

#EMATters



East Midlands
Academy Trust

Application Pack
Impact Partner -
Inclusion

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



East Midlands
Academy 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



Post Description:

Post title:	Impact Partner - Inclusion
Responsible to:	Head of Inclusion
Liaising with:	EMAT Senior Executive Team, Headteachers, Head of School, Heads of Department, all school-based colleagues, Academy Improvement Partner/ consultants, governors, trustees, other trust schools, external agencies, relevant support staff.
Pay Range:	EMAT10 £82,654 - £88,951
Contract:	Permanent

Job Purpose

Impact Partner – Inclusion is a field-based, school-facing role focused on improving inclusive practice and outcomes for vulnerable learners across the Trust.

The postholder will work directly alongside Headteachers, senior leaders, SENDCOs, pastoral teams, and specialist provisions to improve the quality of education and inclusion for SEND, disadvantaged pupils, pupils with English as an Additional Language (EAL), looked after children (CLA), and children known or previously known to social care.

The role is accountable to the Head of Inclusion and supports the delivery of the Trust’s inclusion strategy through coaching, challenge, and hands-on school-based improvement work.

Strategic Inclusion Improvement

- Implement the Trust’s inclusion strategy across all schools and settings.
- Work with leaders to evaluate intent, implementation, and impact of inclusive provision.
- Support schools in developing and reviewing inclusion action plans.
- Contribute to Trust self-evaluation and quality assurance processes.
- Promote evidence-informed inclusive practice and intervention design.
- Support Trust-wide improvement in attendance as a core driver of safeguarding, inclusion, and attainment outcomes.

Inclusion Support, Challenge & Quality Assurance

- Maintain a regular on-site presence across schools, providing coaching, support, and challenge.
- Conduct inclusion reviews, learning walks, audits, and monitoring visits.
- Analyse attendance, behaviour, attainment, SEND, PP, CLA, EAL, and social care data.
- Evaluate the impact of interventions and targeted provision.
- Produce clear reports, recommendations, and improvement actions.
- Support schools in preparation for inspections and external reviews.

SEND & Vulnerable Learners

- Improve provision for SEND, disadvantaged pupils, EAL learners, CLA, and children known or previously known to social care.
- Promote high-quality adaptive teaching and inclusive classroom practice.
- Support implementation and review of interventions and targeted support.
- Ensure compliance with the SEND Code of Practice and safeguarding requirements.
- Work with specialist and alternative provision to improve outcomes for vulnerable learners.

Leadership Development & Capacity Building

- Provide coaching and challenge to SENDCOs, inclusion leaders, and pastoral teams.
- Deliver and facilitate CPD focused on inclusion priorities.
- Support the development of strong inclusion, safeguarding, and pastoral systems.
- Share effective practice across schools and settings.
- Contribute to Trust-wide inclusion forums and working groups.

Attendance, Behaviour & Engagement

- Drive significant improvement in attendance, behaviour, and engagement, with a particular focus on persistent absence among vulnerable learners.
- Strengthen inclusive behaviour systems and pastoral approaches.
- Support schools in reducing exclusions and improving engagement.
- Ensure consistent implementation of inclusion and safeguarding policies.

Transition

- Support effective transition across phases, with a particular focus on KS2 to KS3.
- Work with primary, secondary, and inclusion leaders to ensure continuity of support for vulnerable learners.
- Identify and track transition risks relating to SEND, attendance, behaviour, and attainment.
- Strengthen early identification and induction processes for incoming pupils.

Partnership & Multi-Agency Working

- Work with external agencies, local authorities, and specialist services.
- Support schools with EHCP processes, funding applications, and multi-agency planning.
- Help secure appropriate provision for pupils with complex needs.
- Strengthen transition and continuity across services and schools.

Accountability & Impact

- Support monitoring systems and impact tracking tools (e.g., Edukey).
- Evaluate the impact of inclusive strategies and interventions across schools.
- Support schools in evaluating Pupil Premium and other funding impact.
- Ensure consistent implementation of Trust inclusion, SEND, safeguarding, and attendance policies.

Attribute	Essential	Desirable
Qualifications and training	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • Evidence of ongoing professional development • Relevant leadership or inclusion experience 	<ul style="list-style-type: none"> • NASENCO qualification • NPQSL, NPQH, or equivalent leadership qualification
Experience	<ul style="list-style-type: none"> • Experience leading or supporting inclusion and school improvement initiatives • Experience improving outcomes for vulnerable learners • Experience working with SEND, attendance, behaviour, safeguarding, or pastoral provision 	<ul style="list-style-type: none"> • Experience working across multiple schools or within a Multi Academy Trust • Experience supporting specialist or alternative provision
Knowledge and skills	Strong understanding of inclusive education and school improvement practice	<ul style="list-style-type: none"> • Knowledge of systems such as Arbor or Edukey

	<ul style="list-style-type: none"> • Knowledge of SEND legislation and statutory responsibilities • Ability to analyse and interpret pupil performance and inclusion data • Strong coaching, communication, and organisational skills • Ability to support and challenge leaders 	
Personal qualities	<ul style="list-style-type: none"> • Passionate about improving outcomes for children and young people • Strategic and solution-focused • Collaborative and professional approach • Resilient and adaptable • Commitment to safeguarding, equality, and inclusion 	<ul style="list-style-type: none"> • Ability to influence improvement across multiple settings

Compiled by: Hannah Fajemiyo	Revision Number
Approved by:	Revision Date ___/___/___

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.

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.

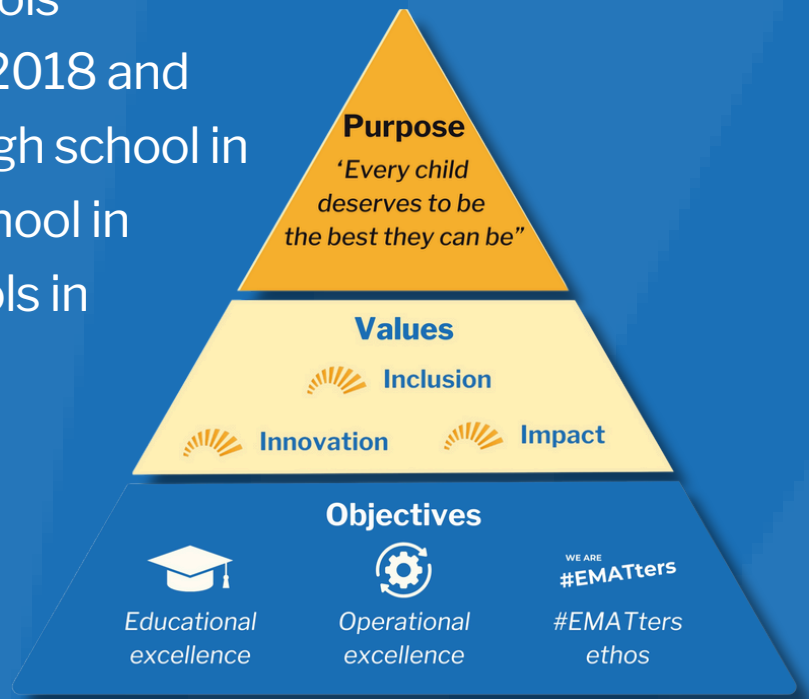
Equal Opportunities

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.

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

