



Application Pack Inclusion Support Practitioner

“Every child deserves to
be the best they can be”

Welcome to Orchard Academy

We're a primary school in Milton Keynes, proudly rated GOOD by Ofsted.

As a founding member of East Midlands Academy Trust (EMAT), we are dedicated to its vision that “every child deserves to be the best they can be” and this commitment drives us to provide the best education for each and every child.

At Orchard Academy we are Ready, Respectful and Safe and we are proud of our happy, caring, supportive and positive learning community where diversity is celebrated and each child can develop and extend their potential and achieve success.

Together with strong community links, we share leadership, staff and administration with our neighbouring infant school, Shepherdswell Academy, allowing us to offer the pupils a continuing broad and balanced curriculum at both key stages 1 and 2. We also have a specialist social communication department, known as Aspen, which offers a fantastic facility for children from both Orchard Academy and Shepherdswell Academy to learn and develop in a specialist environment.

Staff wellbeing is important to us, and when you become part of the #EMATters community you'll have access to a range of employee benefits from confidential support to cycle to work vouchers. You will also be supported in your career, which means that you can expect high quality training, the time to attend training and continuous professional development plus there are many opportunities to connect with fellow professionals across our EMAT network.

This is an exciting time to join the Orchard Academy family. If you would like to visit the school prior to applying, or would like an informal chat please contact us via the school office and we would be happy to show you around and answer any questions that you have.

Thank you for your interest in Orchard Academy.



Zoe McIntyre
Executive Director of Primary Education

Post Description:	
Post title:	Inclusion Support Practitioner
Responsible to:	Dependent on School structure
Liaising with:	SLT, parents/carers, Trust central team, governors, other trust schools, external agencies, relevant support staff.
Pay Range:	Grade 1
Contract:	Permanent
Closing Date:	13 th June 2025
Interview Date:	TBC

Job Purpose

The role of the Inclusion Support Practitioner supports teachers in delivering high-quality learning by planning and delivering lessons, leading small group activities, and covering classes when required. This role will be key in enhancing student progress, managing behaviour, and contributing to the overall learning environment.

Responsibilities include:

Supporting learners by;

- Undertaking activities with individuals, groups, or a class of children to facilitate their physical, emotional, and educational development within a safe environment, with or without the supervision of the class teacher.
- Working to establish supportive relationships with all identified children and families to facilitate effective communication and partnership between the academy and home.
- Carrying out pre-determined educational activities and learning interventions (including Oracy, Phonics and Literacy, SEMH, Metacognition, Physical, and Sensory) informed by educational research, while promoting independent learning to support understanding and progress.
- Tracking, reviewing, and monitoring the impact of interventions using platforms such as Edukey, IEPs, and Pupil Passports to ensure effective support and progress.
- Conducting screening assessments such as Lucid, dyslexia, and dyscalculia to identify learning needs and inform intervention strategies.
- Provide supervision and ensure student safety and appropriate behaviour during lunch and recess periods.
- Supervise and engage children in structured and unstructured activities during wraparound care before and after school; ensure a safe, nurturing environment while supporting positive behavior and adherence to program guidelines
- Encouraging acceptance and inclusion of all children, including those with special educational needs, to support individual achievement, progress, and development.
- Promoting and reinforcing mental and emotional wellbeing to help children maximise their achievement, progress, and personal development.
- Fully supporting and implementing the academy's behaviour policy and reward systems.
- Ensuring that the academy character drivers are both promoted and embodied.

- Promoting and fully participating in the academy House system.
- Demonstrating positive values, attitudes, and behaviour expected from children and young people.

Higher Level Accountabilities

- Attending planning meetings and, under the overall direction and guidance of the teacher, contributing to the short, medium, and long-term planning and preparation of lessons.
- Preparing and delivering lessons under the direction of the teacher, including providing cover for teacher absence, PPA time, and delivering specific interventions informed by educational research.
- Monitoring, evaluating, and providing feedback to teachers on learner participation and progress, ensuring that intervention outcomes are reviewed and adjusted based on data.
- Contributing to the maintenance of learner data and records, tracking the impact of interventions on platforms such as Edukey, IEPs, and Pupil Passports.
- Helping learners make progress in a range of classroom settings, including working with individuals, small groups, and whole classes as directed.
- Supporting teachers in selecting and preparing teaching resources that meet the needs and interests of learners, using insights from educational research.
- Liaising closely with the SENDCo to support the planning and delivery of wider school interventions for identified learners.
- Conducting screening assessments such as Lucid, dyslexia, and dyscalculia to inform planning and support.
- Attending and contributing to annual review meetings with parents and other professionals to support the monitoring and development of each learner.
- Improving personal knowledge and practice by accessing educational research, responding to advice, and implementing feedback to enhance the quality of interventions and support.

Attribute	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> • NPQ level 3 TA course 	<ul style="list-style-type: none"> • Degree • Interest in further professional development (e.g. NPML/SL) • Relevant CPD
Experience	<ul style="list-style-type: none"> • Evidence of consistently high standards of pedagogical practice 	<ul style="list-style-type: none"> • Data tracking and intervention planning • Line management of staff
Knowledge and skills	<ul style="list-style-type: none"> • Extensive knowledge of pedagogic principles • Ability to meet deadlines including Improvement Plan milestones 	<ul style="list-style-type: none"> • Awareness of whole cohort data tracking systems

	<ul style="list-style-type: none"> • Ability to communicate key priorities with staff • Flexibility to adapt to differing priorities as set by SLT lead 	
Personal qualities	<ul style="list-style-type: none"> • Communication skills • Proactive • Time management • Prioritising tasks • High professional standards • High expectations of learners and staff 	

Compiled by: Hannah Fajemiyo	Revision Number: 2
Approved by: Head of People & Culture	Revision Date: 19_/05_/2025_

Additional duties

Whilst every effort has been made to explain the main duties and responsibilities, please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the post holder will carry out. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

N.B. The post holder will carry out his/her responsibilities in accordance with the Trust's equal opportunities policy.

This job description is provided to assist the post holder to know what his/her duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of the post.

How can I apply?

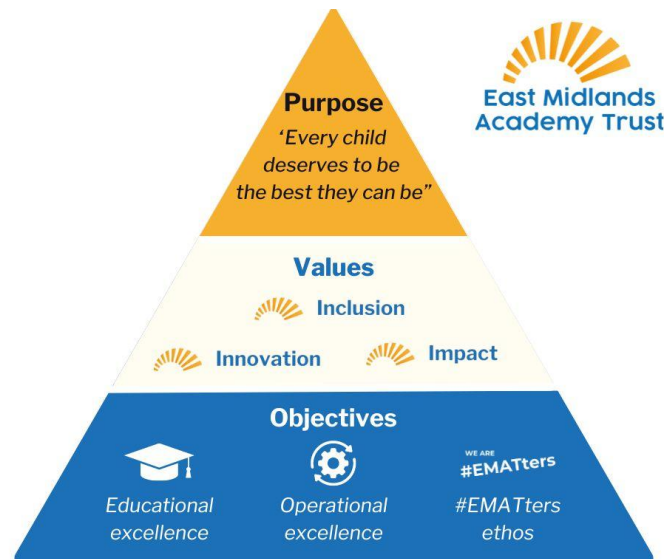
We have an online application form on our careers page under [Job Vacancies](#) and request that you complete the supporting statement in detail, explaining why you are the perfect person for this exciting opportunity. Please be aware that although we will not accept any CVs we welcome applicants to explore the opportunity before applying and if you have any questions about the role or the process, please get in touch with **Hannah Fajemiyo - HR Business Partner**. Please inform us if you require any particular adjustments, arrangements, or access needs as part of the recruitment process.

Vacancy Closing Date: 16th June 2025

Interview Date: TBC

About East Midlands Academy Trust

All staff should be committed to the school and East Midlands Academy Trust's purpose, values and objectives.



Health and Safety

So far as is reasonably practical, the post holder must ensure that safe working practices are adopted by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and learners.

Safeguarding

EMAT is committed to the safeguarding of its young persons and expects all staff, volunteers and adults to work within the parameters of the policies and procedures as agreed by the Board of Trustees to ensure the safety of all young persons within its care.

Equal Opportunities

It is the policy of EMAT to provide equal opportunities for all individuals; to prohibit discrimination in employment on any basis protected by applicable law, including but not limited to race, religious creed, marital status, sex, sexual orientation, ancestry, national origin, age, medical condition or disability. EMAT promotes equal employment opportunities in all aspects of employment through positive employment policies and practice.

If any special requirements are needed to attend an interview, please inform the trust.

Hello and welcome to East Midlands Academy Trust.

We're a thriving multi-academy trust, which currently includes an all-through school in Northampton, a secondary school in Oundle and five primary schools in Northamptonshire and Milton Keynes serving over 5,000 pupils through the tenacity and professionalism of 600 colleagues. I like to call the members of our immediate and extended community #EMATters.

Every child deserves to be the best they can be, and therefore inclusion is at the heart of everything we do. By joining the #EMATters team, you will have the opportunity to help us ensure that high quality education is available to everyone, regardless of their ability or background.

You will be supported throughout your career journey with us, as we recognise that achieving our aim that every child deserves to be the best they can be is only possible through committed and empowered colleagues and a strong culture of personal and professional development, which includes a host of learning opportunities offered through our in-house training hub.

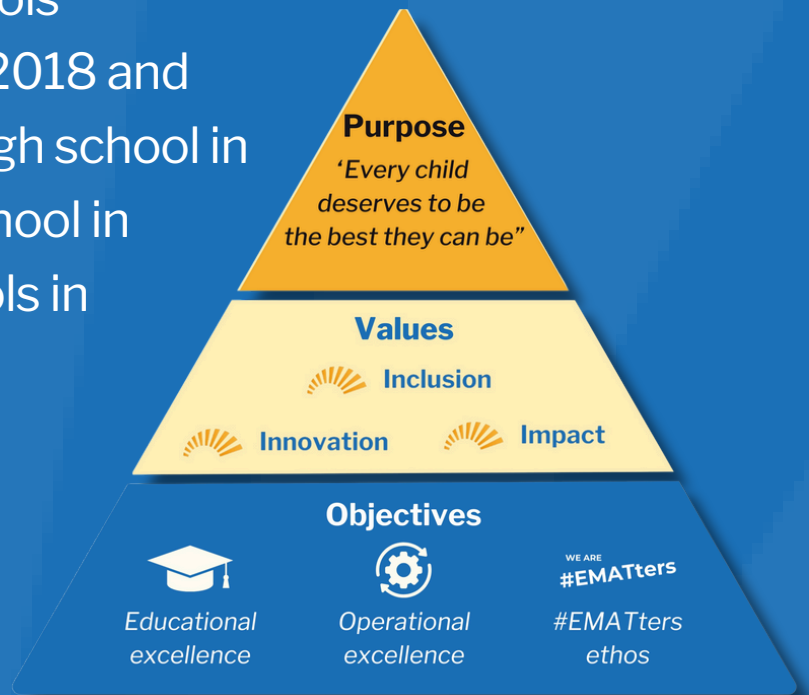
Thank you for your interest in East Midlands Academy Trust. And if you have any questions do get in touch via hrqueries@emat.uk

Joshua Coleman
Chief Executive
East Midlands Academy Trust



About East Midlands Academy Trust

Our community of seven schools collectively became EMAT in 2018 and currently includes an all-through school in Northampton, a secondary school in Oundle and five primary schools in Northamptonshire and Milton Keynes, with more than 600 #EMATters serving over 5,000 pupils.



“Every child deserves to be the best they can be”

This can only be achieved with committed and empowered colleagues. That’s why we have created a strong culture of personal and professional development, which includes access to a host of learning opportunities offered through our in-house training hub to all #EMATters

