



MAC Inclusion Lead Application Pack

September 2024

EMMAUS
CATHOLIC MAC
Our journey with Christ

Welcome from the Chair of the Board and Chief Executive Officer (CEO)

Dear Applicant

Thank you for your interest in the role of the Emmaus Catholic MAC Inclusion Lead. This is a really exciting role which will involve the successful person playing a key role in system leadership for inclusion across our MAC to establish consistent high-quality practices in such areas as Disadvantaged, SEND, Attendance, Behaviour and Safeguarding. The successful candidate will also be a member of the MAC Executive Leadership Team and play a major part in the development and implementation of strategy across the whole spectrum of our activities.

Since Emmaus Catholic MAC (formerly known as St Nicholas Owen) was formed in 2014, we have experienced growth and expect to grow again over the coming years. From 1 September 2024 we have 14 schools: 1 Catholic secondary school and 13 Catholic primary schools.

We are looking to appoint our first MAC Inclusion Lead to support our current schools and those which join us in the future. This is a fantastic opportunity to join our growing family and have a positive impact on the outcomes of our pupils.

The Inclusion Lead is responsible to the CEO but will be line managed by the MAC School Improvement Lead.

We are looking to recruit a colleague who, reporting to the MAC School Improvement Lead, will work closely with our (Executive) Principals, senior and middle leaders, school staff and with external consultants to ensure the delivery of excellent provision for vulnerable pupils across our schools by implementing the MAC vision for inclusion across all Emmaus Catholic MAC schools. The role will involve supporting and challenging leaders responsible for all aspects of inclusion, including (but not limited to) SEND and disadvantaged/vulnerable pupils, ensuring that recommendations are effectively implemented to support learners in schools. The post holder will be required to provide leadership and expert professional advice in all aspects of inclusion, developing and implementing effective strategies, policies and procedures to remove barriers to learning that reflect best practice.

We hope that you are interested and decide to apply. In the pack you will find the advertisement, the job description and person specification. If you wish to discuss the role informally with the Chief Executive Officer prior to making an application or visit one of our schools, please contact Kerry-Ann Holden, Executive Assistant to the CEO: kholden@emmausmac.com

We look forward to receiving your application **by 6th October 2024**. When completing the CES Senior Leader Application Form, please ensure that you read the Notes to Applicants carefully: you should ensure that your supporting statement is clear and concise and does not exceed 1,300 words. Please refer to the Job Specification when writing your supporting statement, as it will be closely assessed against each of the criteria in that specification. Interviews are planned for week beginning **14th October 2024**.

We look forward to hearing from you.

Joanna Griffin
Chair of the Board

Suzanne Horan
Chief Executive Officer (CEO)

Job Description

Job Title:	MAC Inclusion Lead
Indicative Salary Range (ISR):	L10 – L14
Accountable to:	Chief Executive Officer (CEO)
Line Manager:	MAC School Improvement Lead
Accountable for:	Inclusion: SEND/Disadvantaged, Attendance, Behaviour, Safeguarding
Working With:	Emmaus MAC Central Executive Team, Board of Directors, Local Governing Bodies, colleagues, pupils and staff in Emmaus schools, other external partners/agencies

1. Introduction:

This appointment is with the Board of Directors of the Multi Academy Company under the terms of the Catholic Education Service contract signed with the Board of Directors as employers.

The Board of Directors will appoint a person who fully supports the ethos of the Catholic Church and who, by personal example and professional leadership, will ensure that the Catholic ethos, rooted in the teachings of Jesus Christ and the Catholic Church, permeates all aspects of school improvement in Emmaus MAC schools.

The appointment is subject to the current conditions for Senior Leaders contained in the School Teachers' Pay and Conditions document and other current education and employment legislation. This post will be paid on the leadership scale between L10 and L14.

In carrying out their duties, the MAC Inclusion Lead shall consult, where appropriate, with the Chief Executive Officer (CEO) and MAC School Improvement Lead, Board of Directors, the Diocese, the staff of the schools, the parents of its pupils and the parish/es served by the school(s).

The postholder's normal place of work is at the MAC Central Office, our Emmaus schools or at any other premises used from time to time by the MAC. The postholder will be based at the MAC Central Office but will be required to work in our schools on a daily basis or as directed by the Chief Executive Officer and/or MAC School Improvement Lead. This post will form part of the Emmaus Catholic MAC Executive Leadership Team contributing to the strategic leadership and development of education across the MAC.

This job description may be amended at any time, following consultation between the Chief Executive Officer (CEO)/MAC School Improvement Lead and the postholder and will be reviewed annually.

2. Scope:

The role is MAC-wide. The post holder will be responsible for leading on and coordinating the strategy and delivery of inclusion across all Emmaus Catholic MAC schools and for liaising with any external inclusion-related school improvement partners/consultants for primary and secondary to ensure high quality support.

3. Core Purpose of the role:

To support Emmaus Catholic MAC with its commitment to delivering excellent provision for vulnerable pupils across its schools and to raise standards for these pupils by implementing the MAC's vision for Inclusion across all schools in Emmaus Catholic MAC. The role will involve supporting and challenging leaders responsible for all aspects of inclusion, including (but not limited to) SEND and disadvantaged/vulnerable pupils, ensuring that recommendations are effectively implemented to support learners in schools. The post holder will be required to provide leadership and expert professional advice in all aspects of inclusion, developing and implementing effective strategies, policies and procedures to remove barriers to learning that reflect best practice.

This new role is a MAC-wide school improvement role which incorporates all aspects of inclusion, including but not limited to SEND. The role will not involve line management of any school-based staff.

4. Key Areas of Responsibility:

- A commitment to Emmaus Catholic MAC vision statement and ensuring the gospel values of love and service for the most vulnerable pupils in our community.
- Liaise with MAC (Executive) Principals, SENCOs and PP/inclusion, behaviour, attendance and safeguarding leads in schools to ensure a joined-up approach to inclusion across the MAC. This will include primary and secondary phases.
- Work closely with the CEO/MAC School Improvement Lead as Safeguarding Lead (MAC DSL) to ensure safeguarding in schools is effective and that there is a cohesive approach to supporting vulnerable pupils, especially those who have multiple needs.
- Provide expert advice to senior staff concerning inclusion on an ongoing regular basis.
- In liaison with the CEO/MAC School Improvement Lead create, develop, implement and advise upon a strategic and sustainable MAC-wide approach to promoting excellent provision for vulnerable pupils within our MAC schools.
- Build and develop effective communication and robust links with external agencies as required.
- Develop and lead a quality CPD programme around Inclusion across the MAC.
- Ensure that appropriate methods of assessing and recording pupils needs and progress are introduced and maintained.
- Ensure the effective and proficient use of school and pupil data both internal and external, in order to improve outcomes for all groups of pupils but especially vulnerable groups.
- Ensure all schools recognise and fulfil their statutory responsibilities to vulnerable groups including SEND pupils.
- Maintain an overview of vulnerable (SEND, disadvantaged/PP/LAC) children at different schools, their progress and outcomes to support monitoring and evaluation.
- Provide reports on the above to the Board of Directors to ensure impact.
- Support (Executive) Principals, SENCOs and PP/inclusion, behaviour, attendance and safeguarding leads in taking responsibility for the provision and outcomes for vulnerable pupils. This will include leading MAC-wide network group meetings as required.
- Promote and maintain up to date working knowledge of inclusion and legislation, ensuring consistency in approach / policy delivery across the MAC.
- Develop a coherent CPD programme and coordinate/ deliver training for teachers, support staff, Principals and Governors around all aspects of inclusion.
- Consult with and advise staff and governors on current policy and procedures relating to inclusion.

5. Personal Skills

- Manage resources, offering advice and solutions that strive for the best possible outcomes.
- Engage in dialogue with other professionals to reflect upon own personal and professional learning.
- Develop public and voluntary sector professional communities and multi-agency networks through ongoing collaboration and the sharing of best practice.

- Maintain and demonstrate professional competence and values, acting in line with responsibilities to promote the best education for vulnerable pupils.
- Maintain and demonstrate significant CPD with up-to-date relevant knowledge.
- Keep informed of current development by attending in-service courses, visits, reading and study.

6. Safeguarding Children and Safer Recruitment:

Emmaus Catholic MAC is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

The information below serves to outline the roles and responsibilities of the DSL (and any deputies) as outlined in KCSIE, September 2024

Governing bodies and proprietors should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). This should be explicit in the role holder's job description.

The designated safeguarding lead should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or a deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead, to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme

- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required, and
- where a crime may have been committed to the Police as required. [NPCC - When to call the police](#) should help understand when to consider calling the police and what to expect when working with the police

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff
- act as a point of contact with the safeguarding partners
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#).
- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), or the named person with oversight for SEND in a college and senior mental health leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically
- liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college¹⁵⁶. This includes:
 - ensuring that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
 - supporting teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

¹⁵⁶ We recognise that in some settings there may be a different strategic lead for promoting the educational outcomes of children who have or have had a social worker, particularly in larger schools or colleges. Where this is the case, it is important that the DSL works closely with the lead to provide strategic oversight for the outcomes of these children and young people.

They should ensure the file is only accessed by those who need to see it and where the file or content within is shared, this happens in line with information sharing advice as set out in Parts one and two of this guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCOs) or the named person with oversight for SEND in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
- ensure the child protection policy is available publicly and parents know that referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements, and
- help promote educational outcomes by sharing information about welfare, safeguarding, and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements¹⁵⁷
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children

¹⁵⁷ Full details in Chapter one of [Working Together to Safeguard Children](#).

- understand the lasting impact that adversity and trauma can have, including on children’s behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers¹⁵⁸
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online
- obtain access to resources and attend any relevant or refresher training courses, and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that all children feel heard and understood. Therefore, designated safeguarding leads (and deputies) should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them, and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR), and

¹⁵⁸ Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. They should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.

7. Variation in the Role:

This job description is not the contract of employment, or any part of it. Whilst every effort has been made to explain the main duties and responsibilities of this post, this job description is not a comprehensive statement of procedures and tasks but sets out the main expectations of the MAC in relation to the postholders professional responsibilities and duties, all individual tasks may not be identified. All posts are required to work flexibly in order to meet the needs of the Multi Academy Company.

Given the dynamic nature of the role and structure of Emmaus Catholic MAC, it must be accepted that, as Emmaus Catholic MAC's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the member of staff.

Person Specification:

Faith Commitment	E = Essential	D = Desirable	Measured by:
Fully supportive of a Catholic MAC, Catholic schools and Catholic education	E		
A practising and committed Catholic		D	
Secure understanding of the distinctive nature of a Catholic MAC, Catholic schools and Catholic education		D	
Understanding of leadership role in spiritual development of pupils and staff		D	
Evidence of participation in the faith life of the community		D	
Qualifications			
Graduate with Qualified Teacher Status.	E		
Achieved National SENCO Award.	E		
Achieved or working towards NPQs: Senior Leadership/ Headship and/or Leading Behaviour and Culture.		D	
Evidence of a commitment to on-going learning and professional development.	E		
Experience and Knowledge			
Significant Senior Leadership experience with evidence of securing rapid and sustained improvement in their own school relating to inclusion.	E		
Significant experience as a senior education professional with a demonstrable track record of impact on improving and sustaining outcomes for children.	E		
Experience of, and proven success with, school improvement strategies working as part of a school leadership team.	E		
Recent experience of Ofsted inspection system & framework.		D	
Experience of delivering staff development programmes and evidence of impact.	E		
Experience of quality assuring school self-evaluation and improvement activities	E		
Experience of working with governance and promoting effective challenge and support		D	
Experience of leading or developing a network in order to work collaboratively to improve outcomes.		D	
Experience of leading performance management and successfully addressing underperformance.	E		
Experience of effective working with outside agencies.		D	
Knowledge of what constitutes high quality Catholic school provision.	E		
A clear vision and passion for inclusive education.	E		
Up to date knowledge of education policy, pedagogy, evidence-based strategies to improve outcomes for disadvantaged children, inspection findings and statutory requirements.	E		
Working in Catholic schools.		D	
Experience of working collaboratively with other schools and be able to evidence impact on practice/ outcomes.		D	
Experience of dealing with Local Authority teams and systems.	E		
A clear understanding of all of the aspects of inclusion.	E		
Skills, Qualities and Abilities			
Present self as highly professional, setting high expectations for all and leading by example with integrity, creativity, resilience and clarity.	E		
Commitment to collaborative ways of working.	E		
Ability to generate and deliver collective vision and shared purpose.	E		
Excellent organisational skills.	E		
Able to manipulate and analyse performance data.	E		
An enthusiasm and commitment to leadership aimed at making a positive difference to all children and young people and raising standards, particularly for the most vulnerable and disadvantaged.	E		
Able to work under pressure to meet targets and deadlines.	E		

Commitment to providing a high-quality service to Emmaus Catholic MAC schools and customers / stakeholders.	E		
Be adaptive and responsive to change.	E		
Confidence and competence in public speaking and in delivering presentations.	E		
Able to influence effectively at all levels of an organisation.	E		
Full driving license and use of car – the post will require working across and between 14 schools in Birmingham, Dudley, Sandwell and Worcestershire.	E		
Safeguarding			
Demonstrates a commitment to all aspects of safeguarding and welfare of children and young people	E		
Ability to safeguard and promote the welfare of children including motivation to work with children, forming and maintaining appropriate relationships and personal boundaries with children and young people, emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	E		
Experience as working as a Designated Safeguarding Lead	E		
References			
Positive and supportive faith reference from priest where applicant regularly worships		D	
Faith recommendation without reservation		D	
Positive recommendations in professional references	E		
Professional reference without reservation		D	
Satisfactory health and attendance record	E		

NOTE:

- The panel are advised to focus on determining whether the candidates meet the requirements in relation to the broad categories rather than in relation to the individual criteria that are used to illustrate them.
- The criteria may be evidenced across a broad continuum, ranging from evidence that is minimal through to evidence that is sustained and secure.
- It is expected that evidence of meeting these criteria will be gathered from scrutinising the candidate's application form and observing the various aspects of the interview process.
- The panel may wish to determine at the outset in which aspects of the selection process they will seek to find evidence to meet the above criteria.