



Pennine Academies Yorkshire

RECRUITMENT BROCHURE





WELCOME FROM THE CEO

Welcome to Pennine Academies Yorkshire and may I start by expressing my thanks for taking an interest in our academies and what we are trying to achieve.

Formed in 2018, Pennine Academies Yorkshire now comprises seven successful primary schools and considers every one that is part of the Trust a family member.

DIVERSITY AND UNIQUENESS

Our schools are diverse - from a small rural school of fewer than 100 pupils nestled high up in the Dales, to a 720-place inner city school with a 24-place resource provision. All schools are in control of their own pedagogy, uniform, school day, curriculum, and staffing structures. Our central team provides extensive support services in finance, estates, people and culture, IT, governance, policy, SEND and school improvement support - the best of both worlds!

WE ARE ETHICALLY DRIVEN

We want to be the employer of choice; this means we support our staff with their Continued Professional Development and career aspirations. Working for us will afford you many different opportunities both within the school you work in and in supporting other schools. We regularly offer out and

encourage people to take secondments or to support other schools in a variety of guises. This has led to fantastic promotion opportunities for many.

Our strength comes from our ability to support one another across the schools.

WE VALUE ALL CHILDREN

Pennine schools are there to serve their local communities. We believe we should be there to support all children irrespective of background, disability or special educational need. We have three Resourced Provisions across the Trust supporting children with SEMH, Communication and Interaction Difficulties and Visual Impairment. This means we have access to a team of specialist teachers who also support our mainstream teachers. We work with integrity and inclusivity.

Pennine really is a different kind of Trust, one that has the value of people and relationships at its heart. Come visit us to see for yourself!

Michael Thorp CEO



WELCOME FROM THE HEADTEACHER

Dear Candidate

'Together we discover, believe & achieve.'

On behalf of myself, staff and pupils, I would like to thank you for your interest in Farnham Primary School – a happy place where every child is valued, nurtured and celebrated.

Farnham Primary is not only an exciting place to work but is at an exciting place in its journey. Situated in inner city Bradford, we are a 2 form entry school and we currently have 460 pupils on roll which includes our nursery provision for 3 year olds.

The Farnham Curriculum is currently going through an exciting period of transformation. If you were to join us now, you would be in a position to truly shape the learning experiences you give your pupils through a curriculum that is exciting and relevant. Our pupils want teachers and leaders who are motivated and willing to make everything they do count. They want exciting lessons with resources that are of a high quality where they can enjoy learning and prepare for the future. Our dedicated and caring staff are committed to providing an inclusive, high-quality education for all children. The whole team works hard to remove barriers to learning so that all children can participate in a full and rich curriculum.

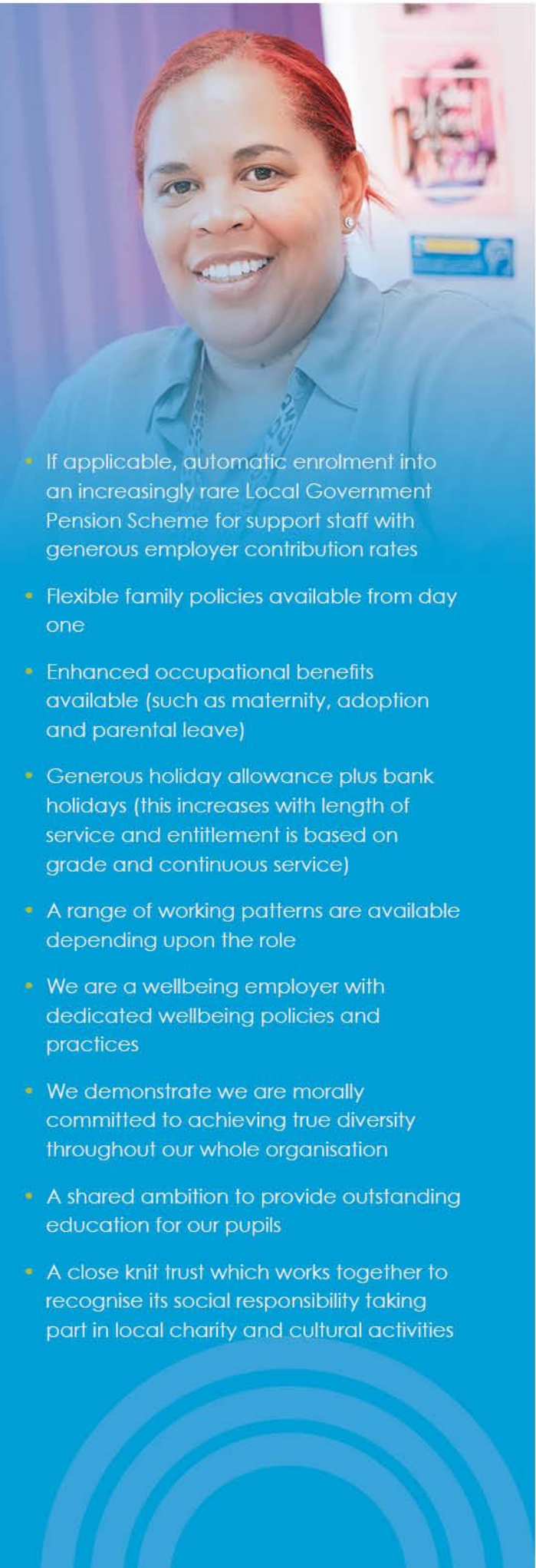
Behaviour at Farnham is good. We encourage all children to be kind, love learning, work hard and relish the challenges that new learning brings whilst making the happiest of memories. There is a culture of high expectations of both learning and behaviour and we place an emphasis on developing relationships where children and staff are respectful towards each other and value diversity. We have a strong commitment to achieving the best possible outcomes for all, preparing pupils to take their place as responsible citizens in modern Britain.

Our website will provide you with a snapshot of our school but if you have any further questions please do not hesitate to contact me if you have anything you wish to discuss. It's important you apply to somewhere you feel you can make a positive contribution and can flourish. I would strongly recommend a visit to the school where I would be happy to show you around and answer any questions.

I wish you every success in your application.

Samantha Keenan
Headteacher, Farnham Primary School





EMPLOYEE BENEFITS

WHAT WE OFFER

- Holistic Employee Assistance Programme: We provide comprehensive support through our Employee Assistance Programme (EAP), offering various services to help staff manage personal and work-related challenges. Services include:
 - Counselling Services
 - Mindfulness Services
 - Weight Management
 - Physiotherapy
 - GP Helpline
 - Cancer & Chronic Illness Support
 - Menopause Support
 - Nurse Support
 - Whole School & Leadership Support
 - Private Medical Operations
- A robust People and Culture strategy encompassing wellbeing and workload charters - please see the website for further details
- A full induction programme offering a welcoming, friendly and outstanding network of support
- Excellent opportunities for personal and career development within the Trust
- Effective, supportive and dynamic leadership
- If applicable, automatic enrolment into the national Teacher Pension Scheme with generous employer contribution rates
- If applicable, automatic enrolment into an increasingly rare Local Government Pension Scheme for support staff with generous employer contribution rates
- Flexible family policies available from day one
- Enhanced occupational benefits available (such as maternity, adoption and parental leave)
- Generous holiday allowance plus bank holidays (this increases with length of service and entitlement is based on grade and continuous service)
- A range of working patterns are available depending upon the role
- We are a wellbeing employer with dedicated wellbeing policies and practices
- We demonstrate we are morally committed to achieving true diversity throughout our whole organisation
- A shared ambition to provide outstanding education for our pupils
- A close knit trust which works together to recognise its social responsibility taking part in local charity and cultural activities



WHY JOIN US?

Pennine Academies Yorkshire was formed to bring clear, tangible and inspiring benefits to children, families, carers and all staff. We have expanded from three founding schools to a family of seven schools.

SO WHY WOULD YOU JOIN PENNINE?



1

WE PROVIDE HIGH QUALITY GOVERNANCE

The Board of Trustees are highly effective, transparent and are a skilled group of professionals who work with the executive team to set the vision and values. They hold the executive team to firm account and delegate the correct duties to scrutiny committees without giving their responsibility for standards away.

2

WE HAVE A PROVEN ABILITY TO PERFORM AND IMPROVE SCHOOLS

All schools in the Trust are high performing and understand good teaching and learning. We work effectively with one another across networks to raise standards and improve outcomes for pupils. We have a highly-skilled school improvement team that spans the Trust, who meet regularly to plan collaborative work, challenging and supporting each other in equal measure.

3

PENNINE VALUES AND DEVELOPS LEADERSHIP AT ALL LEVELS

Pennine Academies Yorkshire has ethical leadership at its core. As such the Trust provides key non-negotiables for its staff, which are an expectation whichever site you are working at:

- Be employed professionally, with equity and equality
- To be able to access flexible working arrangements when circumstances change
- To work in a safe environment and to be treated with respect
- To be developed professionally
- To have a reasonable work-life balance
- To have the opportunity to have career pathways opened
- To contribute to the strategic vision for the Trust and school

4

WHY WOULDN'T YOU WANT TO BE PART OF SOMETHING BIGGER?

At Pennine we want to put in place all the advantages of being part of a bigger organisation without losing any of the character of the individual schools. Each school has a great deal of autonomy and freedom to make changes designing their own curriculums, pedagogy and ethos - this means they all have a part to play in developing the Trust.

5

TO IMPROVE OUTCOMES FOR PUPILS WITHIN THE SYSTEM

It's not just about what our Trust can offer you. What can you offer to the Trust? We need great support staff, great teachers and great leaders - all with a great mindset!

ATTENDANCE & INCLUSION MANAGER SEPTEMBER 2026



Farnham Primary School | T 01274 573297
Headteacher: Samantha Keenan

CLOSING DATE:

Friday 12th June 2026

INTERVIEWS:

Monday 29th June 2026

Band SO1 SCP 23-25 Actual Salary £28,403 – £29,994 TTO + 5 DAYS
35 hours per week. Working pattern to be negotiated

Are you committed to improving pupil outcomes? Hardworking with a sense of humour? We are looking for an Inclusion Manager to join our driven and passionate team. You will need to be hardworking, resilient and have the highest of expectations of our pupils as well as the ability to work as part of a flexible and happy team

As an Inclusion Manager at Farnham Primary School, we will offer you:

- ✓ Tailored CPD and opportunities to support career progression
- ✓ Enthusiastic children who are keen to learn
- ✓ A positive and thriving working environment
- ✓ A supportive leadership team

Pennine Academies Yorkshire Trust is committed to safeguarding and promoting the welfare of young people and we expect all staff to share this commitment. All posts are subject to the safer recruitment process including an enhanced Disclosure and Barring Service Check. The post includes engaging in regulated activity with children and young people. It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children

Please see our website to view our [Safeguarding Policy](#).

Shortlisted applicants will need to provide evidence of their eligibility to work in the UK.

Visits to the school are warmly welcomed by arrangement. Please contact the school office to arrange an appointment or to ask for further information on 01274 573297.

What Ofsted say (September 2022)

" Pupils love coming to this welcoming school. Parents and carers value the quality of care and education that pupils receive. Rates of attendance are high. Leaders make sure that pupils' safety is a high priority."

JOB DESCRIPTION



JOB TITLE/POST:	ATTENDANCE & INCLUSION MANAGER
SALARY:	BAND SO1 SCP 23-25
RESPONSIBLE TO:	SENIOR LEADERSHIP TEAM
DATE:	SEPTEMBER 2026

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

- Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
- Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
- Pennine Academies Yorkshire is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
- Pennine Academies Yorkshire is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.



PRIME OBJECTIVES OF THE POST:

- To take a lead role within the school to address the needs of pupils who need particular help to overcome barriers to learning that supports and promotes an inclusive culture throughout the school, enabling all pupils to achieve their best, through learning and participation.
- To support the day to day inclusion and safeguarding systems in school
- To support the SENCO in co-ordinating appropriate provision for children with special needs and liaising with colleagues, parents/carers and outside agencies, and provide guidance and assistance for teachers in identifying pupils with learning, behavioural, medical or emotional difficulties.
- To be responsible for the management and development of a specialist area within the school and/or line management, training and appraisal of other support staff.
- May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

KNOWLEDGE, SKILLS AND APTITUDES:

(See Personnel Specification)

EFFORT DEMANDS:

- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary, eg dealing with a sick, injured or distressed child.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.



RESPONSIBILITIES

TEACHING AND LEARNING:

- Undertake comprehensive assessments of pupils to determine those in need of particular help and take a lead role in arranging an appropriate provision of support.
- Build and establish productive working relationships with pupils that challenges and motivates, and promotes appropriate behaviour, and that encourages self-awareness in relation to learning and the interaction with others, providing information and advice to enable pupils to make choices about their own learning and behaviour.
- Arrange and develop 1:1 mentoring arrangements with pupils identified as requiring such support in relation to learning and/or emotional issues.
- Ensure appropriate liaison and management of pupils transferring across phases and the integration of those who have been absent or are new to school to ensure full inclusion within the class and school. Where required, gather pupil information from feeder schools and other relevant bodies to ensure a smooth transition into school.
- Work with other staff in planning, evaluating and adjusting activities as appropriate, ensuring pupils access to learning using appropriate strategies, resources etc.
- Provide objective and accurate feedback and reports from the monitoring information gathered to other class Teachers and other staff on pupils' progress.
- Take the lead role in the development and implementation of appropriate behaviour management strategies that supports the integration of pupils in class and encourages their learning and attendance in school.
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links.
- Administrative duties in relation to dealing with correspondence and/or telephone calls from outside agencies, parents/carers and compilation/analysis/reporting on attendance, exclusions when required.
- Actively seek and utilise information regarding the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning. Determine the need for, prepare and use specialist equipment, plans and resources to support pupils.
- To be accountable to the Headteacher through weekly meetings and formal channels, eg performance management processes, monitoring reports required.

HEALTH, SAFETY AND DISCIPLINE:

- To ensure a safe, secure and healthy environment for pupils
- To manage pupil behaviour in the classroom and on school premises, and apply appropriate and effective measures in cases of misbehaviour
- To actively encourage good practice with regard to punctuality, behaviour, standards of work and independent learning.

HUMAN AND MATERIAL RESOURCES AND THEIR DEVELOPMENT AND DEPLOYMENT:

- Work with the Senior Leadership Team to support the professional development of school staff through modelling best practice, coaching, peer support, and target setting, particularly in relation to inclusive practice, SEND support, safeguarding, and attendance.
- Support the effective deployment of staff and resources to ensure that pupils with additional needs receive appropriate support and high-quality provision.
- Ensure the maintenance of a well-structured, safe, and inclusive learning environment that promotes effective teaching and learning, positive behaviour, and pupils' spiritual, moral, social, and cultural development.
- Support staff in implementing consistent strategies that promote engagement, independence, and positive outcomes for all pupils.

PROFESSIONAL DEVELOPMENT:

- To under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff.

COMMUNICATION:

- To communicate with parents and carers over pupils' progress and participate in departmental meetings, parents' evenings and whole school training events.

WORKING WITH COLLEAGUES AND OTHER RELEVANT PROFESSIONALS:

- To liaise with other professionals, such as learning mentors, careers advisers, educational psychologists, education welfare officers etc.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- To be responsible for the care of all equipment and materials, within the classroom/designated area of the school in conjunction with other members of staff.
- The provision, use and storage of equipment and materials prepared by the postholder and used by the children with whom the postholder is working.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from pupils, members of the public/parents/site users.
- This post may include a degree of manual lifting and handling.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Designated Safeguarding Lead or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g., access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.
- You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.



PERSONNEL SPECIFICATION



ESSENTIAL CRITERIA

- Experience of working in a primary school setting to support children's learning, wellbeing and inclusion or similar role
- Level 4 HLTA qualification (desirable)
- Experience of working with attendance systems and supporting improved pupil attendance
- Experience of supporting or working alongside a SENDCO
- Willingness and ability to cover classes where required

EXPERIENCE

JOB SPECIFIC EVIDENCE:

- Experience of working in a team situation
- Experience of working in a primary school setting to support children's learning, wellbeing and inclusion or similar role.
- Experience of working with pupils with additional educational needs or disabilities in a support role.
- Relevant experience, knowledge and understanding of young people whose behaviour is extremely challenging.
- Experience of working with CPOMS
- The ability and tenacity to manage pupils who have social, emotional and behavioural difficulties.
- The ability to communicate effectively with a range of adults and students.
- The willingness to carry out a range of non-teaching and welfare tasks.
- The ability to produce comprehensive action plans and reports and maintain appropriate records.
- High levels of integrity, honesty and credibility which will inspire confidence and trust from both internal and external stakeholders.
- Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level

QUALIFICATIONS / TRAINING

- Evidence of further professional development
- Other relevant qualifications
- DSL (Designated Safeguarding Lead) training or experience (desirable)
- Training related to safeguarding, attendance, SEND or inclusion (desirable)

KNOWLEDGE:

- A personal and professional commitment to equal opportunities, diversity and the promoting of good race relations.
- Understanding of the ethos behind cross circular teaching approaches
- Knowledge of the development of children and their needs
- Understanding and depth of knowledge of the many factors that contribute to emotional and social development.
- Knowledge of the importance of collaborative approaches in and beyond school and the use of rewards and sanctions.
- Ability to identify existing and potential barriers to learning

PERSONAL CIRCUMSTANCES

- Must be legally entitled to work in the UK (Asylum and Immigration Act 1996)
- Will not require holiday leave during term time
- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required)
- Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2012.
- Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural



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