



## Assistant Principal for Inclusion

### Job Description

**Start date: January 2027 or as soon as possible**

**Salary: Ark Leadership Scale (L5-L10) depending on experience + potential relocation allowance**

**Contract: Permanent, full time**

**Location: Paddington, W9**

**Nearest Tube Station: Royal Oak (Hammersmith & City, Circle) or Warwick Avenue (Bakerloo)**

**Deadline: Monday 29<sup>th</sup> June**

Come and join our team of passionate teachers who want to deliver an education that ensures our children succeed both academically and socially. At Atwood, you will be supported by unrivalled training, weekly coaching and CPD from the Ark network of schools to develop yourself as an excellent teacher.

We offer attractive remuneration above the national pay scales, as well as a range of benefits including reduced gym membership and retail discounts. We are a kind, happy and friendly team based near Royal Oak station with a wonderful community of parents, staff, and children. If you would like to know more, please do get in touch.

**Please note that interviews will be held on a rolling basis, and we reserve the right to close the application process early. Early application is advised.**

#### Our ideal candidates will be:

- Able to demonstrate high levels of ambition and optimism for both them and their pupils.
- Determined to make a real difference in the lives of our children.
- Always looking to improve their practice and develop in their careers.

*Ark is committed to safeguarding children; successful candidates will be subject to an enhanced Disclosure and Barring Service check.*

#### Purpose

To lead a culture where every child's wellbeing and achievement are central, ensuring all pupils, particularly those with SEND, make strong academic, social, and emotional progress through high-quality teaching and inclusive practice

#### Key Responsibilities

- Provide strategic leadership for SEND, ensuring compliance with statutory requirements and the SEND Code of Practice
- Drive high-quality teaching and learning by supporting inclusive, adaptive classroom practice
- Monitor and evaluate pupil progress to inform timely, targeted interventions
- Lead identification, assessment, and coordination of provision for pupils with SEND
- Ensure accurate records, high-quality pupil profiles, and effective transitions
- Work closely with parents, staff, and external agencies to secure strong outcomes
- Deputise for the Executive Principal when required, contributing to whole-school leadership and decision-making

#### Safeguarding

- Act as safeguarding lead, ensuring robust policies, staff training, and effective responses to concerns
- Maintain accurate records and liaise with external agencies
- Promote a strong safeguarding culture across the school

#### Ethos, Leadership and Development

- Promote an inclusive culture built on high expectations, respect, and strong relationships



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- Inspire staff and pupils to achieve excellence through strong leadership
- Communicate effectively and foster collaboration across the community
- Commit to continuous professional development and ongoing school improvement

### Person Specification

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>· Qualified to at least degree level.</li> <li>· Qualified to work and teach in the UK, with QTS or equivalent or in training</li> <li>· If applying without SENDCo/DSP training – a willingness to undertake said training without delay</li> </ul>	<ul style="list-style-type: none"> <li>· Advanced professional or academic qualifications.</li> <li>· DSL training</li> <li>· National award for SENDCo</li> <li>· Other relevant SENDCo training/qualifications</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>· Significant experience working with children with SEND</li> <li>· Safeguarding matters children affecting school aged children</li> <li>· leading and managing a high-performing team</li> <li>· Working with secondary age pupils to raise achievement</li> <li>· Proven record of significantly raising achievement and progress across age and ability ranges and of helping pupils achieve impressive examination outcomes</li> <li>· Track record of delivering consistently outstanding lessons to secondary pupils of all abilities</li> </ul>	<ul style="list-style-type: none"> <li>· Previously worked as a SENDCo</li> <li>· Teaching pupils from backgrounds of socio-economic disadvantage in at least one urban, multi-cultural setting.</li> <li>· Experience of leading the development of a new programme, enterprise or school.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>· Safeguarding and SENDCo statutory requirements</li> <li>· Understanding of the demands of leading a high-performing department or team, including excellent knowledge of current educational developments and initiatives relating to teaching, learning and curriculum design.</li> <li>· A proven understanding of how to coach other staff to achieve outstanding teaching practice and how to implement effective strategies to raise learning standards.</li> <li>· Knowledge and experience of Safeguarding and Child Protection.</li> </ul>	<ul style="list-style-type: none"> <li>· Deep knowledge of developments in educational policy and pedagogic developments in relation to support for students with SEND</li> <li>· In-depth understanding of current national/local guidance in relation safeguarding and SEND</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>· A proven ability to lead, enthuse and inspire a committed and highly effective teachers</li> </ul>	<ul style="list-style-type: none"> <li>· A deep understanding of educational reforms and school performance data relating to students with SEND.</li> </ul>



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	<ul style="list-style-type: none"> <li>· An effective leadership and management style that encourages participation and innovation.</li> <li>· An ability to use data to inform and diagnose weaknesses that need addressing, and ability to plan effectively in order to raise standards</li> <li>· The ability to lead, coach and motivate staff within a performance management framework, supporting their development and effectively challenging and managing any underperformance.</li> <li>· Excellent interpersonal skills – and effective oral / written communication skills with children, staff and parents.</li> <li>· The ability to skilfully develop and maintain positive relationships with pupils, parents, colleagues and other stakeholders.</li> <li>· Well-developed planning and organising skills – including time management, prioritisation, delegation and decisiveness.</li> <li>· Sound judgement and problem-solving skills</li> </ul>	
<b>Motivation</b>	<ul style="list-style-type: none"> <li>· A willingness to be fully engaged in the whole life of the school, including extra-curricular activities.</li> <li>· A clear vision for Ark Priory, aligned with our current vision and values.</li> </ul>	
<b>Attributes</b>	<ul style="list-style-type: none"> <li>· A high degree of emotional and effective intelligence.</li> <li>· Exceptional attention to detail.</li> <li>· Gravitas and presence as a senior leader, and the ability to inspire confidence, trust and respect from those you lead.</li> <li>· Humility; the ability to self-diagnose strengths and weaknesses; and a proactive, reflective approach to self-development.</li> <li>· The passion, resilience, maturity and optimism to lead through day-to-day challenges, while maintaining a clear strategic vision and direction.</li> <li>· Confidence and motivation to be decisive and effective under pressure.</li> <li>· A high level of honesty and integrity.</li> <li>· A sense of humour!</li> </ul>	

#### Other

- Right to work in the UK
- Commitment to equality of opportunity and the safeguarding and welfare of all students
- Willingness to undertake training
- This post is subject to an enhanced DBS check

*Ark is committed to safeguarding and promoting the welfare of children and young people in our academies. In order to meet this responsibility, we follow a rigorous selection process. This process is outlined [here](#), but can be provided in more detail if requested. All successful candidates will be subject to an enhanced Disclosure and Barring Service check.*