can inspire and motivate children to achieve their full potential
- Be able to create a motivating and safe learning environment for all pupils
- Are fair and constant and able to manage behaviour to good effect
- Have high expectations of themselves and others
- Are willing contribute fully to school life and have the drive and determination to contribute to whole school developments
- Are committed to ongoing professional development
- Have great interpersonal skills and are able to work well as part of a team
- Have good communication skills with children, colleagues, parents and visitors
- Are not afraid to roll their sleeves up and work hard
- Be able to motivate pupils and raise their aspirations through a range of strategies

**In return we can offer:**

- The support and expertise of the school's leadership team and wider Trust School Improvement Team
- A modern, bright and spacious learning environment (recently developed and refurbished)
- The opportunity to work alongside colleagues who are wholeheartedly dedicated to the pupils and community they serve
- A commitment to support your continued professional development through a network of experienced professionals across the Waterton family of schools
- The opportunity to contribute widely to school improvement
- A health and wellbeing package

**Next Steps**

Interested candidates are encouraged to visit Cherry Tree Academy as this will increase your chances of being successful. To arrange a visit, or for further information, please contact the school office **01977 704138**. Visits to school will be conducted by Adam Dawson (Headteacher).

Applicants are requested to submit a completed application form which can be downloaded from the recruitment page of the trust's website [www.watertonacademytrust.org/recruitment](http://www.watertonacademytrust.org/recruitment).

Completed applications are to be returned to [THayes@watertonacademytrust.org](mailto:THayes@watertonacademytrust.org) or to the school address by the closing date below.

#### **Selection Timeline**

- **Closing Date:** Monday 17<sup>th</sup> June 2024 at midday
- **Shortlisting:** Tuesday 18<sup>th</sup> June 2024
- **Interviews:** Friday 21<sup>st</sup> June 2024

## Dear Applicant

Thank you for your interest in this post at Cherry Tree Academy. We hope that this pack provides you sufficient insight and information to decide if you have the right qualities, skills and experience to apply for this exciting position.

Our Trust came in to being on the 1st September 2014. Our infant, primary, specialist and preschool sites are currently situated within the Wakefield and Barnsley areas and consist of well over 3500 pupils. To find out more about the work of the trust view [our most recent stakeholder report here](#).

This is an exciting time for all concerned with Cherry Tree Academy and the trust. The school is continuing to deliver improvements at pace and develop provision in many areas. The trust has recently broadened its offer, opening more preschools and specialist settings. Our renewed drive for excellence, both at school and trust level will undoubtedly lead to improved opportunities and outcomes for all.

People are at the heart of our organisation. We invest heavily in our children, staff, Trustees and Governors, ensuring that we all benefit from being part of the Waterton family. We seek to create a fertile environment for growth, to share best practice, develop expertise, draw on local, national and international research, and form partnerships within and beyond the trust.

Working for Waterton you will have the opportunity to shape the lives of not only those in your care within your own school, but contribute to the wellbeing of all those in the Waterton family. As a key leader in the development of our provision, you will also have the opportunity to work alongside partners from across the trust and the wider system leaders' network.

Given the trust's ambition for excellence, we are seeking to employ outstanding individuals to join our team. We require highly skilled professionals who will contribute to the development of our provision and support our academies in providing our children with the best possible learning experience. If this is you, then we would be delighted to hear from you.



Yours sincerely,



**Dave Dickinson OBE**  
Chief Executive Officer



# Foreword from the Headteacher

On behalf of the children, staff and Academy Standards Committee at Cherry Tree Academy we would like to thank you for your interest in joining us.



I joined the school in January 2023 and have worked with the staff team to improve learning experiences for children since then. I am proud to lead a dedicated and ambitious team and am passionate about improving the life chances for all of our children.

I was certain from my first impressions that Cherry Tree Academy was the perfect choice for me as Headteacher. I have been tremendously impressed by the whole school, especially the children. Every time I step onto the playground or walk around school, I am welcomed by a sea of inquisitive, smiling faces, eager to learn and proud of their school. Cherry Tree Academy is a great school with the

potential to be even better.

The school was inspected by OFSTED in January 2024. The journey of the school is an improving one with many positives highlighted including achieving 'good' for leadership and managements, as well as 'good' for behaviour and attitudes. Our EYFS provision has been highlighted as a 'strength of the school'.

We are determined to build upon this recent success further as we journey towards a 'Good' overall judgement. This is a very exciting time to join our staff team and we are looking to recruit teachers who are willing to contribute and make a difference. OFSTED praised our focus on prioritising improvements and the pace at which we, as a staff team, were able to implement these.

At Cherry Tree Academy we are committed to providing a stimulating, creative environment so that our children reach their full potential. We strive to deliver a curriculum that is diverse and varied.

We are proud of the progress we are making and look forward to hearing from applicants who are ambitious for our children and who will thrive on leading a team of aspirational professionals to drive for further improvement.



**Adam Dawson**  
Headteacher



Since joining the school, I have been fully supported and provided with numerous opportunities to access a range of high-quality CPD. This has allowed me to further develop as a classroom teacher.

**Jess**  
Class Teacher



# About Our School

Cherry Tree Academy is a 1 & ½ form entry primary school serving the Pontefract community.

**Ofsted (2024)** recognised the positive improvement journey the school is on

- *“Leaders have high expectations for all pupils who attend Cherry Tree Academy. This includes pupils with special educational needs and/or disabilities (SEND)”*
- *“Pupils at Cherry Tree Academy are safe and they behave well in school and at breaktimes”*
- *“Early years is a strength of the school. The provision is carefully planned”*
- *“The school is considerate and aware of the workload and wellbeing of staff”*



The role is as rewarding as it is challenging and with the support of the Cherry Tree family, I am happier than I have ever been in my teaching career. It is truly a ‘family’ where we support each other on a daily basis. We have fun, we laugh and we work really hard to keep the children at the very centre of our focus.

**Angela**  
Class Teacher



At Cherry Tree we thrive on the opportunity to make a positive change to the lives of children and their families.

**Teresa**  
HLTA

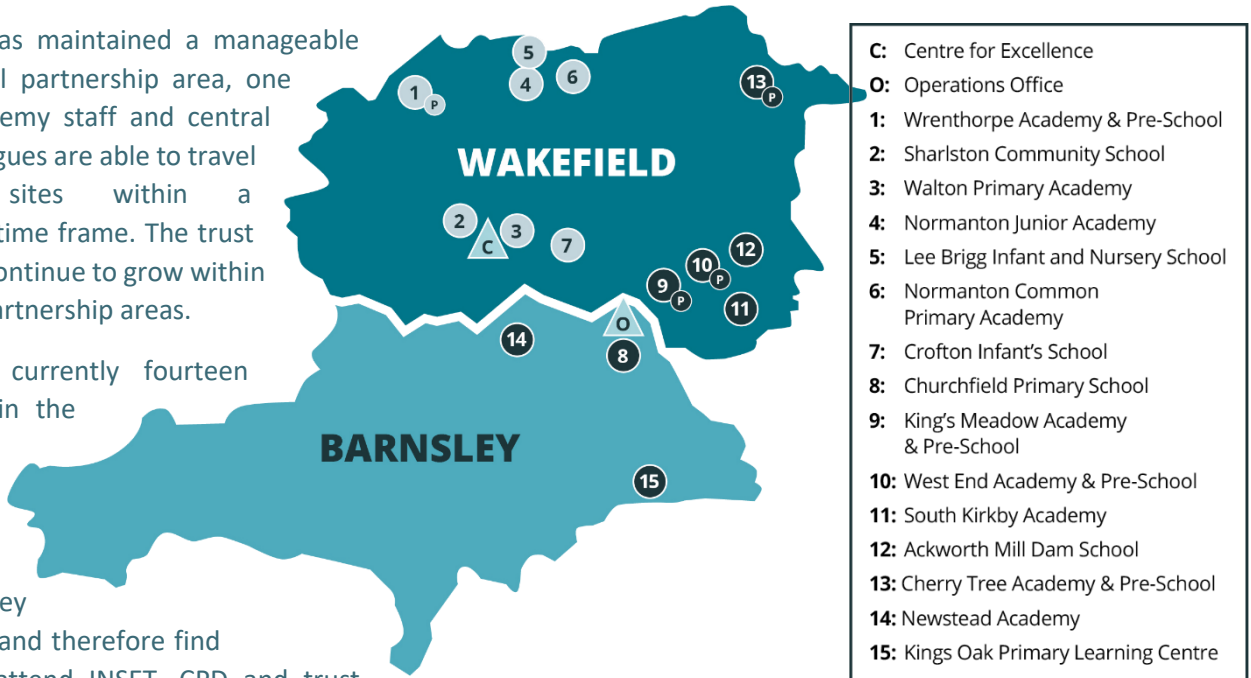


## About the Trust

Investing in people and in partnerships is key to ensuring excellence and is something that as a trust we are extremely passionate about. We are proud to call ourselves an outward facing organisation and are advocates of sharing best practice and contributing to the wider system leaders' network. We encourage colleagues to take up opportunities and engage in projects outside of the trust.

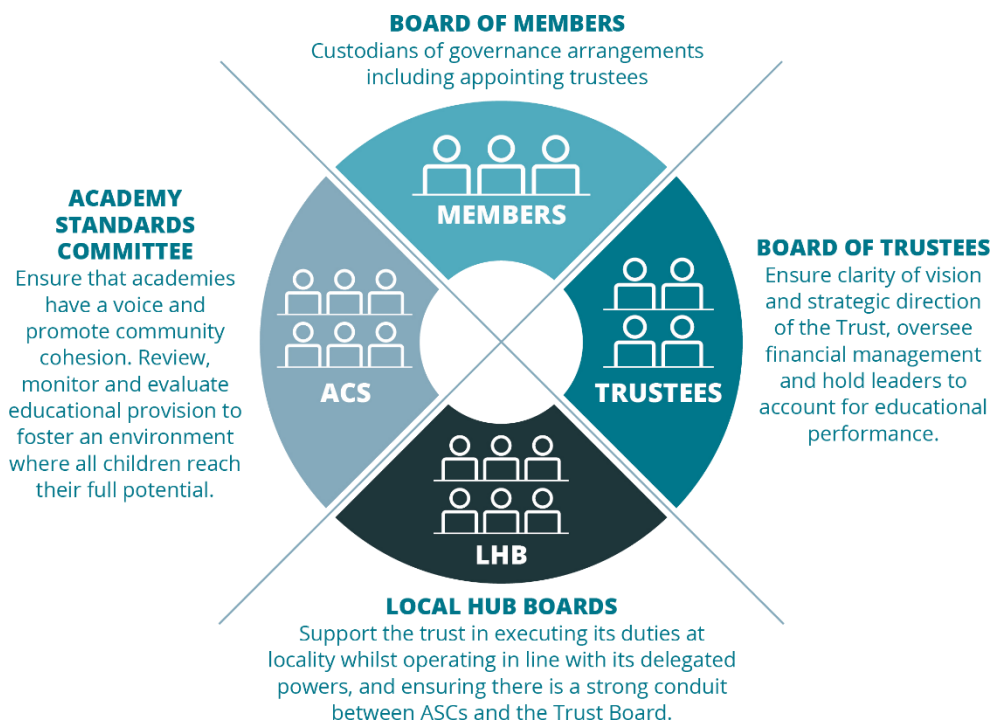
The trust has maintained a manageable geographical partnership area, one where academy staff and central team colleagues are able to travel between sites within a reasonable time frame. The trust intends to continue to grow within these key partnership areas.

There are currently fourteen academies in the trust, all are within the Wakefield and Barnsley boundaries and therefore find it easy to attend INSET, CPD and trust events. The trust has adopted a Hub Model to further support collaborative working and allow for future growth.

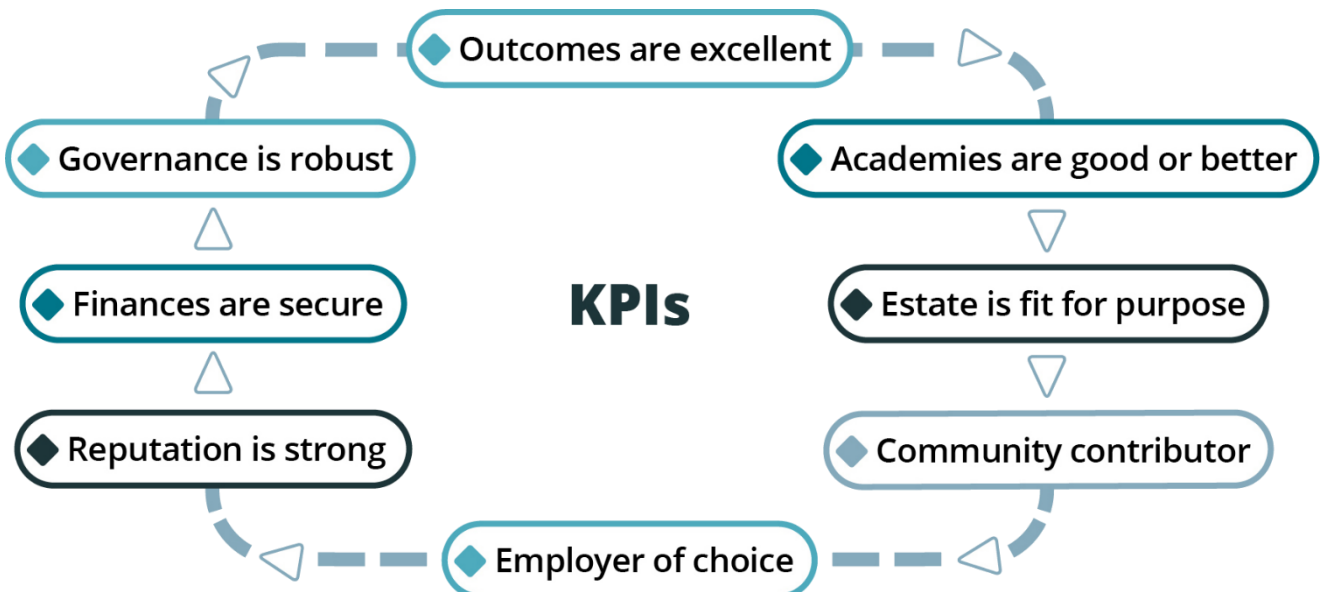
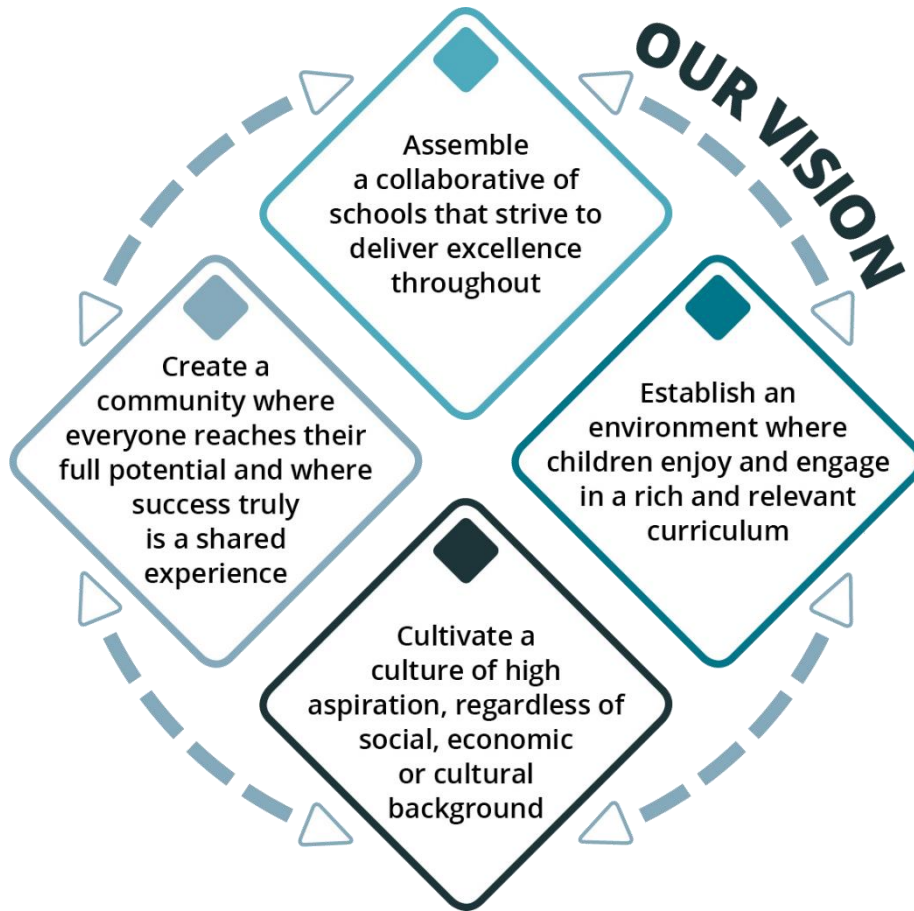


## Governance

The trust model of Governance is based on two Geographical Hubs and is built to ensure scalability and clear lines of communication between all levels of Governance. The Members of Waterton Academy Trust commissioned a review of Governance by the NGA which took place during the academic year 17/18. This was a full 360-degree evaluation of our structures, systems and procedures. The review recommendations led to the restructure of Governance which has now been implemented.



# Our Vision, Values and KPIs





## JOB SPECIFICATION

<b>Job Title:</b>	Inclusion Support Worker (x 2 posts)
<b>Responsible to:</b>	Family Support Worker / Deputy Headteacher / Headteacher
<b>Grade:</b>	G5
<b>Workplace:</b>	Workplace based / Cherry Tree Academy
<b>Location:</b>	Waterton Academy Trust and all Member Academies

<b>Purpose of the Post:</b>	<p><b>Overall Purpose of the Post:</b> To support successful learning, participation and inclusion in mainstream education for children and families who have identified emotional, social and behavioural difficulties in order to remove barriers to achievement.</p>
-----------------------------	---

<b>Responsibilities:</b>	<p><b>Key Outcomes/ Activities:</b></p> <ul style="list-style-type: none"> <li>• To support staff and pupils socially and emotionally.</li> <li>• To work closely with the HT, DHT, SENDCo and class teachers to develop plans based on the functional analysis of individual student need and provision.</li> <li>• To work in collaboration with the HT, DHT, SENDCo and class teachers to liaise with parents/ carers and partner services in regards to individual student's social conduct.</li> <li>• To support analysis of attendance and behaviour incidents of individual pupils to determine proactive support for them and to inform decisions on their provision.</li> <li>• To maintain relevant up to date training in supporting pupils with specific needs.</li> <li>• To maintain records and lead debriefs following situations and relevant meetings.</li> <li>• To support relevant paperwork required by external agencies.</li> </ul> <p><b>Support for Families</b></p> <ul style="list-style-type: none"> <li>• Support parents/carers of pupils receiving additional support through being a visible presence.</li> <li>• Maintain regular communication with specific parents/carers and provide personalised support for families through issues as they arise.</li> <li>• Put interventions in place to encourage parents/carers' involvement in supporting pupils' development and progress. E.g. LEGO therapy, Theraplay.</li> <li>• Keep up to date on the latest services available in the local area so you can promote and signpost parents/carers to these via a range of communication channels (e.g. social media, newsletters, in meetings, etc).</li> <li>• Carry out home visits, where required.</li> <li>• Implement and monitor progress of action plans, working with parents/carers to adjust support as necessary.</li> <li>• Provide personalised support for parents/carers to help manage transition for their child.</li> </ul>
--------------------------	--

**Support for Pupils**

- Work with relevant staff to identify and bring onboard pupils and parents/carers that would benefit from personalised support.
- Input on pupil action plans in consultation with relevant staff and professionals, where necessary.
- Liaise and build relationships with external agencies and professionals, following up on actions where necessary.
- Maintain regular communication with relevant staff to update them on progress of individual pupils.
- Assist with developing and reviewing the school's transition programme, contributing insights around the needs of parents/carers and pupils during this process.
- Promote and ensure health and safety, positive values, attitudes and good pupil conduct, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Use specialist skills/training/experience to support learning and identify and remove barriers.
- Ensure provision supports pupils during periods of emotional need.
- Assist with the development and implementation of positive behaviour management.
  - Establish productive working relationships with pupils, acting as a role model and setting high expectations; challenge and motivate pupils, promote and reinforce self-esteem.
  - Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance.
  - Act as the Key Worker for pupils as required, coordinating the provision of support from external agencies and ensuring the effective communication of information within school so pupils receive a holistic package of support.
  - Supervise pupils in supervision, trips and out of school activities as required.

**Support for Staff**

- Respond to and support the whole school behaviour policy, providing support to staff in line with school policy and procedure.
- Contribute to the development and maintenance of a robust system recording to track students' behaviour, attendance and rewards.
- Identify patterns emerging in relation to data and inform staff of proactive ways to work with pupils.
- Work with staff to establish appropriate learning environments and promote the inclusion and acceptance of all pupils within the classroom.
- Work closely with the HT, DHT, SENDCo and EWO to participate in comprehensive assessment of pupils to determine those in need of particular help.

	<ul style="list-style-type: none"> <li>• Work with teachers and other staff in evaluating and adjusting support plans as appropriate for individual pupils. <ul style="list-style-type: none"> <li>○ Provide objective and accurate information/feedback/reports as required, to a range of audiences to support decision making for pupils; ensuring the availability of appropriate evidence.</li> </ul> </li> <li>• Liaise sensitively and effectively with parents/carers as agreed with teachers within your role/responsibility and participate in feedback sessions/meetings with parents as required.</li> <li>• Contribute to planning, development and organisation of systems/procedures.</li> <li>• Support school to recruit the hardest to reach parents to family learning.</li> <li>• Work closely with family learning and parenting providers to ensure a coherent local offer and avoid duplication.</li> <li>• Support school to run parent engagement events.</li> </ul>
<p><b>Expectations of All Employees</b></p>	<ul style="list-style-type: none"> <li>• Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.</li> <li>• Be aware of and support difference and ensure equal opportunities for all.</li> <li>• Contribute to the overall ethos/work/aims of the school.</li> <li>• Appreciate and support the role of other professionals.</li> <li>• Attend and participate in relevant meetings as required.</li> <li>• Participate in training and other learning activities and performance development as required.</li> </ul>
<p><b>Additional Information:</b></p>	<p>The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.</p>
<p><b>Responsibilities for Resources:</b></p>	<p><b>Employees (Supervision):</b></p> <ul style="list-style-type: none"> <li>• Assist in the supervision of children and young people during break times and lunchtimes.</li> </ul> <p><b>Financial:</b> N/A</p> <p><b>Physical:</b></p> <ul style="list-style-type: none"> <li>• Effective use of learning materials and resources.</li> <li>• Maintain up-to-date training knowledge and practice in relation to Positive Handling.</li> </ul>
<p><b>Customers and Clients:</b></p>	<ul style="list-style-type: none"> <li>• Effective use of learning materials and resources.</li> <li>• Maintain up-to-date training knowledge and practice in relation to Positive Handling.</li> </ul>
<p><b>Working Conditions:</b></p>	<p>The post holder may be subject to some exposure to disagreeable or unpleasant people related behaviour.</p> <p>The post involves contact with people which through their circumstances or behaviour occasionally places emotional demands on post holder.</p>
<p><b>Characteristics of the post:</b></p>	<p><b>The employment checks are required:</b></p> <ul style="list-style-type: none"> <li>• Evidence of entitlement to work in the U.K.</li> <li>• Evidence of essential qualifications – see page 1 of this job specification.</li> <li>• Two satisfactory references.</li> </ul>

	<ul style="list-style-type: none"> <li>• Confirmation of medical fitness for employment.</li> <li>• Registration with appropriate bodies (where applicable).</li> </ul> <p><b>The following employment checks are required for those positions which are based in a school or working with vulnerable young people and adults:</b></p> <p><b>Evidence of a satisfactory safeguarding check e.g. DBS check at the relevant level.</b></p>
--	--

### Person Specification

Job title	Inclusion Support Worker
Reports to	Headteacher/Deputy Headteacher/Family Support Worker
Grade	5

**AF:** Application Form  
**CQ:** Certificates/Qualifications  
**OT:** Occupational Task

**I:** Interview  
**R:** Reference  
**P:** Presentation

Section	Information	Essential/ Desirable	How Identified
<b>Education &amp; Training</b>			
Formal qualifications & relevant training	Good educational background including English and Maths A* - C or equivalent	E	Application form
	Evidence of further training and qualifications in working with young people	E	
	Support Work in Schools (SWIS) Level 2 or NVQ Level 2 Teaching Assistant	D	
	NVQ Level 3 for Teaching Assistants qualification or willingness to work towards	D	
<b>Experience</b>			
Ability to undertake duties of the post	Experience of working with vulnerable children and young people to address emotional, social and behavioural needs.	E	Application form, Interview
	Experience of working in an educational setting to support learning for young people with additional needs.	E	
	Experience of working with parents and families to remove barriers to achievement and progress	E	
	Experience of developing and delivering sessions on self-esteem and behaviour management with children and young people	E	

	Minimum of two years' experience of working with children and young people with emotional, social and behavioural difficulties within an educational context.	D	
<b>Knowledge</b>			
Includes abilities	Knowledge of the primary curriculum.	E	Application form, Interview
	An understanding of the potential barriers to learning for children and young people.	E	
	Knowledge of good working practices for engaging children and young people	E	
	Knowledge of safeguarding procedures	E	
	Knowledge of child protection procedures including CAF and safeguarding policies	D	
	Awareness of current educational initiatives with regards to working with young people with SEN.	D	
<b>Personal Qualities</b>			
	Ability to establish effective working relationships with children and young people, parents/carers and other agencies and staff.	E	Application form, Interview
	Ability to work collaboratively with other adults.	E	
	Good verbal communication skills.	E	
	Effective record keeping and information gathering	E	
	Good report writing skills.	E	
	Ability to respond calmly and flexibly to a range of difficult and differing situations	E	
	Good ICT skills.	E	
	Ability to work a part of a team	E	
	Ability to work under own initiative	E	
<b>Suitability to work with children and young people</b>			
Issues relating to safeguarding and promoting the welfare of children and young people	Satisfactory DBS disclosure and standard Trust pre-employment checks	E	DBS Disclosure Interview References
	Ability to work in a way that promotes the safety and well-being of children and young people.	E	
<b>Additional Requirements</b>			
	To undertake Team Teach training as required	E	Interview

## Next Steps

Interested candidates are strongly encouraged to visit Cherry Tree Academy to see for yourself the stunning school environment and meet key staff. To arrange a visit, or for further information, please contact the school office **01977 704138**. Visits to school will be conducted by Adam Dawson (Headteacher).

Applicants are requested to submit a completed application form which can be downloaded from the recruitment page of the trust's website [www.watertonacademytrust.org/recruitment](http://www.watertonacademytrust.org/recruitment).

Completed applications are to be returned to [THayes@watertonacademytrust.org](mailto:THayes@watertonacademytrust.org) or to the school address by the closing date below.

### Selection Timeline

- **Closing Date:** Monday 17<sup>th</sup> June 2024 at midday
- **Shortlisting:** Tuesday 18<sup>th</sup> June 2024
- **Interviews:** Friday 21<sup>st</sup> June 2024

Waterton Academy Trust is wholly committed to ensuring children and young people are fully supported and safe. We are dedicated to the safeguarding of all children and young people whilst promoting their welfare and expect all staff and volunteers to share this responsibility. The Trust has policies and procedures relating to safeguarding and child protection available on request.

Waterton Academy Trust follows safer recruitment processes which all applicants will be subject to. This includes the interview process containing questions about the safeguarding of children and the disclosure of criminal records and other vetting checks.

An enhanced DBS check is required for the successful candidates, this process is completed by an online third-party company. All successful candidates are required to join the DBS update service with an annual cost of £13.

The position is also subject to two satisfactory references. Shortlisted candidates will be asked to provide details of any unspent convictions and those that would not be filtered, prior to the date of the interview.

We are committed to treating all applicants fairly and have a policy on the recruitment of ex-offenders which is available to applicants on request.

Waterton Academy Trust is wholly committed in ensuring that all employees, future employees and applicants are treated equally regardless of age, disability, gender reassignment, marriage and civil partnership, maternity, race, religion and belief, sex and sexual orientation.



I have worked for Waterton Academy Trust for nearly 7 years and during this time I've watched it grow into something unique and exciting, providing fantastic opportunities for both pupils and staff.

**Pam**  
Chief Finance Officer





# Watererton

Academy Trust



**Watererton Academy Trust,  
The Grove,  
Walton,  
Wakefield,**

