

Job Description Assistant Principal – Inclusion

Post title:	Assistant Principal - Inclusion
Salary:	L12-16
Reporting to:	VP Culture
Responsible for & Line Management of:	<ul style="list-style-type: none"> • Lead whole-school relating to inclusion, SEND and wellbeing across the school, ensuring high-quality systems, consistent practice, and targeted interventions that remove barriers to learning and support wellbeing and safety. • Provide strong, strategic leadership that drives continuous improvement, high expectations, and a positive culture in which all pupils—including those with SEND, disadvantaged, and vulnerable learners—are challenged, supported, and able to thrive. • Oversee and analyse SEND and inclusion data to identify priorities, implement improvements, and evaluate impact. • Promote strong pastoral and safeguarding systems, working closely with the SENCo, safeguarding leads, pastoral teams, and external agencies. • SLT link for department areas (tbc)
Liaising With:	SLT, Middle leaders, teaching and non-teaching staff, OAT and LA representatives and external agencies such as virtual schools, parents, carers and governors.
Disclosure level:	Enhanced DBS
Duration	Full time
Allocation	15 periods a week
Strategic Leadership and Development:	<p>The AP will be required to work as a member of the Academy Leadership Team:</p> <ul style="list-style-type: none"> • Uphold and promote the school and Trust's vision, ethos, and values in partnership with the Headteacher, Governors, and Senior Leadership Team, deputising for the Headteacher when required. • Be a visible presence across the school • Contribute to the day-to-day leadership and management • Ensure systems and structures are fit for purpose. • Provide clear professional guidance, training, and leadership for staff, modelling high standards and contributing to the school's effective day-to-day management. • Ensure a values-driven behaviour culture with high standards for conduct, attitudes to learning, relationships, and personal development across all phases. • Stay informed about national and local educational developments and evaluate their implications for the school. • Maintain the highest standards of professional conduct and confidentiality at all times. • Foster a strong team culture that supports staff effectiveness, collaboration, loyalty, and integrity across the school.
Specific Responsibilities	<p>The new post holder would be expected to:</p> <p>SEND</p> <ul style="list-style-type: none"> • Have a strategic overview of provision for pupils with SEND across the school. • Monitor and review the quality of provision, ensuring that it is inclusive at all levels, including behaviour management approaches. • Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice • Lead on the strategic development of SEND policy and provision in the school • Ensure compliance with statutory requirements. • Evaluate teaching and learning provision with the SENDCo and ensure learning support strategies are impactful and appropriate for pupils with barriers to learning

	<p>Inclusion</p> <ul style="list-style-type: none"> • Lead the Inclusion strategy and ensure a focus on improving outcomes for pupils and groups of pupils and promoting a sense of belonging for all members of the academy regardless of their protected characteristics. • Oversee the development of strategic responses and plans to meet the inclusion needs of pupils. • Promote high standards of quality first provision securing the best possible outcomes for pupils through effective inclusion. • Ensure that the Disability Discrimination Act and the Equality Objectives are regularly monitored and reviewed. • Liaise with the Designated Teacher for looked after and previously looked after children to ensure the best possible outcomes for these pupils. <p>Pupil Premium</p> <ul style="list-style-type: none"> • Lead on the strategic development of the PP policy • Analyse attendance, behaviour and attainment and progress data for Pupil Premium and 16-19 Bursary students to minimise any gaps. • Evaluate provision to ensure strategies are impactful and appropriate for pupils with barriers to learning. • Consult with staff and parents/ carers re: Pupil Premium spend <p>Developing Self and Others</p> <ul style="list-style-type: none"> • Promote collaborative learning approaches and demonstrate commitment to continuous professional development. • Lead, manage and develop pastoral and inclusion teams • Ensure effective performance management and staff development • Build a culture of accountability, consistency and care • Support the induction of new staff and trainees as required. • Participate in the recruitment and selection of staff. <p>Safeguarding and Promoting the Welfare of Children</p> <ul style="list-style-type: none"> • Ensure safeguarding is a priority and embedded across the school • Maintain compliance with statutory safeguarding requirements • Promote a culture where pupils feel safe, valued, and supported in their moral and emotional wellbeing. • Apply strong knowledge and experience of safeguarding and the Every Child Matters agenda. • Maintain up-to-date understanding of Keeping Children Safe in Education
<p>General duties and responsibilities</p>	<ul style="list-style-type: none"> • To carry out the duties of an Assistant Principal as set out in the school teachers' pay and conditions document. • To continue to meet the required standards for qualified teacher status (QTS) • Work in a flexible way to respond to the needs of the school and to fulfil other duties and responsibilities appropriate to the grade and role as and when required. • Support and exemplify the school's culture and ethos through championing the vision and values, particularly with regards to children's wellbeing and emotional development in addition to promoting the high levels of achievement and attainment throughout the school. • Demonstrate a keen interest in all aspects of school life • Undertake any professional duties of the headteacher reasonably delegated by the headteacher • Carry out SLT duty responsibilities and be a visible presence around the school • Has high expectations of themselves and others, including colleagues and children • Ensure inclusive practice is embedded across all phases • Oversee SEND provision ensuring equity of access and outcomes • Ensure all pupils feel safe, supported and known

Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.
- To contribute to the subject area's Development Plan and its implementation.
- To attend all appropriate meetings.
- To plan and prepare courses and lessons in line with Academy policy
- To contribute to the whole Academy's planning activities.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in the Academy and elsewhere.
- To assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and SMSC and British Values are reflected in the teaching/learning experience of students.
- To undertake assessment of students as requested by external examination bodies, subject area and Academy procedures.

- This job description should be read in conjunction with the statutory requirements in the current version of the School Teachers' Pay and Conditions document.
- All school based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check.
- 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.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.
- The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- This Job description may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Person Specification
Assistant Principal – Inclusion

Category	Essential	Desirable	Method of Assessment
Qualification and Training	<ul style="list-style-type: none"> • Qualified Teacher Status (QTS) • At least four years' post qualified teaching experience • Demonstrated impact in improving inclusion, SEND provision, behaviour, and/or attendance • Strong, current knowledge of curriculum, teaching, safeguarding, and national requirements 	<ul style="list-style-type: none"> • At least one years' experience as an assistant head or equivalent • Experience working with external agencies (e.g., safeguarding, social care, health) • Skilled in using data and resources for evaluation, planning, and budget oversight 	Application Form
Leadership and Management Skills	<ul style="list-style-type: none"> • Effective line-management and performance-management skills 	<ul style="list-style-type: none"> • Ability to provide strategic, values-led leadership • Strong people-management, coaching, and team-building skills • Capacity to lead culture change and sustain high expectations 	Application Form and Interview
Communication	<ul style="list-style-type: none"> • Excellent communication skills, building productive relationships with diverse stakeholders • Strong networking and influencing skills to enhance opportunities for students and staff 	<ul style="list-style-type: none"> • Effective in formal settings, including chairing meetings and presenting complex information 	Application Form and Interview
Leadership of Staff, Students and Resources	<ul style="list-style-type: none"> • Inspirational, values-led leadership, motivating and challenging staff and students to excel • Strong team leadership, building effective teams, setting expectations, and ensuring accountability • Student-focused and adaptable, with strong engagement skills and flexibility to meet changing needs 	<ul style="list-style-type: none"> • Strategic, analytical thinker, making sound decisions, using ICT effectively, and modelling positive behaviour 	Application Form and Interview.

Professionalism and Personal Qualities

- High levels of integrity, emotional intelligence, and resilience
- Commitment to inclusion, equity, and the school's values
- Positive role model who inspires trust, confidence, and high expectations
- Values-led approach, committed to safeguarding, equality, diversity, and positive student outcomes
- Resilient, reflective, and self-managing, with emotional intelligence, integrity, and composure under pressure

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