

Budmouth Academy Weymouth Job Description Assistant Principal - Inclusion

Reports to (designation): Vice Principal/Associate Principal

Salary range: L14 – L18

1. Job Purpose

To be responsible for leading and managing the provision of the Inclusion Team, the ASC Base, SEND Learning Support and Student Support to enable high quality teaching and learning; effective use of resources; drive support of students' learning to raise achievement and standards; and fostering inclusive practices in relation to teaching, learning and safeguarding to ensure effective support for SEND students and wellbeing provision across the academy.

2. Job Duties and Responsibilities (including but not limited to)

- To be responsible for the SEND and Inclusion provision, including TAs, and SEND administration.
- To agree, monitor, evaluate and be accountable for student progress targets for SEND students across all key stages.
- To act as Designated Safeguarding Lead and Prevent Lead, ensuring exemplary standards of student safety, compliance, and wellbeing.
- To set a clear vision for Inclusion at the academy, and establish and promote a strong safeguarding and inclusive culture within the academy
- Work closely with the Attendance Lead to monitor children who are absent from education and implement appropriate strategies to re-engage them with education
- Overall leadership and management of the ASC Base, Learning Support and Student Support.
- To be wholly responsible for the SEND Register and to ensure that the register is kept accurate and up-to-date.
- To carry out professional duties as described in the School Teachers Pay and Conditions document in line with the duties as outlined for staff on the Leadership Spine.
- To promote a professional, caring and supportive learning atmosphere within the academy.
- Manage and review intervention programmes.
- Contribute to the academy improvement plan in regards to Inclusion and SEND.
- To manage appropriate resources for the department and ensure that they are used efficiently, effectively and safely.
- Plan, assess and support students learning and progress against the academy's policies, data and curriculum and national requirements.
- To develop curriculum resources to ensure that students identified on the SEND register have the required levels of support.
- Manage the provision of special educational needs, including the allocation of support time and the writing of individual education plans.
- To drive whole-academy improvement through data analysis, strategic planning and targeted interventions.
- Identify students who are underachieving and implement/review necessary intervention strategies to support those students.
- To have strategic oversight of high-quality EAL provision.
- To coach and support staff to deliver inclusive, adaptive teaching, and monitor teaching and learning through our quality assurance processes.
- To challenge underperformance at all levels ensuring effective support and prompt follow up.
- Liaise with relevant outside agencies to ensure that individual student needs are met effectively and that the requirements of EHCPs are fully met and to arrange the annual returns.
- To ensure that accurate and detailed records of all meetings and discussions with parents/carers and outside agencies are recorded in line with GDPR legislation.
- To ensure that relevant staff are kept informed of students' special educational needs and to work with staff to ensure that the individual student education plans are used to set subject specific targets.
- To be responsible for implementing and updating all academy inclusion policies.
- To effectively line manage your team, and regularly hold and chair meetings and to implement actions following these meetings.
- Manage the staff team timetable to ensure best use of staff and expertise.

- To liaise and meet with Senior and Middle Leaders on a regular basis to provide appropriate intervention and support for SEND students
- To liaise with key stakeholders effectively to ensure students have access to the best provision available
- To provide training and support for teachers to ensure that teachers are able to meet the needs of SEND students in the classroom.
- Manage the provision for LAC and PLAC students, including the allocation of support funding and the writing of personal education plans and reviews.
- Liaise with relevant outside agencies providing Alternative Provision, to ensure that individual student needs are met effectively and that the requirements of Alternative Provision are fully met, and to arrange review of students' progress in Alternative Provision.
- To lead on the Equalities policy across the academy.

3. Other Duties

- To continue personal development as agreed at appraisal.
- To engage actively in the performance review process.
- To address the appraisal targets set by the line manager each Autumn Term.
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.
- To play a full part in the life of the academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To support the academy in meeting its legal requirements for worship.
- To actively promote the academy's corporate policies.
- To comply with the academy's Health and Safety policy and undertake risk assessments as appropriate.
- To show a record of excellent attendance and punctuality.
- To adhere to the academy's Dress Code.

4. General

- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

5. Knowledge and Skills

- A SENCO qualification is desirable
- Qualified Teacher Status is essential
- ICT to advance the teaching and learning of students
- ICT to monitor and review progress through the analysis of data
- High level of organisation
- Experience of inclusion practices: gender differences, differentiation, SEN, most able, vulnerable.

6. Working Environment

- Duties are normally performed in a classroom environment.
- Duties may be occasionally performed on field trips away from the academy.
- The noise level in the work environment is usually moderate
- The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- Employees will commit to using their influence with other staff and students to promote high standards of behaviour and order within the academy.
- Working to maintain the academy at the forefront of educational practice.
- Foster and sustain a culture of enterprise and creativity in all aspects of the academy's operation acting as a role model to students and to support the ethos of the academy being responsible for promoting and safeguarding the welfare of children and young persons that the postholder is responsible for or comes into contact with.

Job Description Prepared by: Principal

Date: March 2026