



JOB DESCRIPTION: Assistant Principal Inclusion

Our ethos is one of Selfless Service, Excellence, Virtues and Aspiration, with our named virtues being: kindness, courage, honesty, tolerance respect and responsibility. We promote five principles of character: to be presentable, polite, prepared, positive and punctual. Our school promotes an active sense of citizenship and regard for sarbat dha ballah (common good of all). At Seva School, our aim is for our whole community to actively engage with all that the Sikh faith encompasses and modern British Values promote.

PURPOSE

- To work collaboratively as a key member of the Senior Leadership Team to strategically lead the delivery of the school's Inclusion agenda, ensuring it is fully aligned with the School Development Plan, the values and ethos of the Sikh faith, and the Ofsted Education Inspection Framework.
- To ensure that the school and Trust consistently meet all statutory and regulatory requirements, including full compliance with the SEND Code of Practice and the Equality Act, embedding best practice in inclusive education across all areas.
- To demonstrate and promote excellent, cross-disciplinary pedagogical knowledge, using robust assessment and performance data to set ambitious targets and rigorously monitor progress and attainment for all pupil groups, including the most able, pupils with SEND, disadvantaged pupils, and those with English as an Additional Language (EAL), securing exemplary academic and aspirational outcomes.
- To lead and assure the strategic intent, effective implementation, and measurable impact of the Pupil Premium strategy, ensuring that it demonstrably accelerates progress and rapidly closes attainment gaps.
- To design, implement, and embed a highly effective pupil induction programme that enables early identification of need and ensures timely, targeted interventions, supporting rapid integration and clear pathways to success, particularly for pupils with EAL.
- To foster and sustain a culture of high expectations, professional integrity, and mutual respect, maintaining high levels of morale and confidence among staff and pupils, and exemplifying conduct that consistently upholds SEVA principles.
- To establish and maintain strong, collaborative partnerships with parents and carers of pupils with SEND, disadvantaged backgrounds, and EAL, ensuring barriers to learning are swiftly identified and addressed, and that families are actively engaged in decision-making processes, resulting in improved attendance, behaviour, and punctuality.
- To champion and embed a culture of inclusion in which all pupils feel a strong sense of belonging, are supported to thrive, and achieve their full potential, promoted through impactful awareness initiatives and a broad, enriched curriculum, including outdoor and vocational learning opportunities.
- To work in close partnership with the Trust, Principal, and Senior Leadership Team to drive innovative, high-quality leadership and management, systematically evaluating impact, sharing best practice, and building on existing strengths to secure sustained school improvement and excellence.



SCHOOL CONTEXT: All-through
Reception - Year 11
Mixed

REPORTING TO: SLT

SALARY: Leadership Scale L5 - L10

Professional Standards

- To fulfil the role of Assistant Principal Inclusion and classroom practitioner in accordance with the School Teachers' Pay and Conditions Document and relevant Professional Standards, consistently modelling exemplary inclusive practice.
- To maintain and promote consistently high expectations for all pupils, ensuring that those with SEND, pupils eligible for Pupil Premium, and pupils with EAL are supported to achieve ambitious academic and personal outcomes.
- To work in close partnership with pupils, parents/carers, staff, and external agencies to ensure the early identification of need and the effective removal of barriers to learning and wellbeing, thereby maximising progress, attainment, and future aspirations across all subject areas.
- To lead and evaluate provision through a rigorous understanding of intent, implementation, and impact, ensuring that strategies for SEND, Pupil Premium, and EAL are evidence-informed and demonstrably effective.
- To utilise current research and best practice to inform policy, provision, and practice, establishing robust systems for identification, planning, monitoring, and evaluation that secure continuous improvement and sustained high-quality inclusive provision.
- To promote positive behaviour, strong attitudes to learning, and pupil wellbeing, recognising that a sense of safety, belonging, and inclusion is fundamental to pupil engagement and success.
- To provide strategic advice to the Principal, Senior Leadership Team, and Trust on the effective deployment of SEND, Pupil Premium, and EAL resources, including staffing and provision, ensuring accountability, efficiency, and value for money.
- To contribute fully to the life of the all-through school and wider community, actively upholding and promoting its faith values and ethos.
- To actively implement and promote all school policies, particularly those relating to inclusion, safeguarding, equality, and diversity.
- To foster positive professional relationships, contributing to a culture of collaboration, integrity, and continuous improvement.
- To ensure full compliance with statutory requirements, including Health and Safety, GDPR, and safeguarding, maintaining high standards of professional conduct at all times.
- To maintain and further develop robust, accurate, and secure record-keeping systems, ensuring they effectively support monitoring, accountability, and school improvement.

Leadership and Management

- Strategic Leadership through shaping the whole-school vision for inclusion, belonging, diversity, and equity.
- Serving as SENDCo and Deputy Designated Safeguarding Lead and line-managing the SENDCo, ensuring statutory frameworks (like EHCPs) are met and safeguarding standards are the highest priority.
- Data Analysis to tracking attendance, behaviour, retention, and progress to identify achievement gaps and implement targeted, evidence-informed interventions.
- Staff Development through delivering continuous professional development (CPD) on adaptive teaching and inclusive strategies.



- Agency Collaboration by working alongside outside agencies, local authorities, and families to support pupil welfare.
- To provide effective line management of staff, including the implementation of robust performance management processes, ensuring high standards of teaching and inclusive practice are consistently achieved.
- To lead the strategic use of SEND, Pupil Premium, and EAL funding, ensuring that resources are deployed effectively and that impact is measurable in improved outcomes, engagement, and participation.
- To oversee key transition points, including Reception and Year 7 intake and in-year admissions, ensuring that pupils' needs are identified promptly and that appropriate provision is implemented to support successful integration.
- To lead the development, review, and quality assurance of individual learning plans (ILPs), ensuring that review meetings involving pupils, parents, and staff are conducted with professionalism, sensitivity, and a focus on outcomes.
- To develop and implement risk assessments and personalised support plans for pupils with additional needs, ensuring their safety, engagement, and inclusion.
- To contribute strategically to improving attendance, punctuality, and engagement, particularly for vulnerable and disadvantaged groups, through an inclusive, responsive, and engaging curriculum.
- To lead on access arrangements for assessments, ensuring equitable access and compliance with statutory requirements.
- To lead whole-school approaches to mental health and wellbeing, ensuring staff are trained and supported to meet pupils' needs effectively.
- To support the school's responsibility to provide opportunities for both academic achievement and personal development, ensuring all pupils can participate fully in school life.
- To design and deliver high-quality professional development, embedding effective inclusive practice and strengthening staff confidence in meeting diverse needs.
- To establish effective systems for capturing and responding to pupil voice, ensuring pupils feel heard, valued, and included in shaping provision.
- To ensure that all pupils, particularly those with SEND, Pupil Premium, and EAL, make strong progress through timely, data-informed interventions.
- To promote a culture where staff recognise, respect, and value individual differences, ensuring that diversity is leveraged as a strength.

Teaching and Curriculum

- To be an outstanding classroom practitioner, demonstrating a clear impact on raising standards, expectations, and outcomes across subjects and key stages.
- To model and promote high-quality, adaptive teaching, ensuring that all pupils—including SEND, EAL, disadvantaged, and more able learners—can access the curriculum and achieve their full potential.
- To maintain and share an up-to-date, research-informed understanding of Quality First Teaching, supporting staff to meet diverse needs effectively through adaptive strategies and personalised learning pathways.
- To inspire pupils through a rich and engaging curriculum, supporting progression into further education, employment, and aspirational career pathways.
- To contribute to and lead enrichment opportunities, including educational visits, residentials, outdoor learning, and wider experiences that broaden pupils' cultural capital and aspirations.
- To plan and deliver lessons in line with school policy, ensuring that all pupils make strong progress and that learning is inclusive, coherent, and ambitious.
- To support collaborative curriculum development, promoting cross-curricular opportunities that enhance engagement and deepen learning.
- To coach and develop teaching and support staff, ensuring the consistent application of inclusive teaching strategies and high expectations.



- To set ambitious, data-informed targets for pupil attainment and progress.
- To ensure appropriate provision is in place for pupils absent from lessons in line with school policy.
- To contribute to wider school programmes and initiatives that support pupil development and inclusion.

Assessment, Recording and Reporting

- To maintain and monitor comprehensive records relating to pupils with SEND, Pupil Premium, and EAL, including attainment, progress, attendance, behaviour, and engagement.
- To lead and contribute to parents' evenings, reviews, and workshops, ensuring communication is clear, constructive, and focused on improving outcomes.
- To produce high-quality reports in line with the school's assessment cycle, ensuring that they accurately reflect pupil progress and next steps.
- To analyse assessment data rigorously, using findings to inform teaching, intervention, and strategic planning.
- To evaluate performance data, including test and examination outcomes, and implement targeted action plans to address identified gaps and improve outcomes.
- To maintain effective and timely communication with parents and carers, ensuring they are informed, involved, and empowered to support their child's education.
- To work in accordance with statutory guidance relating to SEND and inclusion, collaborating with relevant staff and external professionals to ensure coordinated and effective provision.

Form Tutor Responsibilities

- To ensure the accurate and timely completion of attendance registers, adhering to school procedures for recording and reporting absence data within established systems.
- To monitor the holistic development of each pupil through effective use of data, identifying any concerns and liaising promptly with relevant staff to enable timely intervention and support.
- To foster pupils' confidence, self-esteem, and sense of belonging, providing appropriate pastoral support and guidance as required.
- To uphold high expectations within the tutor group, including monitoring and promoting excellent standards of attendance, punctuality, uniform, homework completion, behaviour, and attitudes to learning.
- To plan and deliver high-quality PSHE/SRE provision in line with the school curriculum and statutory guidance.
- To contribute to the development, implementation, and review of Individual Learning Plans (ILPs), ensuring these effectively support pupil progress.
- To communicate essential school information clearly and effectively to pupils, including timetables, notices, and key messages.
- To complete annual tutor reports and provide additional reports or references as required, ensuring accuracy and professionalism.
- To attend and contribute to Parents' Consultation Evenings and other relevant meetings.
- To support and promote the school's rewards systems, reinforcing positive behaviour and creating a learning environment characterised by safety, wellbeing, and mutual respect.
- To maintain regular and appropriate contact with parents and carers, in liaison with line managers, to support pupil progress and wellbeing.
- To actively participate in the school assembly programme, including the delivery of assemblies aligned with agreed themes.

School and Trust

- To adhere to all school and Trust policies and procedures, particularly those related to safeguarding, child protection, health and safety, security, and confidentiality, ensuring that all concerns are reported promptly and appropriately.



- To take responsibility for safeguarding and promoting the welfare of all pupils, maintaining vigilance and taking appropriate action where necessary.
- To demonstrate professional self-awareness, recognising individual strengths and areas of expertise, and using these to support colleagues and contribute to a culture of mutual respect and continuous improvement.
- To actively support and promote the school's mission, vision, faith values, and strategic priorities.
- To work collaboratively with the Principal, Senior Leadership Team, and wider staff to recruit, develop, support, and retain high-quality staff.
- To contribute to the effective deployment and development of staff, ensuring high standards of teaching and learning and maintaining the school's reputation for excellence.
- To support the effective management, monitoring, and evaluation of resources, ensuring efficiency, value for money, and a positive impact on pupil outcomes.
- To contribute to a culture of accountability in which all staff are committed to the success and continuous improvement of the school.
- To actively promote high standards of attendance, punctuality, behaviour, and pupil engagement.
- To model exemplary behaviour and uphold the highest expectations at all times, including during off-site visits and school activities.

Additional Duties

- To play a full and active role in the life of the school and wider community, supporting and promoting its vision, ethos, and values.
- To lead and contribute to extra-curricular activities that reflect the school's ethos and provide enriching opportunities for all pupils, particularly those who are disadvantaged.
- To engage in continuous professional development to enhance knowledge, skills, and practice.
- To participate fully in the school's performance management processes.
- To provide classroom cover when required, demonstrating flexibility and professionalism.
- To undertake examination invigilation duties as required, ensuring all access arrangements are appropriately implemented.
- To ensure pupils are appropriately supervised at all times, maintaining a safe and orderly environment.
- To undertake any additional duties commensurate with the role, as reasonably directed by the Principal.

Important

Whilst every effort has been made to outline the main duties and responsibilities of the role, this is not intended to be an exhaustive list. The nature of the role may require flexibility, particularly within a developing school environment.

This job description is current at the time of issue; however, it may be subject to review and amendment by the Principal, in consultation with the post holder, to reflect the evolving needs of the school in line with the responsibilities and grade of the post.

Note:

Safeguarding

The Sevak Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments will be subject to an enhanced Disclosure and Barring Service check (with a children's barred list check).

- The policies and procedures adopted by the Sevak Education Trust are fully implemented and followed by all staff.
- To take reasonable care for his/her own health and safety and any other person(s) who may be affected by his/her acts or omissions at work, in accordance with the Health & Safety legislation.



- To promote the protection and safeguarding of pupils through the active implementation of relevant school policies and procedures with reference to: Safeguarding and Child Protection Policy, Behaviour Policy, KCSiE and the Staff Code of Conduct, and to raise any concerns relating to such procedures which may be noted during duty.

Our offer of work will be conditional upon a number of mandatory pre-employment checks, to include but not limited to: DBS, Barred List check, right to work check, internet search, TRA check (academic posts).



PERSON SPECIFICATION: Assistant Principal Inclusion

The following will be evidenced in the application and interview process.

<p>Qualifications</p>	<p>QTS essential SENDCo Qualification or a willingness to train NPQ Senior Mental Health desirable DSL/DDSL trained essential NPQSL desirable for experience of line managing in a school A relevant degree and evidence of further professional development Other relevant qualifications and certificates</p>
<p>Experience</p>	<ul style="list-style-type: none"> • An experienced SENDCo and classroom practitioner with a strong track record of working effectively across both primary and secondary phases, ensuring high-quality provision for pupils with SEND, as well as those who are disadvantaged, EAL, most able, and across gender groups. • Proven ability to lead, manage, and motivate a diverse team of teaching and learning support staff, using robust performance management systems to secure improved outcomes for all pupil groups, including SEND, Pupil Premium, EAL learners, boys and girls, and the most able. • Demonstrable track record of raising attainment and progress over time across a range of subjects, ensuring that pupils with SEND, disadvantaged pupils, EAL learners, and the most able achieve strong outcomes and are well-prepared for future education, employment, and career pathways. • Substantial experience and understanding of the varied needs of pupils with SEND from a wide range of socio-economic, cultural, and linguistic backgrounds, including those eligible for Pupil Premium and those with EAL. • Experience of teaching in schools with a high proportion of pupils with EAL, with a strong understanding of how to support language acquisition alongside academic achievement for both disadvantaged pupils and the most able. • Evidence of creating and sustaining an inclusive and purposeful learning environment, underpinned by effective behaviour strategies, ensuring that all pupils—regardless of need, background, gender, or prior attainment—can engage, achieve, and thrive. • Proven ability to lead and implement whole-school initiatives that strengthen inclusive practice, raise standards, and improve outcomes for all groups, including SEND, Pupil Premium, EAL, disadvantaged pupils, boys and girls, and the most able, positioning the school as a centre of excellence within the sector.
<p>Professional knowledge and understanding</p>	<ul style="list-style-type: none"> • To demonstrate a strong and comprehensive understanding of the diverse needs of pupils with SEND, including ADHD, Autism, Dyslexia, Social, Emotional and Mental Health (SEMH) needs, communication and interaction needs, and cognition and learning difficulties, and to apply this knowledge effectively to meet the needs of all learners, including disadvantaged pupils, those with EAL, and the most able, through accurate assessment and tailored provision. • To work effectively with external agencies and local authorities, advocating for high-quality provision and positive outcomes for all pupils, including those with SEND, Pupil Premium, EAL, disadvantaged backgrounds, and across gender groups. • To possess exemplary subject knowledge and a secure understanding of effective pedagogy, ensuring that teaching and learning strategies are inclusive and enable all pupils—including SEND, disadvantaged, EAL, boys, girls, and the most able—to make strong progress and achieve their full potential. • To demonstrate an in-depth understanding of the curriculum from Early Years Foundation Stage through to Key Stage 4 and beyond, including examination board requirements, ensuring that all pupils have equitable access to a broad, balanced, and ambitious curriculum. • To apply and embed effective strategies for inclusion that engage and support all learners, with a clear focus on meeting the needs of SEND, Pupil Premium, EAL,



	<p>disadvantaged pupils, boys and girls, and the most able, ensuring equitable participation and achievement.</p> <ul style="list-style-type: none"> • To demonstrate a strong commitment to safeguarding and promoting the welfare of all pupils, maintaining up-to-date knowledge of relevant legislation, statutory guidance, and best practice. • To understand and actively promote the principles of equality, equity, and inclusion, ensuring these are reflected in whole-school policies, practices, and outcomes for all pupil groups. • To support the personal, social, emotional, and mental health and wellbeing of all pupils, recognising the importance of inclusive practice in enabling pupils to feel safe, valued, and ready to learn.
<p>Professional Skills and Abilities</p>	<ul style="list-style-type: none"> • To demonstrate excellent written and verbal communication skills, producing high-quality reports and contributing effectively to meetings with Senior Leadership Team, Trust representatives, and external stakeholders, ensuring a clear focus on outcomes for SEND, Pupil Premium, EAL, disadvantaged pupils, boys and girls, and the most able. • To be approachable and responsive, managing relationships with sensitivity and professionalism, and resolving concerns effectively in the best interests of all pupils. • To be an inspirational classroom practitioner and leader, with strong behaviour management and consistently high expectations that promote improved attendance, engagement, and positive outcomes for all learner groups, including SEND, disadvantaged, EAL, boys, girls, and the most able. • To plan and deliver high-quality teaching and learning experiences that are adapted to meet the needs, interests, prior knowledge, and abilities of all pupils, ensuring equitable access and challenge across SEND, Pupil Premium, EAL, disadvantaged pupils, gender groups, and the most able. • To create a safe, inclusive, and nurturing learning environment in which all pupils feel valued, develop a strong sense of belonging, and are supported to thrive academically and personally. • To reflect critically on own teaching practice, using assessment and feedback to inform next steps and continually improve outcomes for all pupil groups. • To demonstrate a comprehensive understanding of the curriculum across EYFS, KS1, KS2, KS3, KS4, GCSE and beyond, ensuring that all pupils—including SEND, disadvantaged, EAL, boys, girls, and the most able—have access to a broad, balanced, and ambitious curriculum. • To communicate clearly, concisely, and respectfully in both written and verbal formats, engaging effectively with pupils, staff, parents, and external partners. • To demonstrate excellent organisational and time management skills, taking a proactive and solutions-focused approach to responsibilities. • To effectively manage workload and meet deadlines, ensuring that priorities relating to inclusive provision and pupil outcomes are consistently achieved. • To ensure that pupils are appropriately supervised at all times, maintaining a safe, orderly, and supportive environment. • To utilise ICT confidently and effectively to support teaching, learning, and administration, ensuring adherence to e-safety and cyber security expectations. • To actively promote Careers Education, Information, Advice and Guidance (CEIAG) opportunities across the curriculum, ensuring that all pupils, including SEND, Pupil Premium, EAL, disadvantaged pupils, boys, girls, and the most able, are inspired and equipped to pursue ambitious future pathways.
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • To demonstrate excellent interpersonal skills, working collaboratively with colleagues, teams, parents, and the wider community to build and sustain positive, professional relationships that support high-quality outcomes for all pupils. • To show a clear passion for inclusive education, particularly in relation to SEND, teaching and learning, and to inspire enthusiasm, commitment, and high standards in others.



	<ul style="list-style-type: none">• To respect and value diversity, showing sensitivity to individuals of all faiths and none, and promoting an inclusive and respectful school culture.• To be a reflective practitioner and effective communicator, committed to continuous professional development and able to motivate and influence colleagues positively.• To maintain a calm, professional, and reassuring demeanour, demonstrating integrity, discretion, and emotional intelligence in all interactions.• To demonstrate a strong commitment to equality of opportunity, ensuring that all pupils are supported to achieve their full potential regardless of background or need.• To uphold the highest standards of safeguarding, consistently promoting and protecting the welfare of children and young people both within school and during off-site activities.• To maintain high expectations of self and others, presenting in a professional manner and modelling the standards expected across the school.• To provide constructive, sensitive, and solution-focused feedback to staff, pupils, and parents, supporting the effective management of conflict and the promotion of positive relationships.• To model exemplary standards of reliability, punctuality, and attendance.• To contribute actively to the wider life and strategic objectives of the school, acting as a positive ambassador and promoting the school within the local and wider community.• Be willing to participate in the wider school objectives to promote the school to others.
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The work of schools changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with national prescription on terms and conditions of employment and/or any relevant school improvement priorities set from time to time. Any major changes will involve discussion and consultation with you. Whilst the main duties and responsibilities of the post are set out above, each individual task to be undertaken has not been identified. Teachers will be expected to comply with any reasonable request from their line manager to undertake work related to teaching and learning that is not specified within this job description and which is commensurate with the level of the post.

Line manager's signature: _____

Date: _____

Post holder's signature: _____

Date: _____



When selecting applicants for short-listing, the panel will consider the requirements listed in the Person Specification above. You are, therefore, advised to ensure that your application addresses the issues raised by providing examples/evidence. We are conscious of the time and effort spent on applications. We do thank you for your interest, and we will let you know whether or not your application is successful at shortlisting. Due to the number of applications the school receives we are unable to provide feedback for candidates who are unsuccessful at shortlisting. The school regrets that it is unable to pay expenses incurred by attendance at interview.