



Houlton School
Assistant Principal: Inclusion



Job Description and Person Specification

Welcome from the Principal

It is my great pleasure to introduce you to our Houlton family, where **innovation, aspiration and excellence** are at the heart of all we do. As His Majesty's Inspector, Nicola Harwood noted when Ofsted visited us in 2021, we '...place spiritual, moral, social and cultural education at the heart of the curriculum so that **pupils flourish and are well prepared for life beyond school.**'

We proudly encourage pupils to consider themselves to have joined the unique experience of the '**Houlton family**'. Dr Maya Angelou once wrote that, '...family isn't always blood; it's **the people in your life who want you in theirs: the ones who accept you for who you are**, the ones who would do anything to see you smile and who love you no matter what.' This underpins our approach at Houlton, where difference is celebrated as integral to our supportive, wider community.

We have the privilege of occupying an exceptional campus, including our Grade II listed buildings that previously housed Rugby International Radio Station. Some established schools are lucky to be provided with refreshed, enhanced facilities in one or two specialist subject areas, such as the Arts or STEM; however, our pupils enjoy state-of-the-art facilities alongside stunning heritage buildings across the **entire curriculum**.

At Houlton School we have the highest expectations of our pupils: **excellence** is expected in all aspects of behaviour and attitudes, and pupils will be expected to always do their very best. Uniform and standards of appearance are important and traditional here: we expect them to be worn correctly and with pride as the foundation of everything else we do as a family. We encourage our pupils to always model our values and will support them in all aspects of school life, providing them with the very best teachers, facilities, and opportunities to explore their emerging talents.

Colleagues here enjoy a supportive environment in terms of their careers, whether they be teachers or any other role within our organisation. One of our Trust's key ambitions is to 'nurture potential' and we subscribe to this aspiration whole-heartedly.

I strongly recommend that potential applicants come and pay us a visit to see what a fantastic place this is to work and learn; I have every confidence that if you do, you'll want to support us in the next, exciting phase of our expansion as a community.

Paul Brockwell

Executive Principal

About the Role

Thank you for your interest in the position of Assistant Principal: Inclusion at Houlton School.

This pack has been designed to help you should you choose to submit an application to us, which we sincerely hope you do. The pack aims to answer all your initial questions, but if not, please do not hesitate to contact us. It is extremely important to us that you feel comfortable and confident enough to proceed with your application, as we aim to make the very best appointment possible.

So, who are we looking for?

Houlton School is recruiting an Assistant Principal – Inclusion to join our successful school. The successful candidate will be the leader of the inclusion agenda as well as be able to promote teacher support for students. They will need to provide our students with an outstanding education and provide strong and effective leadership to all staff. The role will have many SEND, Inclusion and whole school responsibilities attached.

The Inclusion Department is the base at Houlton for the co-ordination of provision for students with Special Educational Needs and Disabilities. The Special Educational Needs and Disabilities Coordinator (SENDCo) is responsible for arranging and deploying provision, including the allocation of Teaching Assistants to support students in lessons.

Our aim is to enable all students to achieve their potential academically and personally, regardless of ability or disability. We aim to increase whole school and community awareness of the importance of quality and equity of opportunity for all students and are committed to providing an integrated and inclusive curriculum to meet individual needs, promoting positive achievement and independence for all.

Why work for Houlton?

A caring school on a 20 acre, green-field campus that is small enough to know every pupil's name and story, yet large enough to offer an exciting breadth of curriculum, including our brand new Sixth Form, which launches in September 2026.

You'll be working within a community of passionate, committed colleagues who genuinely support each other.

A staff well-being team implements various strategies to boost staff engagement including various activities, events, conferences, and many other staff benefits.

Excellent opportunities to develop and grow in the successful and expanding Transforming Lives Educational Trust, a growing Multi-academy Trust based within the local community.

What next?

We want to hear from you if you are as excited as we are about this fresh opportunity within our successful and growing Trust. In return, we can offer the right candidate the chance to work within our innovative and forward-thinking Trust as well as offering excellent professional development and progression.

We encourage you to consider the information in this pack carefully and use it to picture yourself within the role at Houlton. Should you wish to discuss any element of the pack in more detail, please don't hesitate to contact us. We look forward to receiving your application, details on how to apply can be found below.

Job Description

Academy/College:	Houlton School
Job Title:	Assistant Principal: Inclusion
Salary:	Leadership Scale L11 – L15 depending on experience
Contract:	Full Time Term Time + 5 days Permanent
Responsible to:	Head of School
Key relationships/Liaison with:	SLT Students Parents
Job purpose:	You will be the leader of the inclusion agenda as well as be able to promote teacher support for students. You will need to provide our students with an outstanding education and provide strong and effective leadership to all staff.

MAIN ROLE AND RESPONSIBILITIES:

Leadership

- Work alongside the SENDCO to support the identification of children with special educational needs and disabilities.
- Co-ordinate provision for children with SEND.
- Liaise with parents of children with SEND.
- Liaise with other providers, outside agencies, educational psychologists and external agencies.
- Ensure that the school keeps the records of all pupils with SEND up to date.
- Manage the effectiveness of provisions for pupils with SEN development needs.
- Be central to the development of the new Inclusion Faculty, its vision and goals.
- Work closely with leaders and staff within the Inclusion Faculty, in creating a team that supports teachers in removing students' barriers to learning.
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability.
- Have knowledge and understanding of the school's vision, aims, priorities, targets and action plans.

- Design and lead the whole school Inclusion agenda, ensuring that all students, regardless of challenge, achieve their full potential.
- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Write an annual departmental development plan and self-evaluation plan that are informed by data analysis and the School Improvement Plan.
- Being responsible for the development and coordination of whole school strategies to lead SEND & Inclusion.
- Support the overall ethos of the school as a child-centred, well-ordered community.

Teaching and Learning

- Aim to be an outstanding classroom teacher, seeking to improve the quality of teaching and learning for students with SEND in all classrooms.
- To have knowledge and understanding of the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students.
- Ensure curriculum coverage, continuity and progression for all students, including those of high ability and those with special educational or linguistic needs.
- Establish, monitor and adapt schemes of work in line with curriculum changes and DfE requirements.
- Ensure the planning, delivery and assessment of students is consistent, monitored and evaluated through clear policies and practices and use of this information to recognise achievement and to assist students in setting targets for further improvement.
- Monitoring the setting and marking of homework and conducting work scrutinies.
- Establish clear targets for students' achievement, and evaluate progress and achievement by all students, including those with special educational needs.
- Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students.
- To set targets for each publicly examined group on the basis of available data.
- Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent when out of school.
- Evaluate the impact of the SEND agenda and initiatives in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.
- Support the school's Behaviour for Learning Policy.
- Ensure effective communication systems within the faculty, making use of ICT where possible.

Leading and Managing Staff

- Support staff to identify areas for improvement and offer advice on appropriate Inset.
- Ensure that the sharing of good practice regarding teaching and learning and SEND provision is high on the department's agenda.
- Ensure all staff are given constructive feedback, including strengths and areas for development, following lesson observations.

- Appraise staff as required by the school policy on Performance Management/Appraisal and use the process to develop the personal and professional effectiveness of the team members.
- To develop effective skills of communication so all staff within the department feel they have a significant role to play.
- Ensure the effective management and leadership of Classroom Assistants assigned to the department.
- Work with the inclusion team to ensure that provisions to remove the obstacles to learning faced by some students are timely, effective and support progress in a timely manner.
- Ensure that appropriate targets are set, and work is well matched to students' needs.
- Ensuring the staff at key points of transition (new staff, NQT, Threshold, GTP) are supported and coached in relation to the standards.
- Ensure accurate examination entries are made for students with SEND.
- To lead, plan and record departmental meetings, informing Senior Leaders of key plans and successes.
- To carry out whole school roles as designated by the Headteacher.
- Ensure that staff commit to supporting the inclusion team by establishing and maintaining effective working relationships.

Wider Professional Effectiveness

- To contribute to the Trust leadership strategy.
- Contribute to a school culture which is positive, purposeful and professional.
- Make an active contribution to the policies and aspirations of the school, including those in relation to behaviour, discipline, bullying and racial harassment.
- To aim for 'best practice' regarding resources within the department by establishing staff and resource needs and allocating available resources with maximum efficiency to meet the objectives of the school and subject plans.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- To take reasonable care of the Health and Safety of themselves and of others who may be affected by what they do or forget to do.
- To work with Heads of faculty and SLT to review and develop the school curriculum.
- Strive to develop and improve leadership skills, both of yourself and of your team.
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
- Develop and implement policies and practices, as appropriate, to ensure Governors are well informed about subject policies, plans and the success in meeting objectives and targets.
- To undertake any other duties that are commensurate with the grade and scope of the post as determined by the Headteacher.
- Lead the school Inclusion agenda to ensure that the school meets the expectations set out within the Ofsted inspection framework, Nov 2025.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust's activities
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Performance Management process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues

Transforming Lives Educational Trust is committed to safeguarding the welfare of children and expects all staff to share this commitment. An Enhanced DBS Disclosure is required for all staff within the Trust.

This job description sets out the duties and responsibilities of the post at the time it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Person Specification

Job Title: Assistant Principal: Inclusion
Responsible to: Head of School

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children and young people and to be committed to promoting diversity and inclusion.

Specification	Essential	Desirable
Qualifications/ Training	<ul style="list-style-type: none"> • Qualified Teacher Status • Honours Degree or equivalent • Evidence of ongoing CPD linked to curriculum development • Desire to further understanding the needs of students in a secondary setting 	<ul style="list-style-type: none"> • Additional Ofsted training/experience • SENDCO qualification or relevant experience
Experience	<ul style="list-style-type: none"> • Current experience at middle leadership level • Evidence of impactful leadership at a whole-school level (we welcome applicants from both primary and secondary settings) • Substantial teaching experience • Outstanding classroom practitioner with evidence of successful outcomes for students, particularly for those with SEND • Experience of line-managing colleagues and holding them to account • Successful experience of using data analysis to raise standards • Successful experience of leading an aspect of school improvement 	<ul style="list-style-type: none"> • Experience of developing the SEND curriculum

	Previous experience of SENDCo responsibilities	
Knowledge/Skills (Ability to)	<ul style="list-style-type: none"> • A clear vision of what constitutes an excellent department • Ability to think strategically and lead change where necessary • Ability to communicate clearly, inspire, motivate and challenge students and staff • Ability to lead and work collaboratively as part of an effective, high-performing team • Able to communicate with a variety of stakeholders (e.g. governors, colleagues, parents, the community, external agencies). • Able to lead, coach and mentor others, persuading and influencing those resistant to the management of change. • Able to use IT to support both the curriculum and work organisation. • Able to work as part of, and contribute to, a whole school, multi-disciplinary team. • Knowledge of best practice in school improvement including new approaches to teaching and learning (including new technologies) • Knowledge of how to use comparative data, together with information about students' prior attainment, to establish benchmarks and set targets for improvement 	<ul style="list-style-type: none"> • Ability to lead on a whole school project or initiative

	<ul style="list-style-type: none"> • Knowledge of how to promote high levels of progress for all students • Knowledge of the school's role in the community, including an understanding of cultural and religious diversity • Knowledge of the characteristics of an effective School and the contribution that evidence from inspection, self-evaluation and research can make to professional and school development • Knowledge of how to promote and implement the principles of inclusion and equal opportunities for staff and students, so that all members of the school community are valued. • Knowledge of best practice in Safeguarding and latest issues that present barriers to learning. 	
<p>Personal Qualities</p>	<ul style="list-style-type: none"> • Ability to think creatively and strategically • Analytical capacity to lead and manage complex information and situations • Reliability, commitment and integrity • Diligence, tenacity, energy, enthusiasm, drive and self-motivation 	

	<ul style="list-style-type: none">• Ability to respond positively to pressure, whilst maintaining accessibility and consistency• Adaptability• Ability to maintain a healthy work/life balance• Ability to relate positively with colleagues• Able to communicate clearly and take into account, where appropriate, the views of others• Able to communicate effectively, both orally and in writing, with students, parents/carers, governors and the wider community• Able to negotiate and consult effectively• Able to deal sensitively with people and resolve conflicts	
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How to Visit and Apply

Please read the information in this pack. If you are interested in this job opportunity, please apply by downloading the application form from our website (www.tlet.org.uk). Completed application forms should be emailed to careers@tlet.org.uk or posted to:

HR Department (Careers)
c/o Houlton School
Signal Drive
Houlton
Rugby
Warwickshire
CV23 1ED

If you have any questions about the role or would like to visit Transforming Lives Educational Trust or one of our Academies, please don't hesitate to contact us by emailing careers@tlet.org.uk or selecting option 1 on our telephone menu – 01788 593900.

If you decide to apply, you should include a supporting statement with your application form (either within the application or as a covering letter) on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust.

Please do not send a general letter; we are really looking for someone who is prepared to respond to us as an individual Trust. You can be sure that we will take time and care in reading your letter; we appreciate how much time and energy goes into writing it.

Recruitment Timeline

- **Position advertised:** 05 March 2026
- **Closing date:** 21 March 2026 (9am)
- **Final shortlisting:** 21 March 2026
- **Final panel process:** 25 March 2026