



Brambles
Primary Academy



APPLICATION PACK

Inclusion Assistant Principal
Start date September 2026 dependent
on applicant notice period

Respect – Responsibility - Achievement



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- Submit your application by 9am on Monday 6th July 2026
- If you have any queries regarding the application process, please contact our office on office@brambles.spacademies.org 01484 240338
- Timetable for the selection process:
Closing date for application: Monday 6th July 2026
Interview notifications by: Monday 6th July 2026
Interviews: Friday 10th July 2026



WELCOME

Dear Potential Colleague,

Firstly, thank you for your interest in working at Brambles Primary Academy, a proud member of the highly regarded Trust, South Pennine Academies. If you are impressed by our values, mission and reasons to join our amazing academy, then we would love to hear from you.

After opening as a new school in September 2018, Brambles was inspected in January 2023, where we achieved a good judgment in all areas. Inspectors stated that behaviour from pupils is 'exemplary' and children are articulate and well-spoken. Inspectors also recognised that Brambles has a culture of high expectations and teachers are ambitious for all children.

Situated in the heart of Huddersfield, Brambles is a diverse and multicultural school that celebrates the richness of its community. We believe in providing outstanding educational opportunities and experiences for every child, regardless of their background or circumstances. By fostering a culture of inclusivity and respect, our aim is to empower each child to reach their full potential. Our commitment to inclusivity goes beyond merely recognising and appreciating cultural diversity. We strive to embed an ethos of respect, tolerance, and understanding throughout our curriculum and school community. By exploring various cultures, traditions, and perspectives, we aim to broaden children's horizons and develop their empathetic and open-minded outlooks.

At Brambles, we strongly value continuous development, and all staff members actively engage in ongoing professional growth to achieve our shared mission. Our leaders are experts in providing CPD opportunities and clear career pathways, ensuring that our teachers can continually enhance their skills and deliver teaching of the highest quality.

We are looking for people to join our team who absolutely buy-in to our mission and are united in making a positive and lasting impact on the lives of all pupils who attend our school. We are looking to add people our team who take responsibility, are open to feedback and continuous learning.

If this is a position that appeals to you, and you have the passion to make a positive impact on the life chances of our children, and you want to be a part of the Brambles team, then we would very much like to hear from you.

If you wish to discuss any of the opportunities we have on offer, please contact us at office@brambles.spacademies.org or call 01484 240338. We strongly encourage you to visit us in person so you can get a feel for what we do at Brambles. You can also visit our website to find out more about us (<https://www.bramblesprimaryacademy.org>)

Yours sincerely,

Miss Angela Inns
Principal

ABOUT BRAMBLES PRIMARY ACADEMY

OUR VISION AND PRIORITIES

Our vision is to

Create a climate where everyone succeeds, belongs and thrives.



Our core values of Respect, Responsibility and Achievement underpin everything we do as an academy and the decisions that we make. We believe that we can make a difference to the lives of all children from a range of cultures and religions and ensure they thrive in their educational journey. A key part of what we do in our multi-cultural and diverse school, is to ensure that all children feel a sense of belonging and have a voice.

WHY JOIN US

We pride ourselves on having:

1. Highly supportive and visible senior leaders
2. A motivated, supportive and passionate team
3. Expert and purposeful CPD
4. A state-of-the-art building
5. Excellent networking opportunities across the MAT
6. A drive to secure work-life balance and staff wellbeing
7. Open, articulate and respectful children



Video Link



HOW TO APPLY

Thank you for taking time to read about the academy and Trust. If you wish to apply you should:

- Complete the application form fully, via My New Term www.mynewterm.com ensuring all details are accurate and all declarations are signed.
- Please ensure you enclose at least two professional referees with one being your current employer and any other employers in the last two years (with professional email addresses if possible).
- Do not enclose additional CVs.
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of our Trust.
- Please ensure that you also include information on how you will develop the role and how your previous experience has equipped you for this.

The academy is committed to safeguarding and promoting the welfare of all students, and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring Service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process; please ensure your referees are prepared and aware of your application.



JOB DESCRIPTION

Assistant Principal of Inclusion

Reporting to:	Principal
Salary:	L1-L5
Term:	Full time
Location:	School Based

MAIN PURPOSE

The Assistant Principal for Inclusion will provide strategic leadership for the academy's inclusive culture, ensuring every pupil is known, valued and supported to achieve highly, regardless of need, background or circumstance.

The postholder will champion inclusion across the academy and lead the development, implementation and evaluation of systems that remove barriers to learning, improve attendance, strengthen behaviour and safeguard vulnerable pupils. The role will directly support the academy's ambition of ensuring inclusion is embedded through curriculum, culture, leadership and outcomes.

The Assistant Principal will hold designated responsibility for:

- SEND and fulfilment of the statutory SENCO role;
- Looked After Children (LAC) and previously looked after children;
- Medical Needs provision;
- Disadvantaged Strategy including Pupil Premium;
- Strategic oversight of behaviour, safeguarding and attendance through line management of the Pastoral Manager, Designated Safeguarding Lead (DSL) and Attendance Lead.

The Assistant Principal will maintain a teaching commitment appropriate to the role, modelling excellent classroom practice and supporting academy improvement through direct work with pupils and staff.

In addition to the responsibilities of teachers within the academy, the Assistant Principal will work closely with the Principal and Senior Leadership Team to:

- Formulate, communicate and deliver the academy's vision, values and inclusive ethos;
- Provide strategic and operational leadership for inclusion and pupil support;
- Establish and sustain systems that promote belonging, participation, achievement and attendance;
- Lead academy improvement priorities linked to inclusion and vulnerable pupil outcomes;
- Manage staff, budgets, resources and external partnerships effectively;
- Monitor and evaluate impact through robust use of evidence and data.

The Assistant Principal will also:

- Act as a senior leader for inclusion and pupil welfare;
- Be an active member of the safeguarding and attendance teams;
- Lead and monitor disadvantaged provision and Pupil Premium strategy;
- Contribute to curriculum leadership where inclusion, PSHE, personal development or wider provision align;
- Work with governors and trustees as appropriate;
- Deputies for members of the senior leadership team where required;
- Undertake other duties reasonably delegated by the Principal.

KEY ACCOUNTABILITIES

STRATEGIC LEADERSHIP OF INCLUSION

The Assistant Principal will:

- Develop and articulate a clear whole-academy vision for inclusion that secures ambitious outcomes for all pupils;
- Ensure inclusion is visible across curriculum, behaviour, attendance, personal development and safeguarding;
- Lead strategic evaluation against Ofsted's Inclusion Toolkit and inspection framework expectations;
- Ensure vulnerable groups are identified early and supported effectively;
- Develop systems that secure equitable access, participation and achievement;
- Lead inclusion self-evaluation and contribute to academy development planning;
- Present reports and impact evaluations to governors and senior leaders.

SEND LEADERSHIP AND SENCO RESPONSIBILITIES

As the designated SENCO, the Assistant Principal will:

- Provide strategic leadership and operational management of SEND provision;
- Ensure full compliance with the SEND Code of Practice and Equality Act 2010;
- Lead identification, assessment and graduated support processes;
- Maintain accurate SEND records, provision maps and statutory documentation;
- Monitor quality of teaching and intervention for pupils with SEND;
- Oversee EHCP processes and annual reviews;
- Coordinate external agencies and specialist services;
- Support admissions and transitions for pupils with SEND;
- Build staff expertise in adaptive teaching and inclusive practice;
- Evaluate impact of SEND provision through outcomes, attendance, behaviour and pupil voice.

DISADVANTAGED STRATEGY

The Assistant Principal will:

- Lead the strategic development, implementation and evaluation of the academy's disadvantaged and Pupil Premium strategy;

- Ensure funding decisions are evidence-informed and linked to measurable impact;
 - Monitor progress, attendance, behaviour and participation of disadvantaged pupils;
 - Identify and remove barriers to achievement;
 - Produce statutory reporting and evaluation documentation;
 - Work collaboratively with curriculum and pastoral leaders to ensure disadvantaged pupils access high-quality provision and enrichment.
-

LOOKED AFTER CHILDREN (LAC), PREVIOUSLY LOOKED AFTER CHILDREN AND CHILDREN WITH MEDICAL NEEDS

As designated teacher for LAC and lead for children with Medical Needs, the Assistant Principal will:

- Act as the central point of contact for pupils in care and previously looked after children;
 - Ensure high aspirations and effective support plans are in place;
 - Coordinate Personal Education Plans (PEPs) and review processes;
 - Liaise effectively with families, carers, social workers, virtual school and external agencies;
 - Ensure statutory responsibilities relating to pupils with medical conditions are fulfilled;
 - Oversee healthcare plans and reasonable adjustments;
 - Promote inclusive practice that enables full participation in school life.
-

BEHAVIOUR, SAFEGUARDING AND ATTENDANCE LEADERSHIP

Through line management of the Pastoral Manager, DSL and Attendance Lead, the Assistant Principal will:

- Provide strategic oversight and quality assurance of behaviour, safeguarding and attendance systems;
 - Ensure behaviour systems promote belonging, consistency and inclusion;
 - Monitor behaviour patterns and vulnerable groups to identify trends and improve provision;
 - Ensure safeguarding systems are robust, responsive and compliant with current statutory guidance;
 - Support safeguarding culture and professional development across the academy;
 - Monitor attendance and persistent absence with particular focus on vulnerable groups;
 - Ensure interventions lead to improved engagement and reduced barriers to attendance;
 - Hold leaders accountable through clear targets, monitoring and evaluation.
-

TEACHING, LEARNING AND CURRICULUM

The Assistant Principal will:

- Promote adaptive teaching and high expectations for all learners;
 - Support curriculum accessibility without reducing ambition;
 - Develop staff understanding of inclusive pedagogy;
 - Lead approaches that improve classroom participation and engagement;
 - Monitor provision and outcomes through lesson visits, work scrutiny and pupil voice.
-

STAFF LEADERSHIP AND DEVELOPMENT

The Assistant Principal will:

- Line manage designated staff and teams effectively;
 - Support recruitment and safer recruitment practices;
 - Lead performance management processes;
 - Develop staff capability through coaching, mentoring and professional development;
 - Build leadership capacity across inclusion and pastoral teams;
 - Promote staff wellbeing and sustainable workload.
-

ORGANISATIONAL LEADERSHIP AND ACADEMY IMPROVEMENT

The Assistant Principal will:

- Contribute to strategic leadership and operational effectiveness across the academy;
 - Lead policy development and implementation within areas of responsibility;
 - Use evidence and data to evaluate impact and drive improvement;
 - Contribute to self-evaluation and inspection readiness;
 - Ensure effective use of budgets and resources;
 - Establish systems that secure sustained improvement.
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GENERAL

This job description is illustrative of the general nature and level of responsibility of the role. It is not intended to be exhaustive and may be reviewed in line with the changing needs of the academy.

The specific focus and priorities for the Assistant Principal for Inclusion will be agreed annually through the performance management process and academy improvement planning cycle.

PERSON SPECIFICATION

E = Essential
D = Desirable

A = Application Stage
I = Interview and Assessment stage
R = References

Professional Qualifications and Training

Qualified Teacher Status (QTS)	E	A
SEND Qualification (NPQSEND, NASENCO)	E	A,I
Professional qualification related to leadership and management (eg NPQML, NPQSL, NPQH).	D	A,I

Experience

Successful leadership and management in a school at a middle leadership level related to SEND or Inclusion including working well under pressure, prioritising and effective delegation	E	A, I, R
Experienced Primary Class Teacher	E	A, I, R
Involvement in school improvement including self-evaluation, development planning and external quality assurance.	E	A,R
Coaching, mentoring, performance management and holding others to account.	E	A,R
Significant contribution to staff development and training.	E	A
Leading whole school initiatives, demonstrating impact on raising standards/outcomes.	E	A,R
Successful completion of SEND related documentation and reports including EHCP process.	E	A,R
Responding to safeguarding disclosures and creating a culture of excellent safeguarding.	E	A,I,R
Working collaboratively with a wide range of external professionals and agencies.	E	A,R
Working as a designated SENCO within an education setting.	E	A,R
Responsibilities of a Deputy / Designated Safeguarding Lead.	D	A
Successful leadership and management in a school at a senior level.	D	A,R
Line management including HR, attendance management and disciplinary.	D	A,R
Effectively managing difficult conversations.	D	A,I,R
Supporting and leading recruitment processes in line with Safer Recruitment, including induction.	D	A,I,R

Complying with relevant health and safety regulations, including risk assessments.	D	A,I,R
Contributing to governance and working with the governing body.	D	I
Responding to parental and external complaints, concerns and feedback.	D	I

Skills, Knowledge and Understanding

Successful leadership and management in a school at a middle leadership level related to SEND or Inclusion including working well under pressure, prioritising and effective delegation	E	A, I, R
Understanding of high-quality, inclusive and responsive teaching and learning for pupils with SEND and the ability to articulate and model this in order to support others to improve, including use of specific strategies.	E	A, I, R
Strong understanding of assessment related to SEND and effective use of a range of data to raise standards.	E	A,R
Skills, knowledge and understanding relevant to SEND and inclusion (e.g. SEND Code of practice, Graduated Approach, Local Offer, Ofsted requirements, admissions, transition, attendance, alternative / specialist provision, resources, adaptations, reasonable adjustments).	E	A,R
Establish and maintain positive working relationships with a range of stakeholders including parents/carers.	E	A,I,R
A positive, relational approach to behaviour management and understanding of a range of strategies to support pupils with SEND, staff and parents / carers in meeting high standards in this area.	E	A,R
Effective communication and interpersonal skills with a range of audiences and purposes.	E	A
Understanding of safeguarding and child protection requirements.	E	A,R
Understanding of requirements for Looked-After and Previously Looked-After Children.	D	A,R
Engage with wider professional reading, research and evidence based practice.	D	A,I,R
Awareness and understanding of child development, attachment and developmental trauma.	D	A,I,R

Personal Qualities

Child-centered and relational with high expectations for all.	E	A, I, R
Approachable, empathetic and nurturing. Listens and responds to others. Remaining calm at all times.	E	A, I
Self-awareness. Honesty when making mistakes and able to learn from them. Able to ask for help.	E	I

E = Essential
D = Desirable

A = Application Stage
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Adaptable, innovative, positive, pro-active and solution focused.	E	A, I
Commitment to safeguarding, equality, inclusion, confidentiality and wellbeing.	E	A, I
Well organised with the ability to prioritise workload and manage competing demands effectively to meet deadlines.	E	A,R





SAFEGUARDING NOTICE

Important Safeguarding notice/ Statement of Intent

As part of your wider duties and responsibilities you are required to promote and actively support the Trusts 'responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable

South Pennine Academies is committed to ensuring a culture of safer recruitment and as part of that implement recruitment procedures that deter, reject or identify people who might abuse children. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The purpose of safer recruitment is ultimately to:

- **Deter:** From the beginning of the recruitment process, it is important to send the right message – that the organisation has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information must aim to deter potential abusers.
- **Identify and Reject:** It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information can assist in finding out who is suitable for the role and who is not.
- **Induct:** Induction is an essential part of our recruitment process, we ensure that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the organisation will all help to prevent abuse or identify potential abusers. Academy is committed to safeguarding and promoting the welfare of all students and staff must share this commitment. Appointment is subject to a satisfactory enhanced Disclosure & Barring service check and the Academy's Safer Recruitment policy and procedures. Please note two references will be taken up prior to the interview process, please ensure your referees are prepared and aware of your application.

The intention of this policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.

As part of our shortlisting process, in accordance with KCSIE Guidance, an online search will be completed on all shortlisted candidates.

Equality

The Board of Trustees and school are committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourable on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. Any behaviour, comments or attitudes that undermine or threaten an individual's self-esteem on these grounds will not be tolerated.

We aim to provide equal access to high quality educational opportunities and to ensure that everyone feels that they are a valued member of the school community. We seek to provide a safe and happy environment where all can flourish and where cultural diversity is celebrated.

Disabled applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.

Privacy notice

Our school aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) (EU 2016/679) and the provisions of the Data Protection Act 2018 (DPA 2018). This policy applies to all personal data, regardless of whether it is in paper or electronic format. For further information please see the full privacy policy on our school website.



Brambles
Primary Academy

Brambles Primary Academy, Cambridge Road,
Huddersfield, HD1 5BU
Telephone: 01484 240 338
Email: office@bramblesprimaryacademy.org

PARTNERS OF THE SPA TRUST

South Pennine Academies is a charitable multi academy trust established in 2012. We currently work with eleven primary and secondary converter and sponsored academies located in Calderdale, Kirklees and Oldham. The Trust also operates Huddersfield Horizon SCITT, rated an Outstanding ITT provider by Ofsted.

The team at South Pennine Academies are committed to delivering school improvement through the development of effective partnerships with our academies, the communities we serve and external organisations. Our academies are an integral part of their local communities. We value the diversity and distinctive opportunities that working within our local communities brings. Development of local solutions to meet local needs is a key aspect of our work.

BENEFITS OF JOINING THE TRUST:

- **Professional Development** - The Trust is committed to developing all staff within their roles and creating continued fantastic opportunities for further career progression.
- **Pension** – Every employee of South Pennine Academies has access to the Teachers' Pension Scheme or the Local Government Pension Scheme.
- **Wellbeing Benefits** – Through our wellbeing provider, Smart Clinic, staff can access a number of generous wellbeing benefits including physiotherapy, 24-hour GP helpline, cancer support, stress counselling support and weight management.
- **Free Will writing service** – Provided via solicitors Dunham McCarthy – a free and completely confidential service for all SPA employees. The free service is provided remotely, either by telephone or video call, at a time to suit you. You will have an adviser to help you complete each step from start to finish.
- **Cycle to Work Scheme** – The Trust has registered to join this scheme as a provider for staff to be able to take advantage of the salary sacrifice tax-relief arrangement. For more information, eligibility criteria and details of how to apply, please contact the central HR team.
- **Annual Flu Vaccinations** – Annual Flu vaccinations offered to staff either by visit from nurse on site or via vouchers, accepted at various GP surgeries or pharmacies

