Inclusion Lead Application Pack

November 2026

Ocean Academy Poole
an Aspirations Academy





Ocean Academy Poole





Welcome to Ocean Academy,Poole

SELF WORTH ENGAGEMENT PURPOSE

Ocean Academy Poole
an Aspirations Academy

Dear Candidate,

Thank you for considering Ocean Academy for the next step in your professional journey. Ocean Academy is a forward thinking, vibrant and exciting place to work, with a strong reputation in the local community. The Inclusion Lead role at Ocean Academy will be hugely rewarding for the successful candidate and, as part of our committed team and supportive Trust ethos, will work creatively and constructively to provide the best education possible for all of our children.

We are a successful and diverse academy with a real energy and excitement about the future. We are passionate about excellence in education, giving pupils the very best start in life with a firm belief that excellent teaching transforms lives. Our core belief is that for all students to have high aspirations they must believe in themselves, be actively engaged in their learning and see the connection between what they learn today and who they want to become tomorrow. Through our values of Self Worth, Engagement and Purpose, we relentlessly strive to ensure that every child aspires to be the very best that they can be. We trust that learning and a positive attitude are strengthened through effectively developing our Power Skills of Collaboration, Character, Communication, Critical Thinking and Creativity.

We are looking for a brilliant Inclusion Lead who has a track record as an outstanding teacher and who has a strong understanding of what highly effective teaching and learning looks like. Beyond this, we need someone who will help drive excellence in every aspect of academy life – from pupil outcomes and personal development to staff culture and community engagement. The Inclusion Lead will join our Senior Leadership Team which has the highest expectations and provides leadership that drives exceptional standards in all areas, whilst being mindful of what this means in terms of the essence of 'team'.

Ocean Academy is a fantastic place to work, consistently demonstrating high levels of pupil engagement, excellent attendance, strong academic outcomes, and exemplary behaviour. The children, staff and parents are all proud of their academy and we look forward to introducing prospective candidates to them.

Please contact below for more information. We strongly recommend a tour with the Principal, Martin West. Please book the tour via the details below:
School Office : Mrs Jane Burry (Office Manager) 01202 606888 office@ocean-aspirations.org

We would like to wish you the very best of luck and we look forward to meeting you. If you have any questions, please do not hesitate to contact us.

Kindest regards

The Ocean Academy Team

For more information please visit: https://www.ocean-aspirations.org/ or www.aspirationsacademies.org

Ocean Academy - What we can offer

Highly skilled staff and an engaging curriculum

Ocean Academy has high staff retention and through regular staff voice, the leadership team is aware of staff needs and workload priorities. Staff undertake regular CPD and therefore have the skill set to meet the needs of all of our children in an inclusive and nurturing way. Ocean Academy was the first academy in the Trust to achieve two Aspirations Lighthouse Standards for Curriculum and for Behaviour; this is testament to the well designed, sequential and engaging curriculum on offer. We encourage ingenuity, creativity and risk taking and our curriculum is designed to promote the development of knowledge and skills over time so that learning remains constant and embedded into the long term memory.

Happy, resilient children

Ocean Academy children are polite, well behaved and have a real thirst for learning. They believe in their ability to succeed, whilst not being afraid to make a mistake. They love coming to school and play a pivotal role in the leadership of the academy. They welcome leadership opportunities in daily life and are proud to hold specific leadership roles such as Eco Lead, School Council, Sports Lead, Librarian, Digital lead, Anti-Bullying Ambassador and Maths Champion.

Modern facilities

The facilities at Ocean Academy are modern and diverse and this allows us to promote learning now and for the 21st century. Our Creator Space allows us to take STEM teaching to the next level. We have secure connections with local secondary schools, universities and employers to ensure our education has purpose and a future context. Our extensive external grounds and play equipment promotes effective outdoor learning and active playtimes.

Supportive parents

In our most recent parent voice survey, 100% of parents said they would recommend Ocean to other parents. They are incredibly positive about the education and care their child receives. Senior Leaders are available to parents at the beginning and end of the day (on the academy gate) and this allows any concern to be addressed quickly. We have a wonderful ‘Friends Of Ocean Academy’ who go above and beyond to raise funds.

The Aspirations Learning Institute

The Aspirations Trust is a passionate advocate for continuous professional development and offers a large range of development opportunities from Level 3 TA to coaching qualifications to NPQs and beyond. The journey to excellence for our staff is accessible and high quality. We actively encourage those who want to become teachers to learn and grow with us and offer various funded pathways to a career in teaching.

The Aspirations Academies Trust

We are part of a thriving forward thinking trust that believes in and invests in its workforce. We are one of 16 academies across the UK, with 4 academies in our South Coast Region alongside a secondary academy; Magna Academy, a Primary Academy; Jewell Academy and an ‘all through’ academy; Livingstone Academy. Ocean is governed by a Regional Board that challenge and support in a coherent and purposeful way.

Job Description & Person Specification: Inclusion Lead

Academy: Ocean Academy Poole (an Aspirations Academy)
Job Title: Inclusion Lead
Salary / Grade: Leadership Scale (L2 - L5) - Starting salary within L2-3, subject to experience
Contract Type: 1.0 FTE (Full Time)
Reporting to: Principal
Disclosure Level: Enhanced DBS

Role Overview

The Inclusion Lead is a critical senior leadership position designed to bring all aspects of vulnerable-pupil leadership under one cohesive, strategic role. Sitting on the Senior Leadership Team (SLT), this expert practitioner will drive the school's inclusive vision, ensuring that statutory SEND duties, wider inclusion, attendance, and safeguarding are managed proactively. By unifying the leadership of Special Educational Needs and Disabilities (SEND), disadvantaged pupils (Pupil Premium), social care cohorts, English as an Additional Language (EAL), and medical needs, the Inclusion Lead will streamline support for class teachers, Year leads/Phase Leaders, and pupils. A core mandate of this role is to secure and evidence accelerated, value-added progress for all vulnerable groups across the school.

To ensure operational agility, the post retains a flexible, directed teaching commitment that responds to the changing needs of the academy. While not a full-time class-based role, teaching duties will vary according to school priorities and may include delivering targeted interventions, providing regular PPA cover, and covering short-term teacher absences. This agile model supports whole-school capacity while enabling the post holder to model outstanding inclusive pedagogy and drive staff Continuous Professional Development (CPD).

Key Responsibilities

1. Strategic Leadership & Management

- Serve as an active, collaborative member of the SLT - working in close partnership with the Principal, Vice Principal, and Assistant Principal - to ensure inclusion and vulnerable cohorts are consistently represented in whole-school strategic planning and the Academy Improvement Plan (AIP).
- Analyse and interpret relevant school, local, and national data to monitor the progress of inclusion cohorts, ensuring all vulnerable groups make demonstrable, value-added progress from their individual starting points.
- Advise the Principal on budget priorities, resource allocation, and the deployment of support staff to maximise pupil achievement and diminish the difference in attainment.
- Hold a corporate responsibility within the school to ensure its operational purpose and ethos are maintained, instilling high aspirations and a culture of teamwork across the Aspirations Academies Trust.
- Work alongside the academy's Educational Visits Co-ordinator (EVC) - undertaking EVC training as required - to champion equitable access to educational visits, residentials, and enrichment opportunities for SEND, disadvantaged, and vulnerable pupils, supporting trip leads with individualised risk assessments, medical needs and reasonable access arrangements so all pupils can participate fully and safely.
- Represent Ocean Academy across the Aspirations Academies Trust on matters relating to SEND, attendance, Pupil Premium, and wider inclusion - actively participating in Trust-wide leadership meetings, peer reviews, and multi-academy working parties to share best practice and drive collective improvement.
- Provide direct line management and performance appraisal for the internal inclusion team (including the Pastoral Lead and dedicated Learning Support Assistants), ensuring all support staff are strategically deployed and held accountable for pupil impact.

2. Statutory SEND & Inclusion

- Act as the strategic lead for all statutory SEND provision, establishing a culture where early and accurate assessment of pupils' needs is prioritised.
- Create and maintain accurate whole-school provision maps, supporting staff in correctly identifying children with SEND and overseeing the graduated approach (assess, plan, do, review) in line with the SEND Code of Practice.
- Oversee the formal assessment process for Education, Health and Care Plans (EHCPs) and ensure the highly effective management of the annual review process.
- Publish and maintain an accurate, easily accessible SEN Information Report that meets statutory requirements under the Children and Families Act 2014.
- Oversee and support staff in the creation, monitoring, and regular review of Individual Education Plans (IEPs) and individual behaviour/support plans, ensuring targeted strategies and reasonable adjustments are consistently implemented across the academy
- Lead all statutory Education, Health and Care Plan (EHCP) processes, annual reviews, and applications for Local Authority High-Needs Top-Up funding to ensure the academy is appropriately resourced.
- Behaviour & SEMH Support: Lead on behaviour strategies and therapeutic interventions for pupils with SEND and Social, Emotional, and Mental Health (SEMH) needs—working collaboratively with the Behaviour Lead, Year Group/Phase Leaders, and class teachers to design bespoke support plans, de-escalation strategies, and proactive interventions that reduce behavioural incidents and prevent suspension.

3. Vulnerable Pupil Leadership (Pupil Premium, Social Care, EAL & Medical)

- Serve as the unified lead for disadvantaged pupils, ensuring the Pupil Premium strategy is evidence-based (utilising Education Endowment Foundation research) and rigorously evaluated against the value-added progress of eligible pupils.
- Designated Teacher (LAC/PLAC): Act as the statutory Designated Teacher for Looked-After and Previously Looked-After Children (LAC/PLAC) and lead the tracking, monitoring, and provision for pupils known to children's social care (CIN/CP), having direct regard for Personal Education Plans (PEPs) and working closely with social workers and Virtual School Heads.
- Co-ordinate and work collaboratively with our Pastoral Lead to ensure cohesive, timely pastoral and emotional support is deployed effectively for disadvantaged, SEND, and vulnerable cohorts.
- Medical, Allergy & Mental Health Lead: Act as the named senior leader for medical conditions, allergies, and mental health—co-ordinating the school's medical needs provision in accordance with statutory guidance, ensuring Individual Healthcare Plans (IHPs), allergy/emergency medication protocols, risk assessments, policies, and staff training are up to date, and championing a whole-school approach to pupil mental health and wellbeing.
- Lead provision, tracking, and targeted support for pupils with English as an Additional Language (EAL).

4. Teaching, Learning & Staff Development

- Fulfil a flexible, directed teaching commitment to support the operational needs of the school, including running targeted intervention groups, providing regular PPA cover, and delivering short-term class cover for absent colleagues as directed by the Principal.
- Provide coaching, mentoring, and professional guidance to teachers and support staff to secure high-quality inclusive teaching (Quality First Teaching), designing and delivering prolonged, high-quality CPD via INSET days, twilights, and staff briefings.
- Monitor teacher planning, target setting, and learning environments to ensure barriers to learning are effectively bridged, holding colleagues accountable for the value-added outcomes of their inclusion groups.
- Lead the development of Adaptive Teaching methodologies across the academy, conducting regular learning walks, lesson observations, and drop-ins to evaluate the effectiveness of inclusive strategies and provide targeted coaching to staff.

5. Safeguarding & Attendance

- Deputy Designated Safeguarding Lead (DDSL): Act as DDSL, supporting the DSL in statutory duties to identify, help, and protect pupils in accordance with the latest *Keeping children safe in education* (KCSIE) guidance - including participating in the academy's out-of-hours and school holiday safeguarding on-call rota and responding to urgent multi-agency enquiries (e.g., MASH/Children's Social Care) during school closure periods.
- Attendance Champion: Serve as the named senior Attendance Champion, holding strategic oversight of whole-school attendance, analysing cohort data to intervene early on persistent or severe absence, and improving attendance for disadvantaged and vulnerable pupils in line with DfE statutory guidance.

6. Community & Inter-Agency Working

- Maintain robust contact with external specialist support services, managing Service Level Agreements (e.g., Speech and Language Therapy, Educational Psychology) and chairing multi-agency meetings.
- Work closely with parents and carers to promote a joined-up approach to learning, ensuring they are well-informed about their child's academic progress and social-emotional growth.
- Play a full, visible, and active role in the wider life of the academy as a member of SLT, including attending open evenings, parents' evenings, PTA events, and after-school community events, as well as conducting school tours for prospective parents and carers.

Person Specification

Category	Essential Criteria	Desirable Criteria
Qualifications & Training	• Educated to Degree standard • Qualified Teacher Status (QTS) • National Professional Qualification for SENCOs (NPQSENCO) or legacy NASENCo (or currently studying for the qualification) • Evidence of continuous professional development associated with leadership • Educational Visits Co-ordinator (EVC) training, or willingness to undertake EVC training upon appointment. • DfE-assured Senior Mental Health	• Further specialist qualification in an aspect of SEN (e.g., ASD, SpLD) • Aspiration to undertake further leadership qualifications (e.g., NPQSL)

Category	Essential Criteria	Desirable Criteria
	Lead (SMHL) training, or willingness to undertake the training upon appointment. • Designated Safeguarding Lead (DSL / Level 3 Safeguarding) training, or willingness to undertake the training immediately upon appointment.	

Experience	• At least 5 years of successful teaching experience within the primary / KS2 age range • Substantial experience leading SEND, inclusion, or pastoral care within a UK school setting • Proven experience of monitoring and evaluating effective teaching and learning • Track record of securing value-added progress and raising standards for vulnerable cohorts • Success in producing statutory assessment paperwork, EHCPs, and managing annual reviews • Proven track record of working collaboratively with multi-agency partners, parents, and the community	• Experience of managing a budget or Service Level Agreements • Experience leading Performance Management or staff appraisals • Experience of acting as a Designated or Deputy Designated Safeguarding Lead (DSL/DDSL), including managing safeguarding referrals and working with multi-agency partners (e.g., MASH/Children's Services).
Professional Knowledge	• Deep understanding of the SEND Code of Practice, statutory safeguarding duties (KCSIE), and the Equality Act 2010 • Strong grasp of how assessment for learning, data analysis, and provision mapping drive school	• An appreciation and understanding of a Growth Mindset approach to pupil development

Category	Essential Criteria	Desirable Criteria
	improvement • Knowledge of the range and types of evidence-based interventions available for SEND and disadvantaged pupils • Thorough understanding of the expectations within the National Curriculum and Ofsted Education Inspection Framework (EIF) • Proven knowledge of trauma-informed practice, de-escalation techniques, and bespoke behaviour management strategies for pupils with complex SEMH or SEND needs.	
Skills & Personal Qualities	• Demonstrated ability to operate at a senior level, manage whole-school change, and hold staff accountable for pupil outcomes • Outstanding classroom practitioner with the ability to coach, inspire, and deliver whole-staff CPD • Excellent communication skills (oral and written), dealing sensitively with people while managing complex operational systems under pressure • Unwavering commitment to inclusive education and removing barriers to learning for all children • Commitment to being a visible, active presence at whole-school and community events, including open evenings, parents' evenings	• Ability to use new and emerging technologies (including classroom technologies) to secure impact

Category	Essential Criteria	Desirable Criteria
	after-school events, PTA events, and prospective parent tours. • Ability to represent the academy effectively at Trust level, contributing constructively to multi-academy networks and working groups. • High emotional intelligence and resilience, with the confidence to lead 'courageous conversations', resolve conflicts constructively, and manage highly sensitive discussions with parents, staff, and external agencies.	

Ocean Academy Poole is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is required for the successful candidate.

Safe Recruitment Procedure

Aspirations and Ocean Academy Poole are committed to safeguarding and promoting the welfare of all children, young people and staff. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form. Only those candidates meeting the relevant criteria indicated in the personal

specification will be taken forward from application. Observations for longlisted candidates may take place before a shortlist is drawn up.

Visits

Visits to the academy prior to the application are encouraged where Martin West, the Principal will be happy to answer any questions you may have about the academy or the role. We are happy to try and accommodate specific dates for you if possible prior to the closing date. Please contact Jane Burry (Office Manager) jburry@ocean-aspirations.org or 01202 606888 to confirm an appointment.

Interview

Those shortlisted will take part in an interview with questions relating to the job description and person specification. There will also be a presentation and specific tasks relevant to the role. This information will be forwarded to those successfully shortlisted and invited to interview.

Reference checking

At least two references will be requested, normally from the previous and current employers. These may be contacted before the interview and in all cases before an offer of appointment is confirmed. Please ask your referee to upload a reference on TES Schrole as part of the application.

How to apply

Please follow the link to complete the online application form.
https://

Aspirations Academies Trust

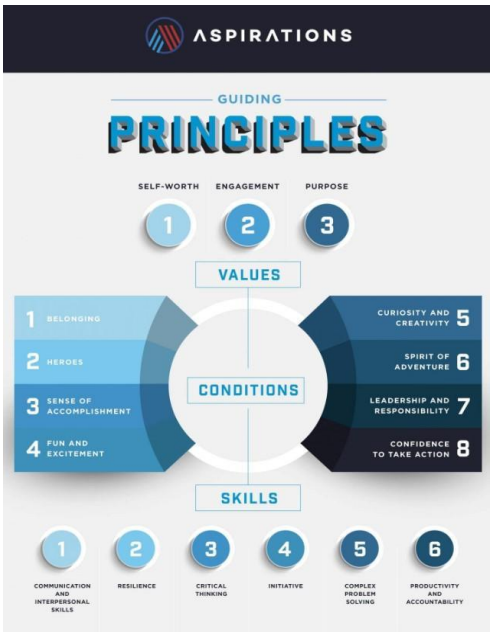
Having the ability to dream about the future while being inspired in the present to reach those dreams.

The Aspirations Academies Trust is a successful sponsor of primary, secondary and 'all through' academies (3-18 years) in England and is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves in an ever changing world. The Trust is now in its eleventh year of operation and we operate 16 academies in four distinct regions: South Central, South West, South Coast and West London.

The drivers for change are encompassed in the Guiding Principles of **Self Worth, Engagement and Purpose**. Our children need to be engaged in their learning, understand the purpose and subsequently have a high level of self-worth that will bring resilience throughout their school life and beyond.

The vision and values of Aspirations is that there is equality of opportunity for all and this is defined in our NO LIMITS curriculum model. We recognize that as well as knowledge, students need to develop their ability and skills to apply and repurpose knowledge in order to thrive in a rapidly changing world. In applying knowledge to real-world contexts and allowing young learners to take the lead in using this

knowledge to find solutions and answers, learning is deepened and purposeful. We value ingenuity, creativity and risk-taking so that development in core and transdisciplinary learning is unified.



At whatever stage a child joins an Aspirations Academy, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications to meet their needs, the development of skills essential to success in the interconnected and highly competitive world of employment, as well as encouraging the highest aspirations.

