

## Job description for the Assistant Principal Inclusion (with SEND Qualification)

### Summary of the role

To assist the Principal in setting a school vision for excellent practice in Inclusion, SEND and Alternative Education. Establish policies and systems through which this will be achieved, lead and manage staff and resources to that end, and monitoring progress towards their achievement. This post would form part of the Senior Leadership Team of the academy.

The Assistant Principal for Inclusion and SEND will work closely with the Vice Principal, Behaviour, Attitudes and Personal Development to ensure rapid school improvement and that outstanding teaching and learning is understood and delivered by all. The Assistant Principal will lead strategically on a key area of School improvement – Inclusion and SEND

This is an opportunity to work strategically and operationally across the academy and with other senior leaders across the Trust.

### Main duties and responsibilities

#### Qualities and Knowledge

- To lead and undertake any job at the reasonable request of the Principal.
- Contribute to SLT discussions, including those that go beyond the immediate concerns of the school.
- To keep abreast of developments in education – in particular in relation to Teaching and Learning to ensure that the school adapts to necessary changes.
- Contribute to setting a strategic vision for the school and lead others in its implementation.
- Challenge any low expectations from staff, students or parents.
- Act as a role model for others by consistently delivering good and outstanding lessons.
- Remain up-to-date with national changes to how learning and teaching is evaluated in schools, and ensure that Spires Academy works within recognised frameworks and criteria.
- Remain up-to-date with educational research and pedagogy that has a positive impact on student learning.
- Develop a school ethos which enables everyone to work collaboratively, share knowledge and understanding,

celebrate success and accept responsibility for outcomes.

- Hold and articulate a clear vision that all students are entitled to be the best they can be.
- Uphold the Orion Education pillars of leadership

### **Students & Staff**

Under the direction of the Principal and Vice Principal:

- Lead strategically on and be accountable for a key area of School improvement – Inclusion/Alternative Education and SEND.
- Write strategic and operational plans as required by the role and as directed by the Vice Principal/Principal.
- To liaise with any outside agencies as required by the role and as directed by the Vice Principal/Principal.
- To lead on CIC and SEND admissions and assessments.
- To lead on professional development of academy staff with regard to Inclusion, SEND and Alternative Education.
- To develop and maintain an up to date provision map for SEND and Alternative Education students.
- To secure appropriate funding to support SEND and Alternative Education students.
- To manage the day to day deployment of staff and resources to meet the needs of SEND and Inclusion students.
- To ensure EHCP's are written and in place for those students who require them.
- To undertake performance management/appraisal for all staff within the Inclusion and SEND departments.
- To liaise with the exams officer and Vice Principal for Quality of Education to ensure appropriate arrangements are in place for any students who require additional support in internal and external examinations.
- Raise awareness and understanding of SEND strategies across the academy.
- Maintain a visible presence around the school through break/lunch duties, learning walks.
- Contribute to the preparation and review of the whole school SIP/SEF with specific input on Inclusion and SEND
- Lead a team of SEND and Inclusion staff responsible for SEND and Inclusion at Spires Academy.
- Complete reports that detail the impact of initiatives on learning, teaching and demonstrate positive impact upon attainment.
- Be responsible to the Vice Principal for reporting on the quality of Inclusion & SEND strategies, operation and outcomes.
- Improve the school's P8 through the delivery of quality first teaching.

- To ensure the whole school framework for SEND improves outcomes for SEND students and those in any Inclusion or Alternative Education off site/on site.
- To work with the other members of SLT to monitor the curriculum for the E21C Teaching and Learning rubric; holding all teachers to account when standards are not met.
- Act as coach to support teachers and non teaching staff to improve specific elements of their practice.
- Coordinate support packages for staff and be the central figure for Instructional coaching in Inclusion and SEND.

### **Systems & Processes**

Under the direction of the Principal and Vice Principal:

- To effectively monitor SEND, Inclusion and Alternative Education programmes, delivery and outcomes for students and lead intervention where required.
- To lead on whole school processes to monitor and improve SEND, Inclusion and Alternative Education provision within the academy.
- Conduct regular learning walks and action feedback to address any cause for concerns.
- Set high expectations for learning and teaching with regular monitoring at a whole school level.
- Ensure that SEND and Inclusion students develop key skills in lessons, including numeracy and literacy.
- Evaluate the impact of all improvement activities on the quality of SEND, Inclusion and Alternative Education.
- Lead on establishing staff expertise to use data to effectively plan for lessons where SEND students are present.
- Embed a culture where SEND and Inclusion students are constantly given appropriate challenge and high expectations are observed in all lessons.
- Review and lead on the written feedback policy, ensuring that SEND and Inclusion students receive feedback regularly and that learning improves as a result of teachers' marking.
- Lead a staff Teaching and Learning INSET programme centred around SEND and Inclusion.
- Create a culture where teachers become best experts in SEND teaching.
- Manage the finances, stock and resources delegated to the role and justify expenditure of the budget as required.

**The Self-Improving School System**

	<ul style="list-style-type: none"> <li>• To inspire and influence others – within and beyond Orion Spires, including across Orion Education where appropriate</li> <li>• Lead on Performance Management for SEND and Inclusion.</li> <li>• Develop a teaching community who are confident in their delivery of SEND and Inclusion strategies which will enable SEND students to achieve the highest grades at KS3 and KS4.</li> <li>• To report to the Local Governing Body as directed by the Vice Principal/Principal.</li> <li>• Remain up to date with current educational pedagogy, particularly with regard to SEND and Inclusion and disseminate to staff where appropriate.</li> <li>• Undertake INSET as appropriate to enable ‘best expert’ status in all areas of responsibility.</li> <li>• Collaborate with other schools and organisations in order to share expertise and bring positive benefits to Spires Academy.</li> <li>• Maintain a regular consultation with your line manager.</li> <li>• Identify opportunities to work with outside partners to advise on our evaluation of learning and teaching at Spires Academy.</li> <li>• Identify opportunities for moderation, standardisation, training and sharing of best practice across schools within Orion Education and wider where appropriate.</li> <li>• Seek both internal and external opportunities to increase both capacity and growth.</li> </ul>
<p><b>Line management duties and responsibilities</b></p>	<ul style="list-style-type: none"> <li>• Will be line managed by Vice Principal: Behaviour, Attitudes and Personal Development</li> <li>• You will line manage all SEND and Inclusion staff (teachers and non teachers) in the academy</li> <li>• Working with HOF’s to improve the quality of Teaching and Learning for SEND students across the academy.</li> </ul>
<p><b>Training</b></p>	<ul style="list-style-type: none"> <li>- Support will be provided by Vice Principal: Behaviour, attitudes and personal development.</li> <li>- Support for Trust Teaching and Learning initiatives will be provided by the Trust including Instructional Coaching</li> </ul>

You may also be required to undertake such other comparable duties as the Principal, CEO Orion Education or Governors requires of you from time to time.

## Person Specification

Job Title	Assistant Principal: Inclusion	L12 – L15	Reporting to	Vice Principal	
			Essential (E) or Desirable (D)	Evidence	
<b>Education, Qualifications, Training</b> <ul style="list-style-type: none"> <li>• Educated to Degree level</li> <li>• Qualified Teacher Status</li> <li>• Holder of the National SENCO Accreditation</li> </ul>			E	Application	
			E	Application	
			D	Application	
<b>Skills, Knowledge &amp; Experience</b>					

<ul style="list-style-type: none"> <li>• A record of successful teaching at KS3 and/or KS4</li> <li>• Excellent knowledge of SEND, safeguarding and Child Protection Issues</li> <li>• Excellent knowledge of Inclusion and Alternative Education issues</li> <li>• Minimum of 3 years teaching experience in a UK secondary school/academy</li> <li>• Experience at leadership level in support of pupil with additional needs/Inclusion/Pastoral</li> <li>• Staff management experience</li> <li>• Good understanding of whole school issues</li> <li>• Evidence of managing difficult conversations with staff and students</li> <li>• Evidence of challenging poor staff performance and writing staff support plans</li> <li>• Evidence of using data analysis to make improvements for staff and students</li> <li>• Excellent ICT skills eg data bases, Microsoft office suite/Arbor/SIMS</li> <li>• Excellent communication skills (written &amp; verbal)</li> <li>• Excellent planning, prioritising and management of personal workload and those of others in an environment of conflicting demands</li> </ul>	E E E E E E E E D D E E E E E	Application Interview Application Application/Interview Application/Interview Interview/Interview Interview Interview Interview Interview/Application/Assessment Interview/Interview Interview/Application Interview/Assessment Interview/Assessment
<b>Personal Qualities</b> <ul style="list-style-type: none"> <li>• Strong outgoing personality</li> <li>• Resilient and able to work effectively in challenging circumstances</li> <li>• Able to build effective and positive working relationships with staff and students</li> <li>• Organised and methodical approach to work</li> <li>• Good sense of humour</li> </ul>	E E E	Reference/Interview Reference/Interview Reference/Interview

<ul style="list-style-type: none"> <li>• Enthusiastic and committed</li> <li>• Committed to safeguarding and promoting the welfare of children and young people</li> <li>• Committed to personal learning and development</li> </ul>	E	Reference/Interview
	E	Interview
	E	Reference/Interview
	E	Interview
	E	Interview

All employees are subject to an enhanced DBS check, according to current statutory requirements.