

Assistant Principal Inclusion

Purpose of the Role

The Assistant Principal for Inclusion provides strategic leadership to embed an inclusive culture across the school, ensuring that every child can achieve their potential.

As a key member of the Senior Leadership Team (SLT), the role oversees provision for pupils with special educational needs (SEND) and other vulnerable learners, and leads staff training to promote high-quality, adaptive teaching that enables pupils to make excellent progress and achieve the best possible outcomes.

Working alongside teachers in classrooms, the Assistant Principal models best practice and supports the development of inclusive pedagogy, holding responsibility for ensuring high-quality provision for all pupils with barriers to learning.

The role prioritises embedding a culture of early and accurate assessment of pupils' needs and using this information to drive a continuous cycle of planning, action and review, ensuring barriers to learning and wellbeing are systematically reduced.

In addition, they liaise closely with parents, carers, and external agencies to make inclusion central to the school's strategic priorities and improvement plan.

Areas of Responsibility

Leadership & Management

Work collaboratively with the Principal to develop, implement and evaluate the school's Inclusion Strategy, ensuring a measurable impact on outcomes for pupils.

Lead all aspects of the school's inclusion strategy and provision, ensuring that SEND support and provision for vulnerable pupils are delivered efficiently, effectively and consistently across the school.

Contribute to the strategic leadership and day-to-day management of the school in partnership with the Principal and Vice Principal.

Support the development, implementation, monitoring and evaluation of school improvement priorities and leadership initiatives.

Manage the performance and professional development of staff within the inclusion strategy through appraisal, coaching and targeted support, developing staff and holding them to account in line with Preston Hedges Trust policies.

Ensure that financial resources and funding allocated to vulnerable pupils and pupils with SEND are managed effectively to maximise impact on outcomes and to ensure that all identified needs are met.

Maintain an up to date understanding of national best practice, policy developments and innovation in inclusion and SEND, enhancing provision and ensuring that all available funding streams, including EHCP funding, are utilised effectively.

Teaching & Learning

Evaluate the quality of provision and systematically identify pupils' needs to ensure early assessment, timely support and appropriate adaptations meet the needs of each individual pupil.

Drive consistently high standards of teaching and learning by supporting and challenging colleagues to meet the needs of all pupils through high expectations.

Work alongside colleagues to model effective inclusive practice and provide targeted support, ensuring consistent and high impact implementation of the school's inclusion strategy.

Ensure that assessment for all pupils is precise, identifies clear next steps for learning, and is used to inform planning and provision, with impact monitored regularly.

Analyse a range of data, including pupil progress and attainment data, to identify trends, strengths and areas for development.

Monitor and evaluate the impact of provision and interventions, adapting approaches as necessary to accelerate pupil progress and improve outcomes.

Culture & Behaviour

Champion an effective, positive culture that reflects all 8 elements of the Trust's Inclusion wheel to foster a genuine and lasting spirit of collaboration and excellent partnership working, which is embraced by all staff,

Ensure all pupils see themselves reflected positively in the curriculum, environment, and school culture, fostering belonging and visibility.

Live the Trust values of ambition, drive, excellence and one team

Community Engagement (Civic Leadership)

Develop effective relationships with parents, carers and the community to foster a sense of shared purpose and collaboration.

Develop and maintain partnerships with the central team, external stakeholders, including local authorities, Trust schools, partner schools, and educational organisations, to develop opportunities and resources that enhance the educational experiences of vulnerable pupils

Work in partnership with other Assistant Principals for Inclusion across the Trust to evaluate, innovate and review practice, driving transformational impact across all aspects of inclusion.

Person Specification

Qualifications	
<p>Essential</p> <ul style="list-style-type: none"> • Qualified to degree level or above 	<p>Desirable</p> <ul style="list-style-type: none"> • Evidence of recent CPD relating to wider leadership or inclusion • SENDCO qualification or commitment to undertaking this
Experience	
<p>Essential</p> <ul style="list-style-type: none"> • Excellent classroom practitioner • Proven track record of creating highly effective provision vulnerable children • Successful experience as a leader in education, with a track record of delivering whole school improvement priorities. • Experience of building and maintaining positive relationships and influence with a range of stakeholders • Experience of working with external agencies to secure specialist expertise, develop individual support plans and obtain funding for EHCP's and vulnerable pupils. 	<p>Desirable</p> <ul style="list-style-type: none"> •
Leadership Skills	
<p>Essential</p> <ul style="list-style-type: none"> • Excellent communication and interpersonal skills • Able to develop others – by having high expectations and clear goals, providing support and holding to account in a supportive way. • Able to collaborate 	<p>Desirable</p> <ul style="list-style-type: none"> • Experience of leading a network group within the Trust • Able to solve problems with strength in both conceptual and analytical thinking
Personal Attributes & Behaviours	
<p>Essential</p> <ul style="list-style-type: none"> • Values-led and principled • Child centred and compassionate • Credible and respected practitioner 	<p>Desirable</p> <ul style="list-style-type: none"> • Curious and research informed • Confidence to influence beyond own role

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| <ul style="list-style-type: none">• Reflective and improvement focused• Organised and diligent• Collaborative and influential | |
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