



### Job Description

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| <b>Post Title:</b>            | <b>Assistant Principal (Inclusion)</b>   |
| <b>Salary</b>                 | L5 - L9                                  |
| <b>Temporary or Permanent</b> | Permanent                                |
| <b>Responsible to</b>         | Principal                                |
| <b>Responsible for</b>        | Therapeutic Champion, Wellbeing Champion |

#### Purpose of the Job

The Assistant Principal (Inclusion) will provide strategic leadership for inclusion across our school, ensuring that every student is supported to achieve their full potential. This integral leadership role champions inclusive practice, removes barriers to learning, and fosters a culture where all students feel valued, supported, and able to thrive.

As the school's named Special Educational Needs Coordinator (SENCO), Designated Teacher for Looked After and Previously Looked After Children (DTLAC), and English as an Additional Language (EAL) Coordinator and Pupil Premium Champion, the successful candidate will lead the development, implementation and evaluation of high-quality provision for students with additional needs and vulnerabilities. Working collaboratively with staff, families, external agencies, and the wider leadership team, they will drive inclusive practice, promote high expectations for all students, and ensure the school meets its statutory responsibilities while delivering excellent outcomes for every student.

#### Main Duties and Responsibilities

- Play an active role in determining the strategic development of the Inclusion strategy and provision in the school to raise the achievement of students with SEND, EAL, Looked After or Previously Looked After Children and Pupil Premium status.
- Take day-to-day responsibility for the implementation of the Inclusion strategy and subsequent policies and coordination of the provision made for individual students with SEND, EAL or Looked After or Previously Looked After Children status, working closely with staff, parents and carers, and other agencies
- Provide related professional guidance to colleagues to secure high-quality teaching for students.

#### Leadership Responsibilities

- Create an Inclusion Strategy incorporating the three areas of responsibility: SEND, EAL, LAC/PLAC and Pupil Premium
- Monitor the implementation of the Inclusion strategy, providing regular updates to SLT and Governors
- Evaluate the impact of the strategy, providing annual written reports to Governors
- Attend and contribute to daily Senior Leadership Team briefings and a weekly Senior Leadership Team meeting
- Support the implementation of the School Development Plan
- Support daily operations and ensure adherence to school policies and procedures to maintain high standards of conduct and professionalism
- Manage performance and professional growth of middle leaders and other staff (as appropriate) through appraisals, coaching and training programmes, developing staff and holding them to account in line with CP Riverside School policies
- Be a visible and active member of the Senior Leadership Team, contributing to whole-school improvement and leadership, including duties and corridor presence.
- Ensure all members of staff recognise and fulfil their statutory responsibilities to students with
- additional needs and vulnerabilities
- Provide training opportunities for staff to learn about additional needs and vulnerabilities, such as through leading INSET
- Liaise with the Governor with oversight for Inclusion at least once every term for monitoring purposes.
- Manage the Student Support budget
- Provide effective line management support and guidance to staff including: Therapeutic Lead and Wellbeing Champion
- Represent the school through attending relevant meetings and networks

#### Inclusion Responsibilities

- Keep the Special Needs Register up to date and share it with staff.
- Oversee statutory compliance for SEND and medical needs, including EHCP reviews and health care plans.

- Work in close collaboration with the Deputy SENCO to support the effective coordination of provision for Children and Young People with SEND.
- Support the integration of SEND provision within the school's wider approach to teaching, curriculum, behaviour and pastoral systems.
- Provide professional guidance and contribute to staff development to strengthen inclusive classroom practice.
- Support the identification, planning and review of SEND provision, contributing to reviews, meetings and agreed outcomes as required.
- Assist with the maintenance and quality assurance of SEND records and systems, ensuring accuracy and compliance.
- Use data and evidence to support evaluation of SEND provision and inform targeted improvement actions.
- Support statutory processes (including EHCPs, reviews and reporting) under the direction of the SENCo, contributing professional insight where appropriate.
- Maintain awareness of national and local SEND guidance to inform inclusive leadership practice.
- Contribute to the development and implementation of a whole school inclusion strategy to support students with English as an Additional Language (EAL).
- Contribute to the development and implementation of a whole school inclusion strategy to support students who are eligible for or are recipients of pupil premium.
- Maintain and further develop existing systems for identifying, assessing and reviewing SEND provision.
- Update the Senior Team and governing body on the effectiveness of provision for students with SEND, additional needs and vulnerabilities
- Build partnerships with parents/carers so they have confidence in the school's support by maintaining regular contact and keeping them informed of their child's progress and achievements.
- Maintain and oversee a clear provision map and graduated response for all students
- Support with the testing for and reporting of access arrangements

#### **Teaching, Learning and Assessment Responsibilities**

- Lead by example, demonstrating high-quality teaching practices.
- Support the development and implementation of evidence-based teaching and learning strategies to drive student engagement and achievement.
- Actively teach learning intervention and support groups in order to accelerate their progress.
- Uphold excellent standards of teaching by supporting colleagues to design a carefully sequenced, broad and coherent curriculum, ensuring there is alignment with national standards and network expectations, and that the needs of all students are met with high expectations, including those with SEND.
- Support the implementation of rigorous monitoring and evaluation mechanisms to assess teaching and learning quality across the school, ensuring continuous improvement.
- Support the implementation of robust assessment practices across the school, ensuring that assessments are aligned with curriculum objectives and provide meaningful feedback to students.
- Analyse data, including student progress data and staff performance data, to identify strengths and areas for development, informing targeted interventions and instructional improvement efforts.
- Ensure all students with additional needs and vulnerabilities are making progress at least in line with national expectations
- Advise teaching and non-teaching staff on appropriate interventions and strategies to support the learning, engagement and progress of students
- Monitor and evaluate teaching and learning activities to ensure the school is meeting the needs of students with additional needs and vulnerabilities
- Have regard to the individual needs of students with additional needs and vulnerabilities, and support their learning by using a wide range of teaching strategies, planning, and providing support for their full participation in all activities both in and out of lessons.
- Oversee the quality assurance of progress data for students with SEND, additional needs, or vulnerabilities at each Progress Review and throughout the year to identify and intervene on trends and students' achievement.
- Set up effective systems to identify, assess, and review progress trends for SEND students.

#### **Culture and Behaviour**

- Foster an aspirational, safe and inclusive learning environment for students, through strong behaviour management and pastoral care systems.
- Implement fair and consistent disciplinary and behaviour procedures, emphasising accountability and personal growth to uphold a culture of respect and responsibility throughout the school community
- Drive excellence in student attendance and behaviour standards by implementing targeted strategies to improve attendance rates and promote positive behaviour.
- Collaborate with parents, carers and external organisations and agencies where appropriate, to support student achievement and well-being, fostering a cohesive and supportive school-home relationship.

### **Community Engagement**

- Support the delivery of school events and activities, including parents' evenings, celebratory events and school performances, to promote community engagement and support student achievement.
- Facilitate effective communication with parents, carers and the community to foster a sense of shared purpose and collaboration.
- Develop and maintain partnerships with external stakeholders, including local authorities, partner schools, and educational organisations, to develop opportunities and resources that enhance students' educational experiences.

### **Other Duties and Responsibilities**

#### **School Culture**

- Be aware of and comply with policies and procedures relating to safeguarding, child protection, confidentiality and GDPR, reporting all concerns to an appropriate person.
- Be aware of and support differences and ensure that all students have access to opportunities to learn and develop.
- Contribute to the overall mission and vision of the school, working in alignment with the school's culture and character.
- Maintain good relationships with colleagues and work together as #oneteam.
- Attend and contribute to relevant meetings as required.
- Participate fully in CPD opportunities and appraisal processes.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
- Any other duties as may reasonably be requested by the Principal. The above duties do not define or include all tasks required of the post holder. Duties and responsibilities may vary without changing the level of responsibility.

#### **Safeguarding**

- Be aware and familiar with school policies and other guidance on the safeguarding and promotion of the well-being of children and young people.
- Take appropriate action in line with school policies and Keeping Children Safe in Education 2026, where required.



### Person Specification

| Qualifications & Experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Essential</b> <ul style="list-style-type: none"> <li>• Qualified to degree level or above</li> <li>• PGCE</li> <li>• Qualified teacher status</li> <li>• Accredited SENDCo qualification</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Desirable</b> <ul style="list-style-type: none"> <li>• Evidence of recent professional development related to teaching and learning and/or educational leadership e.g. NPQSL</li> <li>• Experience of working with families, external agencies, and multi-disciplinary teams</li> </ul>                                                                                       |
| Knowledge and Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Essential</b> <ul style="list-style-type: none"> <li>• A strong classroom practitioner - with a proven track record of achieving excellent progress and outcomes for all children, regardless of their prior attainment, needs or background</li> <li>• Successful experience as a school leader in education, with a track record of initiating and delivering specific school improvement initiatives</li> <li>• Experience of building and maintaining positive relationships with a range of stakeholders</li> <li>• A deep understanding of the SEND Code of Practice and other statutory requirements</li> </ul>                                                   | <b>Desirable</b> <ul style="list-style-type: none"> <li>• Teaching or leading in a well-performing alternative provision school with first-hand experience of what 'excellence' looks like</li> <li>• Teaching or leading successfully and with impact in a school of high deprivation or challenging circumstances</li> <li>• Experience of leading within Inclusion</li> </ul> |
| Leadership Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Essential</b> <ul style="list-style-type: none"> <li>• Excellent communication and interpersonal skills, with concise, clear writing and articulate public speaking</li> <li>• Able to develop others by having high expectations and clear goals, targeting support wisely and holding to account in a supportive but rigorous way</li> <li>• Able to collaborate, identifying needs and strengths in others, and understanding how and when to adopt a team approach to problems or initiatives</li> <li>• Able to solve problems, with strength in both conceptual and analytical thinking</li> </ul>                                                                 | <b>Desirable</b> <ul style="list-style-type: none"> <li>• Experience in developing and contributing to a network of schools</li> <li>• Experience of making accurate lesson observation judgements</li> <li>• Experience of expertly crafting feedback to colleagues</li> </ul>                                                                                                  |
| Personal Attributes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Essential</b> <ul style="list-style-type: none"> <li>• Driven by moral purpose; aligned to our vision, strategy and character</li> <li>• Adhere to the Nolan Principles and be able to establish professional, effective working relationships with a range of staff and students</li> <li>• Intellectually curious, forward-thinking, open-minded and a seeker of knowledge</li> <li>• Self-aware with the ability to reflect on personal motivations, behaviours, strengths and areas for development</li> <li>• Resilient and driven to act thoughtfully (and also swiftly where needed) when under pressure, encountering setbacks, or receiving critique</li> </ul> | <b>Desirable</b> <ul style="list-style-type: none"> <li>• Share ideas early, often and honestly</li> <li>• Embrace constructive disagreement</li> <li>• Value ideas, not ego</li> <li>• Be curious and open to new ideas</li> <li>• Focus on facts and reason</li> </ul>                                                                                                         |
| Special Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>• Successful candidates will be subject to an enhanced Disclosure and Barring Service Check</li> <li>• Right to work in the UK</li> <li>• Evidence of a commitment to promoting the welfare and safeguarding of children and young people</li> <li>• Show a commitment and proactive approach to drive forward equality, equity, diversity and inclusion</li> <li>• To be committed to continuous professional development</li> </ul>                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                  |