



Assistant Principal - Inclusion

Grade:	Leadership L5-9
Responsible to:	Principal
Direct Reports:	
Indirect Reports:	
Job Description Issue Date:	1 st May 2026
Postholder Name:	
Postholder Signature:	

Purpose of the Role

- To assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for all pupils including those with Special Educational Needs and Disabilities, as detailed below. Note: In the context of this Job Description, pupils with special educational needs are deemed to include:

Pupils on the School's Special Educational Needs and Disabilities Register;

Pupils identified as being a Higher Potential Learner;

Pupils with identified specific learning difficulties;

Pupils with identified behavioural difficulties;

'Looked After' pupils and those subject to Child Protection procedures;

Pupils belonging to ethnic minorities;

Pupils of Romany, Gypsy or Traveller families;

Pupils who have been identified as Pupil Premium;

Pupils who the Principal considers have previously received, for any reason, an inadequate or compromised education.

General Responsibilities

- Be familiar with and support the Trust's Vision, Values and Goals;
- Be aware of and comply with relevant policies and procedures, including those relating to safeguarding, health and safety, confidentiality and data protection;
- Embrace and celebrate diversity, ensuring equal opportunities for all;
- Contribute to the overall aims of the Trust;
- Behave in a professional manner at all times demonstrating mutual respect, good manners, politeness and common courtesies for all members of our community. We expect employees to behave in a manner that role models positive behaviours for our students;
- Ensure own continuous professional development, seeking active opportunities for innovative and effective practice; and
- Undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.
- The postholder is required to carry out under the reasonable direction of the Principal the professional duties of a teacher which are set out in the relevant paragraphs of the School Teachers Pay and Conditions Document and any subsequent amendments.
- This Job Description allocates duties and responsibilities, but does not direct the particular amount of time to be spent on carrying them out, although the duties listed will qualify for non contact time for Preparation, Planning and Assessment, in line with your teaching time (10% of) Discreet Leadership and Management time will be negotiated and identified.
- To work in accordance with 1988 Education Act, more recent legislation with particular reference to Health and Safety requirements and DfES guidance, LEA Policy and advice.
- To supervise and monitor learners' behaviour and conduct both in lessons and in the playground as part of the school duty of care, pastoral and welfare support.
- To ensure that records and reports of all accidents to children, staff and visitors are professionally dealt with and shared on a need to know basis with staff and after consultation with parents when appropriate.
- To accompany a staff member and injured child, who requires urgent medical attention (if necessary).
- To liaise and maintain good relationships with parents, relatives, guardians or carers and to offer help and support as required.
- To take part in the school routines for Performance Management and Continuing Professional Development and to be responsible for your own Professional Portfolio, in line with the Policies and Code of Practice for the School with regard to Performance Management, Recruitment and retention of staff, Staff Discipline and Pay.
- To attend staff meetings and other professional training as appropriate.

- Employees are expected to be courteous to colleagues and to provide a welcoming environment to visitors and telephone callers.
- Supporting the Principal and Vice Principal in providing the vision, leadership and direction to ensure that the school is managed and organised to meet its aims and targets.
- Working with others, responsible for evaluating the school's performance to identify priorities for continuous improvement and raising standards: ensuring opportunity for all; developing policies and practices; ensuring that resources are efficiently and effectively used to achieve the school's aims and objectives, and to be a member of the Senior Leadership Team.
- Assisting the Principal and Vice Principal in the day to day management, organisation and administration of the school.
- With the Principal and Vice Principal securing the commitment of the wider community by developing and maintaining effective partnerships in order to raise standards locally.
- Work with the Principal and Vice Principal to draw on the school community to create a productive learning environment which is engaging and fulfilling for all learners.

Specific Responsibilities

Shape the Future - with the Principal

- To ensure that the vision for the school is clearly articulated, shared, understood and acted upon by all.
- Support the vision, ethos and policies of the School which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, gender or disability.
- To work within the school community to translate the vision into agreed objectives and operational plans which will promote and sustain school improvement.
- To demonstrate the vision, values, standards and expectations in everyday work and practice
- To motivate and work with others to create a shared culture and positive climate.
- Ensure that strategic planning takes account of the diversity, values and experience of the school and community at large.

Leading Teaching and Learning - with the Principal

- Demonstrate high expectations for all children.
- Help lead and manage the creation and implementation of the school strategic plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it
- Support the evaluation of the effectiveness of the School's policies and developments and analyse their impact on pupils who have special educational needs.
- Ensure the effective and proficient use of pupil data from a variety of sources, both

internal and external, in the process of target setting and deployment of Teaching Assistants.

- Set up systems for identifying, assessing and reviewing special educational needs and maintain up to date provision maps.
- To oversee and work collaboratively with senior/key stage leaders to ensure the effective coordination of intervention programmes to overcome barriers to learning for designated groups of pupils.
- To work alongside the Principal to manage the SEN budget.
- Identify, adopt and monitor the most effective teaching approaches for those pupils with special educational needs, including intervention programmes where necessary.
- Maintain and develop special needs resources within the school in consultation with other leaders across the school.
- Implement the school's behaviour policy (including bullying policy) and tracking system; reporting data to TEFAT, SLT and Community Council regularly

Developing self and working with others - with the Principal

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture;
- Build a collaborative learning culture within the school and actively engage with other schools to build effective learning communities;
- To be responsible for induction and appraisal of Teaching Assistants;
- Provide training opportunities for learning support assistants and other teachers to learn about special educational needs and disabilities and Inclusion;
- Disseminate good practice in Inclusion and promote Quality First Teaching across the school;
- Be a Team Leader for Appraisal and mentor ECTs where needed;
- Support effective planning, allocation, and evaluation of work undertaken by teams and individuals, monitoring the clear delegation of tasks and the effective devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for your own personal development.
- Manage your own workload and that of others to allow an appropriate work/life balance.

Managing the Organisation - with the Principal

- Maintain and support the organisational structure which reflects the school's values and enable the management systems, structures and processes to work effectively in line with legal requirements.
- To assist the Principal, SLT and staff to produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
- To assist in the recruitment, retention and deployment of staff and help them to manage their workload to achieve the vision and goals of the school.
- Help to manage and organise the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Assist the Principal to see that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to assist in the management of the school.
- Be responsible for the efficient timetabling of Teaching Assistants deployed with an Inclusion remit.

Securing Accountability - with the Principal

- Assist in the developing of individual staff accountabilities that are clearly defined, understood and agreed and are subject to rigorous review and evaluation;
- Ensure all members of staff recognise and fulfil their statutory responsibilities to pupils with special educational needs;
- Ensure that parents of children with SEND are well informed about the curriculum, targets, individual pupils' progress and achievement;
- Be accountable for work undertaken by being part of TEFAT accountability systems;
- As directed, to present a coherent, understandable and accurate account of the school's performance to a range of audiences including TEFAT, Community Council, parents and carers;
- To reflect on personal contribution to school achievements and take account of feedback from others.

Strengthening Community - with the Principal

- Build a school culture and curriculum which takes account for the richness and diversity of the school's communities.
- Help to create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Put into practice school policies for learning experiences for pupils are linked into and integrated with the wider community.
- To seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its values to

the wider community.

- To contribute to the development of the education system by, for example sharing effective practice, working in partnership with other schools, both within the Trust and beyond, promoting innovative initiatives.
- To co-operate and work with relevant agencies to protect children.
- The list of tasks for you and the time required to carry them out will be agreed as a result of the school monitoring and INSET programmes and the needs of the school. They will be reviewed and agreed between yourself and the Principal termly

Key Relationships (Internal and External)

- Principal and Senior Leadership team (SLT)

Notes

- This role profile is non-contractual and provided for guidance. It will be updated and amended from time to time in accordance with the changing needs of the school. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed;
- The responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment; and
- Recruitment and induction practices to safeguard and promote the welfare of children and/or vulnerable adults apply to this post in addition to the requirement to obtain a Barred list and enhanced Disclosure and Barring Service (DBS) check.

Person Specification - Assistant Principal Inclusion

	Essential	Desirable
Education and Qualifications		
Qualified Teacher Status	X	
Possess or be working towards gaining the National Award for SEN Co-ordinators qualification	X	
Knowledge and Experience		

Has worked successfully in partnership with parents, other agencies and the wider community.	X	
Experience of leading a team and successfully developing the work of colleagues.	X	
Minimum of 4 years varied experience of teaching across the primary age range	X	
Proven ability as a consistently outstanding teacher.	X	
Professional Skills		
Ability to demonstrate good subject knowledge and understanding of the National Curriculum.	X	
Thorough knowledge of the SEND code of practice	X	
Knowledge of effective strategies to support pupils with EAL	X	
Knowledge of strategies to support children with SEMH needs	X	
Experience of designing and implementing resources and strategies to establish consistently high aspirations and standards of achievement and behaviour.	X	
Understanding of the needs of schools in challenging circumstances, and of vulnerable pupils.	X	
Understanding of school performance data and its use in school improvement processes.		X
Experience of developing others, through coaching, mentoring, training and appraisal.		X
Personal Qualities		
Able and willing to fulfil wider professional responsibilities including attending events beyond the school day.	X	
Able to prioritise, work under pressure and meet deadlines.	X	

Able to plan and implement change and to present clear and succinct reports.	X	
Able to deal with sensitive issues in a supportive and professional manner.	X	
Desire to continually develop own practise.	X	
Acts as a role model, demonstrating appropriate relationships with children and adults.	X	
Ability to communicate and work effectively with parents, governors and colleagues.	X	
Understanding of Child Protection and Safeguarding issues and responsibilities	X	