



Durrington High School are seeking to appoint an
**Inclusion & Intervention support
worker**



Welcome to Durrington High School



Do you want to work in a thriving school with a brilliant team of staff and students? Do you believe that all children are entitled to an excellent education – one that opens doors for their future? If so, read on, because we'd love to hear from you.

Durrington High School, part of Durrington Multi Academy Trust (DMAT), is a large and oversubscribed 11–16 school with over 1,600 students on roll. We are proud to be one of only 33 Research Schools nationally, offering all staff – not just teachers – unparalleled opportunities for high-quality professional development. Our vision is simple and powerful: *going beyond our best through kindness, aspiration, perseverance and pride.*

We are now seeking to appoint a Student Support & Inclusion Mentor to join our highly successful pastoral, behaviour and inclusion team. This is a varied, fast-paced and rewarding role, working closely with young people who present with more complex needs (including SEMH) to ensure they can access their education successfully.

You may be a qualified teacher seeking a fresh challenge, or you may bring experience from youth work, care, mentoring or another background where

you've supported young people. What matters most is your passion, resilience and commitment to making a real difference. In this role you will:

- Safeguard and support students so they feel safe, included and ready to learn.
- Build strong relationships with young people, helping them to self-reflect, regulate and re-engage with learning.
- Contribute to interventions, 1:1 sessions and small group work that empower students to manage emotions and behaviour.
- Be part of the team delivering our exciting new behaviour curriculum.

In return, you'll join a school that:

- Has a hugely committed and positive staff team, led by experienced and supportive leaders.
- Provides a truly comprehensive intake – no two days are ever the same.
- Invests in excellent CPD and offers genuine opportunities for progression.
- If your values align with ours, you're looking for a new and exciting challenge, and you have the passion to support young people to thrive, **we want to hear from you!**

The Role

Inclusion & Intervention Support Worker

Student Support & Inclusion Worker

This is a fantastic opportunity to join our dynamic Pastoral, Behaviour and Inclusion team, making a real difference every day. As a key member of this highly skilled and dedicated team, you will play an essential role in enabling all young people to thrive in their education.

The role is varied, fast-paced and deeply rewarding. You will work closely with students, particularly those with more complex profiles and/or SEMH needs, supporting them to feel safe, confident and ready to learn. No two days will be the same – you'll be building relationships, guiding self-reflection, and helping students to achieve positive change in their lives.

Key responsibilities include:

- Taking a lead role in safeguarding and ensuring the welfare of all students.
- Contributing to the smooth running of the school through proactive on-call support, including classroom visits and student check-ins.
- Supporting, as part of a core team of staff, in the supervision of our study room and internal exclusion provision, guiding students in self-regulation and reflection.
- Delivering 1:1 and small group programmes alongside our SENCO and Inclusion Leader, helping young people develop strategies to manage emotions and behaviour.
- Contributing to Individual Support Plans, liaising with house teams, and making referrals to specialist partners when needed.
- Tracking attendance, engagement and progress of students in intervention programmes, both in school and off-site.

Why join us?

- You'll be part of a highly successful team, led by experienced and supportive leaders who are passionate about inclusion and high standards.
- You'll be at the forefront of supporting our staff as well as students in the delivery of elements of our exciting new behaviour curriculum .
- You'll work in a school where inclusion is not a bolt-on, but a central commitment: every child should feel safe, supported and able to learn in a disruption-free environment.
- We offer excellent CPD, coaching and a range of opportunities for progression within our large and ambitious school.

We're looking for someone who is:

- Calm, resilient and able to remain solution-focused under pressure.
- Caring and compassionate, but with high expectations and clear professional boundaries.
- Determined and resourceful, ready to help young people overcome setbacks and complex challenges.

In return, you'll join a school that offers a great place to work, colleagues who are experts in their fields, and the chance to have a genuine impact.

If this sounds like you, we'd love to meet you. Please get in touch to arrange a visit and see our work in action.

We look forward to receiving your application.

How to Apply

Applicants must complete the application form [Application form for non-teaching post](#) in full. If you have any questions about the role, please email Chris Woodcock, Co-Headteacher cwoodcock@durring.com. We would welcome visits to the school pre-application.

Closing date for applications is Monday 20th October 2025 9am.

Job description

Safeguarding Responsibilities

- Demonstrate a commitment to keeping all children and young people safe
- Report any safeguarding concerns in the workplace to the appropriate person
- Maintain an awareness of Trust and school policies and systems; particularly those in relation to safeguarding, behaviour and SEND

General requirements of the role

- Have a calm and visible presence across the school with the ability to identify and then proactively engage with more challenging individuals/groups of students and those who present as dysregulated.
- Ensure that school standards are rigorously and consistently maintained (uniform, punctuality, compliance with instructions).
- Work with the Inclusion leader and wider inclusion team to ensure that the supervision of the short term out of lesson provision (internal exclusion and study rooms) is consistent and effective.
- Be part of our on-call duty staffing.
- Observe students in lessons so as to identify and feedback on barriers to learning
- Run a range of small group intervention targeting this at students who need to overcome common barriers to learning. The exact nature of the intervention will vary according to patterns of identified needs.
- Be willing and able to use data (from within the school) to assess the impact of the intervention work you (or the wider team) may be undertaking.

Assessment and provision

- Familiarise yourself with a range of statutory and non-statutory guidance to develop a strong understanding of best practice in the areas of Special Educational Needs and behaviour/inclusion (note we will provide bespoke CPD for you to assist in achieving this).

- Contribute to reintegration planning for individual students, monitoring these to ensure that the reintegration process is successful.
- Through all strands of your work make a positive contribution to the student wellbeing across the school.

External engagement

- Develop effective relationships with parents/carers (some of whom are hard to reach), to enable them to support the school in ensuring their child achieves well.
- Build and sustain effective working relationships with leaders within external provision and school support agencies so as to improve access to appropriate high quality support on a case by case basis.
- Engage with key providers from the charitable sector to secure wider support for identified students and parents/carers.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task needing to be undertaken may not be identified. The postholder will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified within this job description.

This job description may be amended at any time following discussion with the Headteacher(s), and will be reviewed annually.

Candidate specification

Leadership Attributes	Essential	Desirable (but can also be developed through in-role CPD)
Organisation	<ul style="list-style-type: none"> ● Demonstrate robustness, resilience and have a clear ability to emotionally self-regulate; even within challenging circumstances. ● Ability to work under pressure and manage time effectively. ● Ability to manage the timetables of both staff and students. ● Highly effective written and verbal communication skills - skillfully being able to adapt these to different audiences including students, colleagues, parents/carers and external professionals.. ● The ability to contribute to and create effective plans to enable students to receive the most consistent support possible during the school day. 	<ul style="list-style-type: none"> ● The ability to manipulate, cross reference and analyse data sets to draw out key messages.
Knowledge	<ul style="list-style-type: none"> ● A working knowledge of behavioural challenges and needs that exist within secondary-age students. ● An understanding of wellbeing needs (e.g. young people's mental health, attachment difficulties, anxiety) 	<ul style="list-style-type: none"> ● SEND code of practice ● Equalities duty (in relation to schools) ● KCSIE - additional training undertaken.

	<ul style="list-style-type: none"> • Basic child protection training in line with current KCSIE 	<ul style="list-style-type: none"> • The WSCC OAIP inclusion support framework • Best practice in terms of being trauma informed approaches
Standards and routines	<ul style="list-style-type: none"> • A willingness to uphold all school expectations. • The ability to separate key aspects of your role operating successfully as both a support for individual students and as a school leader (maintaining standards and expectations). • Thorough understanding of the school behaviour and uniform policies to allow consistent application of expectations. 	<ul style="list-style-type: none"> • A detailed understanding of the statutory guidance issued in relation to behaviour management within schools
Skills and qualities	<ul style="list-style-type: none"> • Highly motivated, clear thinking and principled. • Proven willingness and capacity for hard work. • A personality to merit the respect of students and to encourage their active involvement in the learning process, in and out of lessons. • A good communicator being able to build successful relationships with all groups of students, staff, parents/carers and external professionals. • Competent in the use of ICT (specifically google drive, excel) • Committed to equality of opportunity. • Use of evidence informed research to support your role. 	<ul style="list-style-type: none"> • Evidence of using a range of assessment tools to identify strengths/difficulties and using the results to deliver change. • Evidence of running and coordinating training for those you have led. • Evidence of sourcing external support and/or funding to support intervention work. • Experience of using CPOMS.

Package

- Responsible to:** Assistant Headteacher – Standards and Inclusion and Co-Headteachers
- Salary Grade:** NJC Grade 5 scale point 7-8 (£26,403-£26,842) pro rata.
Actual gross salary £22,848 to £23,213.
For the right candidate there is also the possibility to apply for a paid lunchtime duty.
- Benefits** Our staff also have access to a school wellbeing support package including 24/7 GP access and a range of other benefits.
- Working pattern:** Term time only plus INSET days; 37 hours per week, 8:30am to 4:30pm (4pm on Fridays); there is an expectation of attendance at 2 or 3 calendared evening events throughout the year.
- We will consider appointing either a permanent candidate or someone on a fixed-term basis to cover maternity leave. The maternity cover contract will run from November 2025 to June 2026.

Safeguarding

Durrington High School is committed to the safeguarding and wellbeing of all our students. It is a core expectation of every member of staff to safeguard the wellbeing of every child and young person within the school. Staff are supported through regular training and are expected to adhere to the school's Safeguarding and Child Protection Policy at all times.

In addition to the statutory pre-employment checks, this appointment will be subject to an enhanced DBS check, a safeguarding background check and interview.

Durrington Multi Academy Trust is an equal opportunity employer and we welcome the unique contributions that everyone can bring to Durrington Multi Academy Trust in terms of education, opinions, culture, ethnicity, race, sex, gender identity and expressions, nation of origin, age, languages spoken, colour, religion, disability, sexual orientation and beliefs.

Durrington Multi Academy Trust
The Boulevard
Worthing
West Sussex
BN13 1JX
admin@dmatrix.education
dmatrix.education

