



**St Gabriel**

**the Archangel**

Catholic Multi-Academy Trust

## Assistant Principal- Inclusion & Mission

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### Job Description

*Forming Christ-centred pilgrims of hope, with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice.*

# St Gabriel the Archangel Catholic Multi-Academy Trust

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## Introduction

***"I have come that they may have life, and have it to the full."***

### ***John 10:10***

The Assistant Principal (Inclusion) is a pivotal Senior Leadership role dedicated to the living expression of our Catholic ethos. Grounded in the belief that every child is created in the image and likeness of God, this leader ensures that our school is a community where the most vulnerable are prioritised, cherished, and empowered to reach their God-given potential. An Assistant Principal (Inclusion) is a senior leadership role focused on ensuring equitable educational access, covering SENDCo responsibilities, and student welfare. They drive strategic improvement in learning support, behavior management, and pastoral care, removing barriers to ensure all pupils, particularly vulnerable groups, achieve their best.

## Key Responsibilities

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- Strategic Leadership (Inclusion): Setting the vision and implementing policies to ensure high-quality inclusive practice, statutory compliance and high quality teaching for all students.
- SENDCo & Welfare: Often holding Qualified Teacher Status (QTS) and acting as the SENCO, SEND Leader
- Pastoral and Behavior: Overseeing behaviour and pastoral care to foster a positive school environment.
- Staff Development: Leading the inclusion team, learning support assistants (LSAs), and training staff to deliver adaptive teaching.
- Multi-Agency Collaboration: Working with parents and external agencies to support child welfare.

## Qualifications & Professional Development

- Essential: Qualified Teacher Status (QTS) and a proven track record of exemplary classroom practice.
- Essential: National Award for SEN Coordination (NASENCO) or the new NPQ for SENCOs.

- Essential: Evidence of recent, high-level safeguarding training (Designated Safeguarding Lead level).
- Desirable: NPQSL or other senior leadership qualifications.

### **Leadership & Strategic Experience**

- Strategic Vision: Ability to develop, implement, and monitor a whole-school vision for inclusion that moves beyond compliance to excellence.
- Impact on Outcomes: Proven experience in narrowing the attainment gap for SEND, disadvantaged, and vulnerable student cohorts.
- Data Literacy: Expert ability to analyse complex progress and behavioral data to inform interventions and report to Governors/Trustees.
- Staff Management: Experience in leading and motivating a diverse team, including teachers, LSAs, and pastoral staff.

### **Specialist Knowledge**

- Statutory Expert: Comprehensive knowledge of the SEND Code of Practice, the Equality Act 2010, and statutory EHCP processes.
- Safeguarding & Welfare: Deep understanding of *Keeping Children Safe in Education* (KCSiE) and the link between SEND and safeguarding vulnerability.
- Pedagogy: Expertise in Adaptive Teaching strategies and the ability to coach staff in quality-first teaching for all.
- Behavioral Science: Understanding of the underlying causes of "behavior as communication" and trauma-informed practices.

### **Interpersonal & Communication Skills**

- Advocacy: A passionate advocate for students with barriers to learning, ensuring their "learner voice" is central to school life.
- Collaboration: Skilled at working with external agencies (EPs, CAMHS, Social Care) to secure rapid support for families.
- Parental Engagement: Ability to build high-trust relationships with parents and carers, particularly during difficult or sensitive transitions.
- Resilience: The emotional intelligence and stamina to lead in a high-pressure, fast-paced senior leadership environment.

### **Personal Attributes**

- Integrity: A commitment to the highest standards of professional conduct and ethics.

- **Ambition:** High expectations for what *every* child can achieve, regardless of their starting point.
- **Innovation:** A creative problem-solver who can find solutions to complex inclusion challenges.

## **The Successful Candidate**

*"The stone the builders rejected has become the cornerstone." —  
Psalm 118:22*

To fulfill this role through the lens of our Catholic ethos, the successful candidate will not merely be an administrator, but a Minister of Hope and an Architect of Grace. You will be expected to embody the following:

### **A Visible and Proactive Witness**

You will be a leader who walks among the community, following the example of the Good Shepherd. Your leadership is not confined to an office; it is found in the corridors, the playground, and the chapel.

- **Proactive Presence:** You do not wait for a crisis to intervene. You anticipate the needs of the vulnerable, acting with the "restless care" that ensures no child feels invisible or forgotten.
- **Transformative Action:** You recognise that "managing systems" is secondary to transforming lives. You view educational data not as statistics, but as the stories of God's children, seeking always to turn a narrative of struggle into one of triumph.

### **Architect of a Sacred Environment**

You will design a school culture where the "barriers" of the world—disability, poverty, or trauma—are met with the unconditional love of the Gospel.

- **Empowerment through Dignity:** Your "architecture" is built on the foundation of *Imago Dei*. You empower students by helping them recognise their own inherent worth, ensuring that their educational journey is a discovery of their unique vocation.
- **Equity as Justice:** You understand that true equality in a Catholic school means giving more to those who have less. You are the champion for the "least of these," ensuring that the school's structures bend toward justice and inclusion.

This post is subject to an Enhanced DBS check.

## Job Summary

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Providing strategic leadership and direction to secure the raising of inclusion in developing best practice to achieve outstanding results. Teaching and promoting the highest standards of behaviour in order to promote a calm working environment, in line with the Academy's values, and to create an atmosphere conducive to learning.

The Assistant Principal is responsible for the strategic development of inclusion. This involves the leadership and support of the staff, building a highly effective team, as well as the management, organisation and administration of the work of the department. The Assistant Principal has a duty to promote high quality in all aspects of the work of the team by maintaining high standards of achievement and ensuring that all students fulfil their potential through effective teaching and learning, and high expectations.

In addition to the requirements of a class teacher, areas of responsibility and key tasks as a strategic leader within the Academy are:

- To work in cooperation with other members of the Senior Leadership Team to ensure the Academy's values are expected in all aspects of Academy life.
- To be a highly visible and reliable presence around the Academy , carrying out daily SLT duties to ensure exemplary behaviour is expected at all times.
- Advise the Senior Leadership Team on matters concerning inclusion.
- Participate in Academy policy and decision making processes
- Contribute to Academy initiatives in line with Academy improvement priorities
- Support and challenge all staff in achieving the priorities and targets which the Academy sets for itself, and to provide them with appropriate support and guidance in implementing schemes of work across all key stages
- Contribute to, and evaluate the effectiveness of, the Academy Improvement Plan

### **Classroom teaching:**

- Develop a classroom environment and teaching practice which secures effective learning and provides a professional model, clearly demonstrating effective teaching, classroom organisation, learning environment and high standards of achievement, behaviour and discipline

- Monitor the quality of one's own teaching and students' achievements including the analysis of performance data and appropriate intervention

### **Strategic Leadership:**

- Leadership and strategic development
- Coaching and building within the Academy
- Leading and managing staff
- Supporting staff in their development needs
- Working with the Senior Leadership Team to quality assure work across the Academy
- The implementation of whole Academy policy and practice
- Undertaking professional duties and tasks as reasonably delegated by the Principal
- Participating in whole Academy committees and meetings
- Attending senior staff and other Academy committees and meetings
- Liaison with appropriate agencies outside of the Academy e.g. the St Gabriel the Archangel Multi- Academy Trust, LA advisors, inspectors, industry, business and the wider community

### **Leadership of staff:**

- Develop positive working relationships with and between all staff and provide and sustain motivation
- Lead groups of staff in developmental activities, delegate appropriately and evaluate outcomes
- Contribute to the implementation of the Academy's appraisal policy
- Support staff with matters of student behaviour and discipline
- Contribute positively to the appointment, deployment and development of staff to make most effective use of their skills, expertise and to ensure that all staff have a clear understanding of their roles and responsibilities

In addition to the ability to perform the duties of the post, issues relating to Safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline.

## Safeguarding Commitment

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St Gabriel the Archangel Catholic Multi-Academy Trust is fully committed to safeguarding and promoting the welfare of children and young people. The Trust expects all staff and volunteers to share this commitment and comply with safer recruitment procedures, including an enhanced DBS check and Children's Barring List check.

## Benefits

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- Opportunities for professional development and CPD tailored to digital leadership
- Participation in Trust-wide initiatives and senior leadership forums
- Supportive and collaborative working environment

## Person Specification

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E = essential

D = desirable

<b>Qualifications</b>	
Graduate with qualified teacher status.	<b>E</b>
Knowledge of KS2 Programmes of Study	<b>E</b>
Knowledge of courses and requirements at KS3,KS4 and KS5	<b>E</b>
Good ICT skills	<b>E</b>
National Award for SEN Coordination (NASENCO) or the new NPQ for SENCOs.	<b>E</b>
Hold NPQML or NPQSL status or equivalent or post graduate management/education qualification.	<b>D</b>
Safeguarding trained (stage 1) within the past 12 months; including Prevent and FGM.	<b>D</b>
<b>Experience</b>	
An excellent classroom practitioner that can model best practice	<b>E</b>
Teach intervention groups at KS3, KS4 and KS5	<b>E</b>
An awareness of current issues in inclusive education	<b>E</b>
Understanding of use of data to assess and inform teaching and learning	<b>E</b>
Experience of leading, developing and enhancing the teaching practice of other staff	<b>E</b>



Relevant management experience	<b>E</b>
<b>Personal Attributes</b>	
Good organisational and personal management skills	<b>E</b>
Can demonstrate impact as a leader	<b>E</b>
Effective planning and teaching	<b>E</b>
Meets deadlines	<b>E</b>
Effective behaviour/classroom management	<b>E</b>
An ability to Lead and to demand high standards	<b>E</b>
Ability to support and lead the important Catholic values of the Academy	<b>E</b>