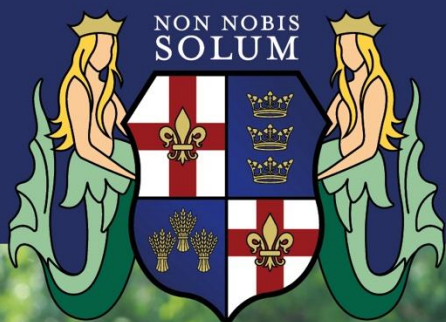




BOSTON HIGH SCHOOL



APPLICANT INFORMATION PACK
INCLUSION HUB COORDINATOR

WELCOME FROM THE HEADTEACHER



Dear Applicant,

Thank you for your interest in joining the team at Boston High School. We are delighted that you are considering applying for a position within our school community.

At Boston High School, we pride ourselves on fostering an environment where every member of staff feels valued and supported. Our commitment to excellence in teaching and learning is matched by our dedication to professional development and wellbeing. We believe that by working collaboratively, we can provide the very best education and opportunities for our students.

Our mission statement is **LEADING, LEARNING, TOGETHER**:

- **LEADING:** Leading as individuals and as a community helps you grow in confidence, resilience, and character. Skills that allow you to thrive in school and life.
- **LEARNING:** Learning is at the heart of success. By working hard and aiming high, you can achieve your ambitions and reach your full potential.
- **TOGETHER:** Supporting one another creates an inclusive, caring environment where everyone feels they belong and is valued as part of the school community.

Founded in January 1921, Boston High School has a proud legacy of excellence, relocating to our current site on Spilsby Road in 1938. Our school offers a prestigious, inclusive, and collaborative environment where academic excellence, creativity, and mutual respect empower every student to thrive. We are an over-subscribed Selective Academy for girls aged 11-16, and home to an established and successful mixed comprehensive Sixth Form for students aged 16-18.

If you choose to apply, you will be joining a team that is passionate about making a difference and ensuring that every student achieves their full potential. We encourage creativity, innovation, and a shared sense of purpose, and we are always excited to welcome individuals who share these values.

Please take some time to explore our website and learn more about our ethos, achievements, and the exciting opportunities we offer. If you would like to discuss this position further or arrange a visit to our school, please email jobs@bostonhighschool.co.uk.

We look forward to receiving your application and learning more about how you can contribute to our vibrant school community.

Kindest regards,

Mrs AM Franks
Headteacher

BOSTON HIGH SCHOOL

ABOUT US

At the heart of our school lies a commitment to core values, embodied in our CODE, which emphasises aspiration, fairness, equality, the rule of law, respect, tolerance, justice, care, and courtesy.

These principles guide everything we do, helping our students thrive both academically and personally.

Commitment | Opportunity | Discipline | Excellence:

COMMITMENT; towards our school, ambitions, achievement, progress, development, learning, safety. Also, commitment to each other, to our duties, and our broader commitment to local, national and global needs.

OPPORTUNITY; a determination to take advantage of opportunities in life; to be the best we can be.

DISCIPLINE; a recognition that a disciplined and focused attitude is essential in order to achieve our best and to give of our best.

EXCELLENCE; a determination to achieve to our highest possible standards and contribute fully to society.

We are dedicated to supporting our staff through our Wellbeing and Workload Charter, along with significant investment in continuous professional development (CPD) at every stage of their career. Our robust Professional Pathways structure offers tailored support, including comprehensive guidance for Early Career Teachers (ECTs), National Professional Qualifications (NPQs), and preparation for future leadership roles. This commitment ensures that every team member is empowered to grow, succeed, and embrace their next professional challenge with confidence.

Our most recent Ofsted inspection in July 2024 resulted in a **GOOD** rating, affirming the strength of our school community and our commitment to excellence.

To see our school's Ofsted reports please click here.

We are proud to share some of the standout highlights from this glowing report, which showcases the dedication, passion, and high standards and expectations that define Boston High School:



The school has an inclusive and welcoming ethos... Pupils say that they feel safe in this popular school.

Pupils behave and attend well. They are friendly and polite.

Pupils with special educational needs and/or disabilities (SEND) are well supported. They benefit from the close support of adults and dedicated learning spaces, such as the 'hub' and 'snug', which strongly promote inclusion in the main school and into the sixth form.

The school has developed an ambitious and inclusive curriculum for all pupils. It offers a broad range of academic subjects that meet the interests and aspirations of pupils...

The school promotes pupils' personal development well. A well-thought-out enrichment course is complemented by a range of extra-curricular activities and visits.

Staff feel well cared for and are highly supportive of the school... Morale is positive.

INFORMATION ABOUT OUR SCHOOL PRIORITIES

Boston High School mission statement:
LEADING LEARNING TOGETHER



We believe in our students and in their generation; we pledge to do all that we can to help them to achieve high standards / outcomes and live fulfilled, safe, happy, and productive lives in their communities as valued citizens.

We will recognise and prioritise the safety, well-being and development of our whole community and ensure students and staff are cared for, supported, and are kept safe – physically and emotionally.

Leaders will continue to ensure that we maintain a clear and ambitious vision for providing high-quality education to all pupils and that is seen through strong, shared values, policies actions and outcomes.

Our culture of safeguarding is paramount to all at BHS. Our culture, policy and practice must identify those at risk or who need help; we must help reduce the risks through support, referral in a timely manner and manage safe recruitment, training, awareness, and any allegations to avoid risk and Keep Children Safe in Education.

- We seek to continually develop as teachers and as a school; reviewing and developing delivery, teaching methodologies and pedagogy to ensure our curriculum delivery meets needs.
- We seek to ensure that all learners can excel, succeed, and achieve beyond potential and fulfil their ambitions.

- Our whole community culture should be based upon the principles of aspiration, excellence, fairness, respect, tolerance, justice, care, courtesy, compassion; underpinned by ensuring we maintain our non-negotiable professional standards built upon integrity and trust.
- Standards of behaviour and discipline are high; we are firm but fair in application. Maintaining a positive learning environment.
- Our learners are individuals, and we respect their needs. Furthermore, we expect all to respect the needs of others.
- We are ambitious for our learners; we expect all to work hard, to accept the challenge, to delight in the accumulation of knowledge and to find enrichment, reward, and enjoyment in their learning.
- We are determined to build upon the principles of reflective practice, evaluation, and quality assurance to strive to be an improving Teaching & Learning community; school information informs practice; improves outcomes.
- We aspire for our learners to develop the capacity to become highly capable, independent, caring, considerate and responsible people to make a positive contribution to our society and our environment in the service of others.
- We aspire for our learners to be adaptable, resilient, and confident people who embrace, and grasp opportunities presented by change; to make a positive impact.

Behaviour & Personal Development mission statement:
Commitment, Opportunity, Discipline, Excellence

COMMITMENT: Every student is committed.

- Exhibits a thirst for learning and knowledge, demonstrating perseverance.
- Takes responsibility for own learning and behaviour, committed to our school values.
- Has high expectations for self in all areas of school including classwork, homework, attendance, and wears our school uniform correctly, taking pride in appearance.
- Always acts safely, looking after self and others.

OPPORTUNITY: Every student grasps opportunities.

- Attends school, arrives on time, and is prepared for the day ahead, ready to learn.
- Takes advantage of opportunities that are presented and actively seeks opportunities.
- Is working towards a personal goal and aspirations.
- Embraces the chance to learn from others.

DISCIPLINE: Every student considers themselves and others.

- Takes ownership of own behaviour and understands the consequences.
- Treats others the way they want to be treated.
- Accepting of other's views and beliefs, considering our British Values.
- Respects the school community and school environment, demonstrating respect for our school values, standards, and expectations.

EXCELLENCE: Every student is ambitious.

- Embraces change and challenge.
- Actively learns from mistakes.
- Applies a positive mindset.
- Is adaptable; looks to solve problems and thinks creatively.

Staff: Curriculum mission statement: **Love of Learning, Opportunity, Resilience, Respect**

Our Curriculum Intent, Implementation and Impact are rooted in the desire to instil a Love of Learning, create lifelong Opportunities, instil a sense of Respect, and develop our learners' Resilience; we define this as our LLORR curriculum mission statement:

- We seek to continually develop as teachers and as a school; reviewing and developing delivery, teaching methodologies and pedagogy to ensure our curriculum delivery meets needs – we are a learning community for all (inc. staff CPD).
- We seek to ensure that all learners can excel, succeed, and achieve beyond potential and fulfil their ambitions.
- Our whole curriculum culture is built upon the principles of aspiration, excellence and fairness.
- Our learners are individuals, and we respect their needs. Furthermore, we expect all to respect the needs of others in our learning community.
- We are ambitious for our learners; we expect all to work hard, to accept the challenge, to delight in the accumulation of knowledge and to find enrichment, reward, and enjoyment in their learning.
- We are determined to build upon the principles of reflective practice, evaluation, and quality assurance to strive to be an improving Teaching & Learning community.
- We aspire for our learners to be adaptable, resilient, and confident people who embrace, and grasp opportunities presented by change; to make a positive impact at Boston High School and beyond.
- We do all that we can to ensure curriculum choices are made to best serve our students and prepare them for the next steps on their educational / lifelong learning journey.





INCLUSION HUB COORDINATOR

SALARY	G4 - FTE £25,989 - £27,254 Pro rata £19,141 - £20,072
JOB DETAILS	Part Time – 32.5 hours per week
REQUIRED FOR	September 2026
APPLICATIONS CLOSE	30th June 2026 (Midnight)
INTERVIEW DATE	2nd July 2026

IMPORTANT INFORMATION

We are seeking a proactive and compassionate Inclusion Hub Coordinator to join our supportive secondary school and help students overcome barriers to learning in an inclusive environment.

The Inclusion Hub Coordinator will play a key role in coordinating student support within the school’s SEN Hub, ensuring that students receive effective, timely and well-organised provision. Working as part of our busy and dedicated SEN team, the postholder will also work closely with students with Education, Health and Care Plans (EHCPs), their families and staff to ensure that tailored provision and interventions are delivered effectively and consistently.

Previous experience of cleaning in a school environment is desirable but not essential, as full training will be provided.

INCLUSION HUB COORDINATOR

JOB DESCRIPTION



Job Title: Inclusion Hub Coordinator

Reports to: SENDCo

Purpose of job:

- The Inclusion Hub Coordinator will play a key role in coordinating student support within the school's SEN Hub, ensuring that students receive effective, timely and well-organised provision. Working as part of our busy and dedicated SEN team, the postholder will also work closely with students with Education, Health and Care Plans (EHCPs), their families and staff to ensure that tailored provision and interventions are delivered effectively and consistently.

Main Responsibilities:

- Coordinate and monitor student support within the SEN Hub.
- Work closely with students with Education, Health and Care Plans (EHCPs), supporting their access to learning and ensuring provision is implemented effectively.
- Support students in the SEN Hub to access targeted interventions, adapting support where needed to meet individual needs.
- Liaise regularly and sensitively with families/carers of SEND students, providing updates, responding to queries and supporting positive home-school communication.
- Implement, maintain and regularly update student records, support plans and relevant documentation, including EHCP provision tracking.
- Work collaboratively with the SENCo to ensure effective support arrangements are in place and reviewed regularly.
- Maintain accurate records and ensure information is recorded in line with school policies, statutory requirements and data protection guidance.
- Liaise effectively with staff and students to coordinate support and share relevant information.
- Support the smooth day-to-day operation of the SEN Hub and respond effectively to changing priorities.

- Contribute to a positive, inclusive environment that promotes student wellbeing, engagement and achievement.
- Support with administrative and organisational tasks related to SEND provision.

Essential Criteria:

- Confident and proficient user of IT systems and software packages.
- Excellent organisational skills and the ability to manage competing priorities effectively.
- Strong time-management skills with attention to detail.
- Excellent written and verbal communication skills, including the ability to communicate effectively with families and external agencies.
- Commitment to supporting the school's ethos of positive regard for all students.
- Flexible, adaptable and able to respond positively to changes throughout the school day.
- Ability to work effectively both independently and as part of a team.

Desirable Criteria:

- Knowledge and experience of SEND processes and statutory requirements, including EHCPs.
- Experience of liaising with families and external professionals.
- Knowledge and experience of school management and safeguarding systems, such as:
 - Provision Map
 - CPOMS
 - MyConcern

Personal Qualities:

- Compassionate and student-centred approach.
- Professional, reliable and approachable.
- Able to build positive relationships with students, staff and families.
- Committed to inclusion and supporting students to achieve their potential.

PERSON SPECIFICATION

EXPERIENCE AND PROFESSIONAL ATTRIBUTES	ESSENTIAL	DESIRABLE
Excellent communication and interpersonal skills	✓	
Motivates staff and student, and sets an example of high standards	✓	
Evidence of continued professional development		✓
SKILLS AND BEHAVIOURS	ESSENTIAL	DESIRABLE
Works well in a team	✓	
Confident user of IT	✓	
Ensures a safe learning environment	✓	
Secures high standards of behaviour in the classroom	✓	
Takes an active approach to self-development		✓
SAFEGUARDING	ESSENTIAL	DESIRABLE
Is pro-active in reporting safeguarding issues and concerns to relevant persons, in accordance to school policy	✓	
Promotes welfare of students	✓	

APPOINTMENT PROCESS

HOW TO APPLY

Application Forms can be found on our school website www.bostonhighschool.co.uk.

Completed forms can be submitted to jobs@bostonhighschool.co.uk.

This school is committed to safeguarding and promoting the welfare of children. As part of our safer recruitment practices, an Enhanced Disclosure and Barring Service (DBS) check and an online presence search (excluding social media) will be undertaken. All re-employment checks are carried out in line with 'Keeping Children Safe in Education'.

