

**Job Description**  
**Assistant Principal – Inclusion (SENDCo)**

<b>Post title:</b>	<b>Assistant Principal -Inclusion (SENDCo)</b>
<b>Salary:</b>	L12-16
<b>Reporting to:</b>	VP Culture
<b>Responsible for &amp; Line Management of:</b>	<ul style="list-style-type: none"> <li>• Be a champion for inclusive provision for all young people with SEND across the school</li> <li>• Quality assure the provision for students with SEND</li> <li>• Lead CPD</li> <li>• Co-ordinate SEND interventions, inc. access arrangements</li> <li>• Work with specialists to support students known to children's social care, those with SEND and those who have an EHCP</li> <li>• Line management of CWCF Co-ordinator</li> <li>• SLT link for department areas (tbc)</li> </ul>
<b>Liaising With:</b>	SLT, Middle leaders, teaching and non-teaching staff, OAT and LA representatives and external agencies such as virtual schools, parents, carers and governors.
<b>Disclosure level:</b>	Enhanced DBS
<b>Duration</b>	Full time
<b>Allocation</b>	15 periods a week
<b>Strategic Leadership and Development:</b>	<p>The AP will be required to work as a member of the Academy Leadership Team:</p> <ul style="list-style-type: none"> <li>• To share direct accountability for the successful delivery of the vision for the Academy as a whole.</li> <li>• To lead, plan, manage and ensure the successful delivery of the Academy vision for individual student achievement (in the Academy's broad definition that goes beyond academic achievement) that meets or surpasses expectation.</li> <li>• To assist in the day-to-day running of the Academy.</li> <li>• To provide strategic leadership and direction to the Academy and its community to deliver high standards of achievement through a comprehensive programme of activities.</li> <li>• To be an associate member of the Academy Leadership Team taking a corporate view of policy implementation and an appropriate share of the many and various tasks required of Academy leaders.</li> <li>• To ensure that all students across the full ability range have maximum support and opportunities to reach their full potential and achieve a position where they can become effective and valued stakeholders in modern society.</li> <li>• To play a lead part in the community of the Academy.</li> </ul>
<b>Specific Responsibilities</b>	<p>The new post holder would be expected to:</p> <p><b>SEND</b></p> <ul style="list-style-type: none"> <li>• To lead on the strategic development of SEND policy and provision in the school</li> <li>• Manage the SEND Team</li> <li>• Ensure statutory provision for students with SEND is delivered</li> <li>• 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.</li> <li>• Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice</li> <li>• Ensure the effective provision for pupils with Special Educational Needs, including the development of pupil profiles, EHCP management and relationships with external agencies.</li> <li>• Ensure the system for identifying, assessing and reviewing special educational needs is effective.</li> <li>• Ensure up to date and impactful mapping of provision is maintained.</li> </ul> <p><b>Adaptive teaching and curriculum</b></p>

	<ul style="list-style-type: none"> <li>• Ensure effective personalisation of the curriculum and adaption of teaching so that provision meets the needs of all pupils. Pupil Outcomes</li> <li>• Analyse attainment and progress data for pupils with SEND, EAL, Pupil Premium and 16-19 Bursary and other vulnerable pupils with the aim to minimise any gaps.</li> <li>• Monitor and evaluate teaching and learning provision and ensure learning support strategies are impactful and appropriate for pupils with barriers to learning.</li> </ul> <p><b>Alternative Provision</b></p> <ul style="list-style-type: none"> <li>• Take strategic and operational responsibility for our use of external alternative provision</li> </ul> <p><b>Inclusion</b></p> <ul style="list-style-type: none"> <li>• Ensure the effectiveness and impact of the inclusion strategy in 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.</li> <li>• Oversee the development of strategic responses and plans to meet the inclusion needs of pupils</li> <li>• Assist in the promotion, direction and oversight of high standards of quality first provision securing the best possible outcomes for pupils through effective inclusion. Ensure the equitable inclusion of all pupils in the educational opportunities and activities available at the College</li> <li>• Ensure that the Disability Discrimination Act and the Equality Objectives are regularly monitored and reviewed.</li> <li>• Identify areas for improvement regarding diversity, equity and inclusion (DEI) within the College</li> <li>• Work alongside the Designated Teacher for looked after and previously looked after children to ensure the best possible outcomes for these pupils.</li> </ul> <p><b>Pupil Premium</b></p> <ul style="list-style-type: none"> <li>• To lead on the strategic development of SEND policy and provision in the school</li> <li>• Analyse attendance, behaviour and attainment and progress data for Pupil Premium and 16-19 Bursary students to minimise any gaps.</li> <li>• Monitor and evaluate teaching and learning provision and ensure learning support strategies are impactful and appropriate for pupils with barriers to learning.</li> <li>• Consult with staff and parents/ carers re: Pupil Premium spend</li> <li>• Refer to best practice toolkits and ensure most effective Pupil Premium spend</li> </ul>
<b>Core Duties/Ethos</b>	<ul style="list-style-type: none"> <li>• Highly visible, supportive and approachable</li> <li>• Undertake whole Academy duties as outlined in responsibilities agreed each year.</li> <li>• Monitor and support the overall progress and development of students as a teacher.</li> <li>• To engage actively in the performance review process, addressing appraisal targets set by the line manager each autumn term.</li> <li>• To promote equal opportunities and celebrate diversity in all aspects of the Academy.</li> <li>• To play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.</li> <li>• To promote actively the Academy's corporate policies.</li> <li>• To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.</li> <li>• To show a record of excellent attendance and punctuality.</li> </ul>

	<ul style="list-style-type: none"> <li>• To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>• To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.</li> <li>• To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.</li> <li>• To contribute to the subject area's Development Plan and its implementation.</li> <li>• To attend all appropriate meetings.</li> <li>• To plan and prepare courses and lessons in line with Academy policy</li> <li>• To contribute to the whole Academy's planning activities.</li> <li>• 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.</li> <li>• To assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.</li> <li>• To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.</li> <li>• To ensure that ICT, Literacy, Numeracy and SMSC and British Values are reflected in the teaching/learning experience of students.</li> <li>• To undertake assessment of students as requested by external examination bodies, subject area and Academy procedures.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</li> <li>• 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.</li> <li>• This Job description may be changed to reflect or anticipate changes in the job which are commensurate with the salary and job title.</li> </ul>



**Person Specification**  
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<b>Category</b>	<b>Essential</b>	<b>Desirable</b>	<b>Method of Assessment</b>
<b>Qualification and Training</b>	<ul style="list-style-type: none"> <li>Qualified Teacher Status (QTS)</li> <li>National Professional Qualification (NPQ) for SEN Co-ordination</li> <li>Evidence of continuing professional development, particularly in areas related to SEND, inclusion, safeguarding and leadership</li> </ul>	<ul style="list-style-type: none"> <li>Leadership and management training or accreditation</li> </ul>	Application Form
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful experience as a senior or middle leader in a school</li> <li>Proven track record of raising outcomes for students with Special Educational Needs and/or Disabilities (SEND)</li> <li>A proven track record as an excellent classroom practitioner</li> <li>Experience of line managing and developing staff teams effectively</li> <li>Experience of working with external agencies, parents, carers, and local authorities to support inclusion and SEND provision</li> <li>Experience in strategic planning, implementation, and evaluation of SEND provision across a school or department</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of contributing to whole-school improvement initiatives</li> </ul>	Application Form and Interview
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>Comprehensive knowledge of the SEND Code of Practice and statutory responsibilities related to SEND</li> <li>Strong understanding of inclusive teaching strategies and differentiated learning approaches</li> <li>Ability to analyse data effectively to monitor progress and inform decision-making</li> </ul>		Application Form and Interview

	<ul style="list-style-type: none"> <li>• Strong interpersonal and communication skills with the ability to influence, motivate and inspire others</li> <li>• Knowledge of safeguarding legislation and procedures</li> <li>• Skilled in developing partnerships with parents, carers, and external agencies to support pupil outcomes</li> </ul>		
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• High expectations for all students, with a commitment to equity and inclusion</li> <li>• Inspirational, visible, and approachable leader</li> <li>• Reflective and resilient, with a strong moral purpose and integrity</li> <li>• Excellent organisational and time management skills</li> <li>• Commitment to collaboration and teamwork at all levels</li> <li>• Able to work under pressure while maintaining a positive and solution-focused approach</li> <li>• Commitment to the ethos, values, and community of the Academy</li> </ul>		Application Form and Interview.