



THE KING'S ACADEMY

*Emmanuel Schools Foundation*

Assistant Principal (SEND)

VALUED, CHALLENGED, INSPIRED



# WELCOME

Dear Applicant,

Thank you for your interest in applying for the post of Assistant Principal (SEND) at The King's Academy.

Since opening in 2003 the Academy has served the local community in south Middlesbrough, as well as providing specialist education for children with visual impairment (VI), hearing impairment (HI) and cognition and learning difficulties (Higher Learning Needs, HLN) from across the region. We are a fully inclusive school, believing that all students and staff are made in the image of God and are therefore infinitely precious. Our vision is for all to flourish in the knowledge that they are valued for who they are, whatever their gender, race, religion or ability.

The role of Assistant Principal (SEND) is a critical role in the Academy's senior leadership team, overseeing the Academy's provision for all children with special educational needs and disabilities. At present, we have over 130 children with EHCPs and an additional 220 children on the Academy's SEND register at the level of School Support, supported by a team of around 35 LSAs, four qualified SENCOs (including a specialist Teacher of the Deaf, Qualified Teacher of Visual Impairment in training) and two staff who oversee the administrative aspects of the department, including annual reviews and finance.

We believe in high expectations for all students, both in their academic studies and in their conduct. Our focus on character education encourages them to strive for personal best in all things, recognising that their character matters and that the person they choose to become is hugely important. In lessons, students can expect to be challenged, recognising that hard work will enable them to achieve that personal best throughout their time in the Academy.

For our students with SEND, we seek to provide a supportive environment that enables them to achieve well, develop their independence and be prepared for adulthood. All students, including those in our additionally resourced provision (HI and VI) and the HLN base are fully integrated in the school's pastoral system, and our VI and HI students access mainstream lessons with support from our dedicated teams of specialist LSAs. Students in the HLN base access an adapted curriculum that meets their needs at EY, KS1 and KS2 levels, but are supported to access GCSE and equivalent qualifications as appropriate. We are proud to have been selected as one of a series of case studies that the DfE will be producing to accompany the department's guidance on the SEND white paper.

Following the promotion of the current postholder, we are seeking to recruit an exceptional candidate to build on and develop the SEND provision here at The King's Academy. We would welcome applications from qualified SENDCOs who would be excited about being part of the next phase of the Academy's development in SEND.

We hope that, for all our children, the years spent at The King's Academy will be foundational, equipping them to become young men and women of good character who will be those who use their gifts and talents for the benefit of others.

If this sounds like the right fit for you, we would love to hear from you and to talk more about our school.

Simon Reader  
Principal

# MISSION

## CHARACTER EDUCATION

We build good character. We learn about good character, why it matters and how to develop it.

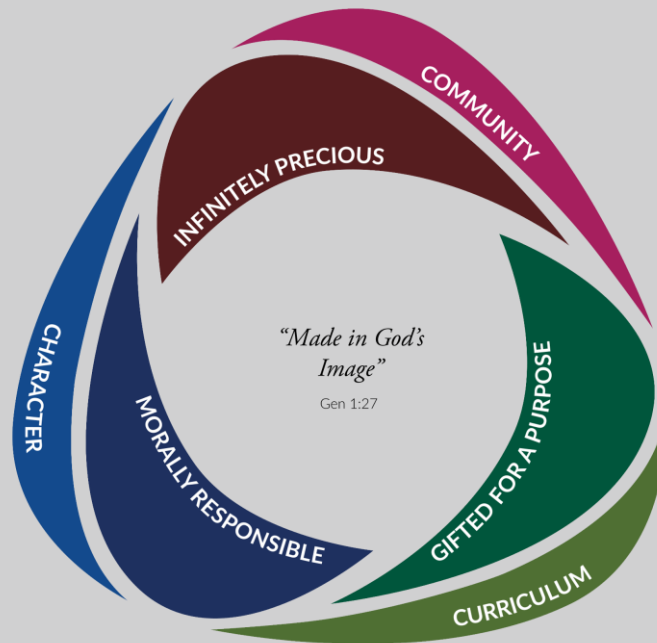
## CURRICULUM EXCELLENCE

We are determined to achieve a personal best. We provide a broad ambitious curriculum that ensures excellent student learning, progress and future destinations.

## COMMUNITY ENGAGEMENT

We serve with gratitude. We use our gifts to benefit the community and the environment.

## OUR CORE VIRTUES



A young boy with short dark hair, wearing a dark blue hoodie, is shown in profile from the chest up. He is holding a black marker in his right hand and is writing on a whiteboard. The background is a blurred indoor setting with warm lighting.

“

**ALL PEOPLE ARE INFINITELY  
PRECIOUS, MORALLY  
RESPONSIBLE AND GIFTED  
FOR A PURPOSE”**



“

SUPPORTING STUDENTS  
AND STAFF TO BECOME  
THE PERSON THEY HAVE  
THE POTENTIAL TO BE”

# THE ROLE

## *Curriculum, teaching and achievement*

- Supporting the strategic development of curriculum, pedagogy and assessment (with a particular focus on SEND students), including quality assurance of classroom practice for both teaching and support staff
- Working with colleagues to develop their practice and offering targeted strategies to support the progress of students with SEND
- Regularly reviewing the progress of students with SEND, targeting interventions as appropriate and evaluating the effectiveness of these interventions
- Reporting to the Principal, SLT and LGB on the progress of SEND students and key areas of focus in this area

## *Provision*

- Strategic lead for HLN, VI and DHI provisions and mainstream SEND provisions (SEND tutor, Learning Support)
- Ensuring effective and timely admissions arrangements, including transition, for pupils with SEND
- Working with parents, teachers, tutors and other colleagues to develop support plans to secure the best possible outcomes for pupils with SEND
- Coordinating and leading multi-agency meetings, statutory reviews, etc., supported by other colleagues in the team as appropriate
- Working with external agencies to ensure that students receive additional support as required
- Working with the Principal, Business Manager and SEND and Admissions Manager to ensure appropriate levels of funding are received to meet students' needs

## *Staffing*

- Coordinating the work of the Teacher of the Deaf, Qualified Teacher of Visual Impairment, mainstream SEND lead, SEND and Admissions Manager and SEND Administration Assistant
- Overall responsibility for the team of LSAs who work under the direction of the team above

## *Additional areas of responsibility*

- Working with HODs and other leaders (e.g. pastoral team) to ensure that setting decisions are made carefully to support student progress
- Developing policies (SEND Policy, SEND Information Report, Accessibility Plan, etc.)
- Ensuring that the objectives of these policies are reflected in the Academy Development Plan and reflected in classroom practice

# THE PERSON

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Bachelor's degree or equivalent</li> <li>• Teaching qualification (secondary)</li> <li>• NASENCO or NPQSENCO</li> <li>• Qualified Teacher Status (QTS)</li> </ul>	<ul style="list-style-type: none"> <li>• Further training, e.g. additional training in SEN</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience of middle or senior leadership role</li> <li>• Experience of leading others</li> <li>• Experience in developing teaching and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrable impact of whole school improvement</li> <li>• Experience leading Whole School CPD</li> </ul>
Knowledge and skills	<ul style="list-style-type: none"> <li>• Understanding of the best evidence in SEND</li> <li>• Experience of working with data to improve student outcomes, particularly for SEND pupils</li> <li>• Strong communication skills and high levels of literacy</li> <li>• Excellent organisational skills</li> </ul>	
Personal attributes	<ul style="list-style-type: none"> <li>• Hold high expectations for the learning and achievement of all students</li> <li>• Be enthusiastic, with the ability to inspire students and staff</li> <li>• Demonstrate the qualities of an outstanding practitioner consistently</li> <li>• Demonstrate commitment, reliability and integrity</li> <li>• Demonstrate the ability to implement ideas with clarity, vision, innovation, strength and character</li> <li>• Be an exemplary role model for students and staff, demonstrating professionalism in all aspects of work</li> <li>• Maintain excellent relationships with students, staff, parents, governors and other professional</li> </ul>	



# SUPPORT

Investing in the development and growth of staff is something we believe passionately about. In doing so we seek to see the flourishing of all staff. Staff who are thriving support students to do the same, we therefore seek to do all we can to support staff in the endeavour of being an exceptional classroom practitioner.

All colleagues have access to a well-structured programme of continuous professional learning. Each member of staff has a line manager who is committed to their colleagues' development, as well as being deeply interested in their wellbeing.

In addition to the normal remuneration package, which includes a contributory pension scheme, company sick pay, and maternity/paternity leave, Academy staff also receive additional benefits, which include: a daily lunch allowance, free parking on site, and access to Care First, a free, confidential and independent resource available to all staff.

# THE DEPARTMENT

The Senior Leadership Team (SLT) hold collective responsibility for leading the implementation of the Academy's mission, vision and ethos, and addressing strategic priorities through accurate self-evaluation, development of initiatives, implementation of these initiatives and monitoring their impact. In addition to the specific areas of responsibility, the appointee will also be responsible for:

- an appropriate amount of classroom teaching;
- contributing to whole school duty rotas (including On Call, Reflect, Removal) as required;
- leading whole staff training;
- leading whole school events (e.g. assemblies, Prize Giving);
- contributing to Trust-wide networks, and supporting other colleagues in the Trust as required;
- any other duties as reasonably required by the Principal.



# APPLICATION DETAILS

## Vacancy Details

Salary: L14-L17

Start date: September 2026; later start dates considered for the right candidate

Location: The King's Academy

Working Terms: Term-time, plus up to 15 additional days to be worked outside of term-time.

## Deadline

Closing date: **Monday 18 May, 9:00am**

Interviews to be held week commencing Monday 18 May

## How to apply:

For further information, please visit [www.thekingsacademy.org.uk](http://www.thekingsacademy.org.uk) or call HR on **01642 577 577**. A CV may be submitted to supplement your application but will not be accepted instead of a completed on-line application

[APPLY ONLINE HERE](#)

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post will involve daily contact with children and is subject to an enhanced DBS check. In addition, as part of the shortlisting process, and in accordance with statutory guidance, we may carry out an online search (for publicly available material) to help identify any incidents or issues that have happened which we may want to explore with shortlisted applicants at interview.

Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements or expectation.



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