

Job Description: Assistant Principal, SENCO and Inclusion Lead

Location: White City, London.

Deadline: Tuesday 17th March at 9am

Salary: Leadership scale, point 2-6 (£62,784 - £69,369)

Report to: Principal

Start date: Easter or September 2026

Contract: Permanent

Interviews: Interviews will be arranged as and when suitable candidates are identified, so early application is advised

The Role - Key Responsibilities

As SENCO and Inclusion lead, you'll be a high quality teacher with a passion for supporting pupils with special educational needs. The postholder is responsible for ensuring that inclusion drives whole-school standards so that pupils with SEND achieve highly within the same ambitious culture as their peers.

The Assistant Principal for Inclusion is a core member of the Senior Leadership Team and shares collective responsibility for the day-to-day leadership and strategic direction of the academy. The postholder is also a member of both the Teaching and Learning Team and the Safeguarding Team, ensuring inclusion is embedded across school standards, safeguarding practice and staff development.

The SENCO/Inclusion Lead should be prepared to lead on such areas as:

Inclusive Provision & Statutory Processes

- Identification, assessment and review of pupils with SEND in line with the Code of Practice.
- Effective implementation and review of EHCPs and graduated response provision.
- Completion of statutory documentation and coordination of external professional involvement.

Teaching & Classroom Practice

- High-quality adaptive teaching across the academy so pupils with SEND access the full curriculum.
- Training, coaching and support for teachers and co-teachers to meet pupil needs effectively.
- Deployment and development of support staff to maximise impact on learning.

Pupil Support & Wellbeing

- Provision for pupils with SEMH and additional needs, including the academy's mental health support.
- Early identification and intervention through multi-agency working.
- Successful transition into, within and beyond the academy.

Partnerships & Communication

- Productive relationships with families and external agencies.
- Clear communication of pupil needs and strategies to staff teams.
- Collaboration with Ark and Local Authority services to secure appropriate support.

Whole-School Inclusion

- A culture where pupils with SEND are fully included in curriculum, routines and wider school life.
- Strategic use of resources to ensure provision is effective and sustainable.

As a member of the senior leadership team, the SENCO will also be centrally involved in the overall leadership and management of the academy and will help to establish a school culture that is both nurturing and rigorous.

Outcomes and activities

Teaching & Subject Leadership

- To be an excellent classroom practitioner, undertaking a substantial teaching commitment as a core component of the Assistant Principal role, typically around 1–2 days per week, with the proportion reviewed in line with strategic priorities and school need.
- To lead a designated curriculum subject area, ensuring ambitious curriculum intent, clear progression and successful access for pupils with SEND.
- To operate as a member of the Teaching and Learning Team, contributing to coaching cycles and whole-school instructional improvement.
- To work alongside teachers through co-planning, modelling and instructional coaching to embed inclusive classroom practice.
- To develop staff expertise in meeting additional needs through professional development, rehearsal and feedback.
- To quality assure teaching and provision through lesson visits, work scrutiny and pupil voice, ensuring consistency across classes.
- To support subject leaders in adapting curriculum delivery so pupils with SEND achieve within the same ambitious framework as their peers.

Leadership and Management

- As a member of the Senior Leadership Team, to contribute to the strategic leadership and day-to-day management of the academy.
- To be accountable for the progress, attainment, attendance and inclusion of pupils with SEND across the academy.
- To analyse assessment, behaviour and attendance data to identify trends and implement targeted strategic responses.
- To evaluate the impact of provision and interventions, ensuring effective use of staff time and resources.
- To line manage co-teachers and identified support staff, setting clear expectations and developing leadership capacity within the team.
- To oversee transition processes and ensure pupils with SEND are prepared for the next stage of education and increasing independence.
- To contribute to whole-school decision making including curriculum, behaviour, safeguarding and staffing priorities.

School Ethos and Culture

- To provide a visible and proactive leadership presence across the academy, including the playground, dining hall and transition points, setting the standard for behaviour, expectations and relational practice.
- To ensure behaviour systems and routines are inclusive, consistent and understood by all staff.
- To support staff in managing complex pupil needs while maintaining high expectations for learning and conduct.
- To undertake regular duties, including gate supervision and end-of-day collection, modelling high expectations and building positive relationships with pupils and families.
- To lead complex conversations with families regarding provision, support and placement, maintaining trust and clarity.
- To work with families and external agencies to secure appropriate support for pupils.

Other

- Undertake any other professional duties as set down in the Ark schools pay and conditions of service document, and as directed by the Principal.

Person Specification: Assistant Principal, SENCO and Inclusion Lead

Qualification criteria

- Qualified to degree level and above
- Qualified to teach and work in the UK
- Hold or willing to train for the national SENCO qualification

Experience & Knowledge

- Experience of prior successful leadership at a middle or senior level
- Experience of having worked successfully in at least one school in an urban, multi-cultural setting, teaching students from backgrounds of socio-economic disadvantage
- Experience of having led, or significantly contributed to, the success of a school through its leadership, ethos, teaching and learning and results
- Experience of having improved and sustained an effective behaviour management policy
- Knowledge of the SEN and Disability Code of Practice
- An understanding of the Annual Review and statutory assessment processes.
- A good knowledge of how to set meaningful end of Key Stage SEN outcomes and plan effective provision to enable all students with SEN to make good progress.
- A knowledge of a range of specialist SEN interventions and strategies that can be used to support students with SEN.

Behaviours

Leadership

- Effective management style that encourages participation, innovation and confidence
- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance
- Ability to develop the leadership skills of others
- Strong interpersonal, written and oral communication skills
- Takes personal responsibility for their own actions
- Resilience and motivation to lead the academy through day-to-day challenges while maintaining a clear strategic vision and direction
- Genuine passion and a belief in the potential of every student
- Commitment to the safeguarding and welfare of all pupils.

Vision and strategy

- Vision aligned with Ark's high aspirations and high expectations of self and others
- Understands how to set high aspirations and effective strategies for the school. Including; delivery and prioritisation of school leadership management that faces all aspects of curriculum, learning, administration, finance and communication
- Clear understanding of the strategies to establish consistently high standards of behaviour in an inner-city school and commitment to relentlessly instilling these strategies
- Strong organisational skills and ability to delegate
- Use of data to inform and diagnose weaknesses that need addressing.

Leading the Learning

- Understands what outstanding teaching practice looks like, how to diagnose and implement effective strategies to raise learning standards
- Be able to offer teaching to demonstration level and through this and other coaching opportunities be able to improve the teaching of others
- Have experience of leading and evaluating INSET which impacts on standards.

Leading External Relationships

- Can skillfully manage and maintain effective working relationships with parents and other stakeholders.

Other

- Commitment to equality of opportunity and the safeguarding and welfare of all pupils
- This post is subject to an enhanced Disclosure and Barring Service check.