



SOLIHULL
ALTERNATIVE PROVISION
MULTI ACADEMY TRUST

Job Description

Job Title:	Vice Principal – Behaviour & Inclusion
Location:	Solihull Alternative Provision Academy
Salary Band:	Leadership Pay Scale, L14 – L18 (negotiable dependent on experience)
Contract:	Full Time, permanent
Reports to:	Principal
Direct Reports:	AP SENCo, AP Student Welfare, Pastoral Lead, AP for Induction & Intervention

Role Purpose

The Vice Principal for Behaviour & Inclusion provides strategic and operational leadership for **behaviour, student welfare and attendance, inclusion, targeted intervention, and elements of SEND**, ensuring that all pupils—particularly the most vulnerable—are supported to engage, attend, and succeed.

The postholder will ensure that **behaviour is understood as communication**, attendance is addressed through **early, relational intervention**, and inclusion is fully embedded within the **core educational offer**, not delivered as a parallel system.

Key Responsibilities

Strategic Leadership

- Provide **clear moral and professional leadership** for behaviour and inclusion, rooted in high expectations, dignity, and ambition for every pupil.
- Lead and continuously refine a whole academy **Behaviour & Inclusion Strategy** that is evidence informed, relational and demonstrably improves attendance, engagement and outcomes.
- Ensure behaviour, attendance and inclusion are **integral to the Quality of Education**, not reactive or deficit led.

- Contribute at senior leadership level to **academy culture, safeguarding, self evaluation and improvement planning**.
- Champion an inclusive ethos where **belonging, consistency and safety** underpin pupil behaviour and attitudes.

Induction & Intervention

- Ensure induction offers a **calm, predictable and relational experience**, particularly for pupils with disrupted or traumatic educational histories.
- Ensure interventions are **graduated, time-limited and evidence-based**, with clear entry and exit criteria.
- Establish systems to monitor **fidelity, impact and review**, adapting provision swiftly where impact is limited.
- Ensure intervention work **complements high-quality teaching**, attendance strategies and relational behaviour practice, rather than replacing them.

Behaviour & Inclusion

- Lead a **graduated, relational behaviour framework** that prioritises regulation, restoration, repair and reintegration while maintaining clarity and consistency.
- Ensure behaviour systems are **analytical rather than reactive**, informed by trends, vulnerabilities and root-cause analysis.
- Ensure suspensions and exclusions are used **appropriately, proportionately and as a last resort**, with strong emphasis on prevention, reintegration and inclusion.

SEND and Inclusive Professional Practice

- Line manage and work in close partnership with the **SENDCo**, ensuring SEND practice is strategic, coherent and embedded across the academy.
- Ensure EHCPs and SEND profiles **meaningfully inform classroom practice, curriculum pathways and behaviour support**.
- Build staff confidence and consistency through **targeted professional development, coaching and modelling** of inclusive practice.
- Ensure reasonable adjustments are effective, understood and routinely applied.

Impact, Accountability & Inspection Readiness

- Ensure behaviour, attendance, inclusion and intervention make a strong contribution to:
 - Quality of Education
 - Behaviour and Attitudes
 - Personal Development
 - Safeguarding

- Use **data, case studies, pupil voice and lived experience** to evaluate impact, avoiding reliance on intent or process alone.
- Ensure the academy can clearly articulate and evidence its inclusive practice to **inspectors, trustees and the Trust.**

Health, Safety and Security

- Co-operate with the Trust on all issues to do with Health, Safety & Welfare.
- Support the School's implementation of all other current statutory requirements, e.g. Disability Discrimination Act, Access to Work, Equal Opportunities, Child Protection.

Pastoral Care

- Deal with or report, to the nearest member of the teaching staff, incidents that are seen or reported regarding pupils' welfare.

Continuing Professional Development – Personal

- In conjunction with the Principal, take responsibility for personal professional development, keeping up-to-date with research and developments related to school efficiency, which may lead to improvements in the day-to-day running of the school.
- Undertake any necessary professional development as identified in the School Development Plan taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Appraisal process - evaluating and improving own practice.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

Elements of this job description and changes to it may be negotiated at the request of either the Principal, Director of Education or the incumbent of the post.