



Job description: Assistant Principal - Inclusion (SENDCO)

Location	St Mark's CoE Academy
Contract term	Full-time, Permanent
Salary	Leadership Pay Range (Inner London) - highly competitive and subject to experience
Reporting to	Headteacher, Senior Vice Principal

Job purpose

- To fulfil the professional responsibilities of a professional within the Leadership Team to enhance the Inclusion strategy and academic development of all pupils at the Academy.
- Line manage the SEND and Inclusion teams; including the Deputy SENDCO and a team of Teaching Assistants.

Main duties and responsibilities

The colleague will lead the Inclusion strategy, as SENDCO of the academy by:

- Working alongside the Senior Leadership Team to lead on the Inclusion strategy of the academy.
- Driving a whole school improvement with Inclusive and Adaptive Teaching strategies to develop an exceptional climate for learning.
- Be the statutory SENDCO; overseeing EHCP's, IEP's and SEN support for all pupils, with the support of the Deputy SENDCO.
 - Implement IEPs and onepage summaries, being responsible for supporting and measuring pupil progress against targets.
 - Co-ordinate and attend Annual/Interim Reviews for students with EHCPs.
 - Use data effectively to identify pupils who are seriously underachieving and where necessary create and implement effective plans of action to support those pupils.
- Develop and lead effective whole school Inclusion CPD as identified.
- Act and expert instructional coach and mentor on a 1:1 or small group basis, with colleagues where required.
- Work closely with external stakeholders, provisions and services to support the needs of students of their families.
- Creating a stimulating, nurturing, happy, safe and productive learning environment that is engaging and fulfilling for all students.
- Contribute to the wider engagement strategy of the academy regarding families and community integration.
- Show a complete commitment to upholding the Staff Code of Conduct and Safeguarding duties outlined in KCSIE.



- Be an effective Head of Department, including managing a team of Teaching Assistant and SEND support colleagues, to ensure consistency and high quality SEND provision for all pupils.
- Supermodel best practice inclusion across the academy and other schools in the Trust
- Identify resources to meet the needs of pupils and identify priorities for expenditure in collaboration with the other members of the leadership team.
- In tandem with the Quality of Education team; conduct observations of teaching and learning across the academy, with a SEND focus.
- Collate evidence for specific sections of the school's Self Evaluation Form and School Department Improvement Plan.
- Be designated teacher for children with medical needs; liaising with 0-19 team/hospital consultants.
- Ensure all staff understand how to identify pupils for concessions testing and build robust arrangements to offer provision for students during exams.
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- To develop curriculum resources to ensure that pupils identified on the SEN Register have the required levels of support.
- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Deliver local and national learning strategies e.g. literacy, numeracy, KS3/KS4/KS5 and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.

Additional responsibilities as part of the Senior Leadership Team:

- To be dedicated to line managing Middle Leaders, within the Inclusion structure of the Academy.
- Implementing strategies for school improvement.
- Ensuring effective and efficient organisation and administration of the school.
- Liaise with all stakeholders to drive our vision of Transformation for all.
- Ensuring that behaviour for learning is Outstanding for all.
- Contribute to the development of the Academy's vision for the Quality of Education.
- Contribute to Anthem and the schools within it.
- Work with the Anthem Community Council, to promote and implement the strategic vision, values and ethos to students, staff, governors, parents and the wider community.

Teaching & Learning

- Planning lessons, in the short, medium and long term, appropriate to all pupils to be taught, according to the academy's planning policy; taking a full part in joint planning where appropriate.
- Actively participate in our whole school instructional coaching programme, actively developing and improving your own and others' teaching through weekly evidence-informed feedback and deliberate practice
- Teaching planned lessons to assigned pupils according to their educational needs, ensuring that appropriate targets are set and achievement monitored to inform future planning.
- Setting and marking of work, differentiated appropriately, to be completed at the academy and at home where appropriate, ensuring that pupils are set challenging, but achievable targets and encouraged to excel.



- To use all available data produced by the Academy to inform the setting of appropriate targets and tracking pupils in their classes.
- Taking an active role in the delivery of high quality extra-curricular clubs across key stages 3 and 4. This will involve promoting clubs, delivering training sessions and liaising with local schools to arrange after school sporting fixtures.
- To use the academy's rewards and sanctions system effectively. To establish a learning culture within the classroom where children are positively supported and encouraged to do well in a climate of equal opportunity and security.
- To provide guidance and support to students in the assigned tutor group, liaising with the appropriate Progress Leader and Heads of Department where concerns arise.
- To provide support to students in the tutor or teaching group who are at risk of underachievement or who are experiencing difficulty to ensure that they have access to the correct support internally or externally, keeping a log of actions and support provided and following up referrals if necessary.
- Provide support and advice to parents and carers of pupils, building positive relationships to
- encourage their involvement in their child's education and provide feedback on children's progress.

Person Specification: Assistant Principal - Inclusion (SENDCO)

Qualifications and training <i>Evidenced through: Application</i>	Essential	Desirable
Degree Level Qualification	✓	
QTS or equivalent	✓	
Post graduate teaching qualification	✓	
Statutory Special Educational Needs and Disability Qualification (NASENCO/NPQSEND)	✓	
National Professional Qualification (NPQML/NPQSL)		✓
Relevant training and professional development in areas such as student wellbeing, SMSC, safeguarding, exams access arrangements, etc.		✓

Experience/employment record <i>Evidenced through: Application/Interview/References</i>	Essential	Desirable
A minimum of 5 years teaching experience across KS3, KS4 and KS5, with demonstrable outcomes.	✓	
A minimum of 3 years middle/senior leadership responsibility	✓	
Experience of exceptional SEND teaching practice with demonstrable outcomes	✓	
Successful track record of middle leadership in state funded secondary education in the UK	✓	
Experience of working with young people and their families	✓	
Ability to work within the scope of statutory legislation, keeping up to date with relevant changes within SEND and education	✓	
Experience of managing complex EHCP case load	✓	
Working collaboratively, in partnership with external stakeholders	✓	
Evidence of effective line management to embed high quality SEND provision.	✓	



Experience of working in a good or outstanding school, with an understanding of what excellence looks like within educational leadership and management	✓	
Successful track record in middle leadership with a values-based approach	✓	
Evidence of successful financial and resource management		✓

Personal qualities <i>Evidenced through: Application/Interview/References</i>	Essential	Desirable
The ability to converse at ease with members of all stakeholders	✓	
Integrity and sound judgement	✓	
Sympathetic to the moral purpose and vision of Anthem	✓	
An outstanding communicator who is approachable, reliable, has presence and is highly visible to students, parents, carers, local governors and the wider community	✓	
An outstanding classroom practitioner	✓	
Capacity for and commitment to own personal development	✓	
Supportive, energetic, driven, resilient and confident	✓	
Inclusive and collaborative	✓	
Ability to mentor, inspire, coach, influence and motivate others	✓	
An effective and decisive decision maker	✓	

Leadership and management (curriculum, teaching and learning) <i>Evidenced through: Application/Interview/References</i>	Essential	Desirable
Thorough knowledge of the National Curriculum and extensive experience of curriculum delivery, monitoring and assessment	✓	
Ability to analyse and understand complex curriculum issues and respond creatively and effectively	✓	
Thorough knowledge and understanding of current issues in education	✓	



Experience of methods of mapping school progress and school improvement strategies	✓	
Vision for the development of CPD and teaching and learning strategies	✓	

Leadership and management (staff) <i>Evidenced through: Application/Interview/References</i>	Essential	Desirable
Ability to inspire others and provide strong leadership to teachers and support staff	✓	
Ability to delegate appropriately	✓	
Proven experience of developing, empowering and supporting staff	✓	
Thorough understanding of management structures and systems	✓	
Commitment to Equal Opportunities	✓	
Commitment to an open, collaborative and fair culture	✓	

The community and other stakeholders <i>Evidenced through: Application/Interview/References</i>	Essential	Desirable
Effective communication with staff, students, parents, carers and local governors	✓	
Ability to establish effective links with the community	✓	
Ability to develop partnerships and shared responsibilities	✓	
Thorough understanding of the role of Anthem and the Local Governing Body		✓
A track record of working effectively with a Local Governing Body to ensure appropriate monitoring and accountability of all aspects of school activity with a committed drive to working from the School Development Plan.		✓
Experience of having worked with other primary and secondary schools		✓