



## JOB DESCRIPTION

Job Title: **Assistant Principal (Inclusion)**

Location: **Kings Heath Primary Academy**

**Job Purpose:**

Working with and supporting the Principal in key school leadership and management areas to secure and sustain excellence in teaching and learning and consistently achieve high standards in pupil outcomes.

The AP for Inclusion in charge of Special Educational Needs, Attendance and Behaviour, has a complex and influential role to play in the creation, maintenance and development of the vision and ethos of the school. S/He is expected to share responsibility with the Principal in all aspects of school life, actively leading and encouraging members of staff to accept, with confidence, their individual and collective involvement in the organisation and structure of the school.

**Background:**

The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside and London.

Our aim is to be the country's leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment.

**Reporting To:**

Principal

**Pay scale:**

L3-L7

# KEY RESPONSIBILITIES AND ACCOUNTABILITIES

## MAIN DUTIES AND RESPONSIBILITIES

- ★ To act as SENDCO across the whole school for children ranging from 4 years to 11years.
- ★ Be responsible for the education and welfare of designated groups or classes of pupils in accordance with the requirements of Conditions of Employment of School Teachers, having due regard to the National Curriculum, the School's Vision, Aims, Objectives and Schemes of Work and any Policies of the Governing Body. To share in the corporate responsibility for the well-being and discipline of all pupils.
- ★ To act as a DDSL
- ★ To lead on attendance with the support of the Inclusion Team
- ★ To lead the Pastoral Team and Teaching Assistants employed to support children with special/additional needs
- ★ To lead the pupil support units within the school – specifically 'The Heart'
- ★ Be responsible for SEND and minority groups throughout the whole school and across the transition to our partner Primary and Secondary Schools. The role holds the responsibility for undertaking the SENDCo role and involves responsibility for other groups of children (Children Looked After; Traveller children; EAL; More Able gifted and talented and other minority and vulnerable groups)
- ★ Co-ordinate in liaison with the Principal and Senior Leadership Team, the most appropriate and effective intervention programmes in response to and in consultation with class teachers to ensure all pupils, whether targeted or within identified groups, can learn and progress at their best
- ★ Work with governors, parents, carers and a multitude of multi-agency professionals in supporting the wellbeing and effective learning of SEN and identified groups of children
- ★ Work collaboratively with the Teaching and Learning Lead in the absence of the Principal
- ★ To work across the Academy Trust to develop best practice

## LEADERSHIP AND INSPIRING COMMITMENT

- ★ Contribute to the shared vision of David Ross Education Trust
- ★ Inspire and enthuse people in the way, as a team member, you talk to them about the vision and the direction
- ★ Enable people to understand and own the vision and interpret what it means for them in their work
- ★ Instil stakeholders with the confidence and belief that they can achieve the vision
- ★ Reinforce the vision throughout Academies and The David Ross Education Trust so that stakeholders develop a clear and shared sense of purpose
- ★ Communicate the vision to stakeholders in ways that they can understand and embrace it
- ★ To be a positive role model of the values and behaviours that underpin Kings Heath Primary Academy and our Trust

## LEADING AND MANAGING

- ★ Provide professional guidance to staff to secure good teaching for SEN pupils, through modelling, written guidance and meetings.

- ★ Advise on and contribute to the professional development of staff, including whole INSET provision.
- ★ Provide regular information to the Headteacher and governors on the evaluation of SEN provision.
- ★ To develop a cohesive Inclusion Team

## **CHAMPIONING CHANGE**

- ★ Pursue, within the Academy and Trust, for inspiration, ideas and best practice
- ★ Keep up to date with current and future developments in your specialised area of expertise
- ★ Understand and take account of the national and local issues and agendas affecting the profession and your subject knowledge and specialism
- ★ Create opportunities for stakeholders to be involved in shaping and influencing change
- ★ Support the positive implementation of change
- ★ Challenge current practice and thinking and encourage others to do the same
- ★ Always strive to see how the organisation can do things better and expect and encourage others to do the same
- ★ Provide colleagues the confidence and support to try out new ideas and encourage students to take managed risk
- ★ Be open and responsive to other people's ideas and provide support to see them through

## **DRIVING PERFORMANCE AND ACHIEVEMENT**

- ★ Support and incorporate strategic plans, policies and practices into all that you do
- ★ Reinforce and instil clear standards for and throughout the Academy
- ★ Ensure that systems and processes for reviewing and monitoring performance are in place and are being used effectively
- ★ Review and monitor progress fairly and act rapidly to deal with performance issues
- ★ Promote the Academy's unique identity and celebrate its achievements
- ★ Recognise, praise and celebrate the commitment and achievements of colleagues, students and other stakeholders

## **MOTIVATION AND EMPOWERMENT**

- ★ Ensure stakeholders are clear about their role, accountabilities and decision-making parameters
- ★ Recognise and value the contributions people make
- ★ Facilitate, encourage, listen to and act on feedback
- ★ Ensure colleagues can access resources and tools; and are provided with the support in order for them to fulfil their potential
- ★ Encourage students to work as independent learners

## **TEACHING AND LEARNING**

- ★ Support the identification of and disseminate the most effective teaching approaches for pupils with SEN, EAL, More Able Gifted and Talented.
- ★ Work with colleagues to develop effective ways of bridging barriers to learning through:
  - assessment of needs
  - monitoring of teaching quality and pupil achievement
  - target setting, including writing IEPs
  - applications for High Need Funding or EHC

- ★ Collect and interpret specialist assessment data to inform practice
- ★ Undertake day-to-day co-ordination of SEN pupils' provisions through close liaison with staff, parents and external agencies
- ★ Work with the Principal, Leadership Team, staff, Teaching Assistants to ensure all pupils' learning is of equal importance and that there are realistic expectations of pupils
- ★ To teach a class and/or teach groups of children across the school

## **EFFECTIVE DEVELOPMENT OF SELF, STAFF AND RESOURCES**

- ★ Advise the Principal and Senior Leadership Team of priorities for expenditure and deployment of staff, and utilise resources with maximum efficiency
- ★ Maintain and develop resources, co-ordinate their deployment and monitor their effectiveness in meeting the objectives of Academy SEN and inclusion policies

## **SENDCo/INCLUSION DUTIES**

Provide, with the support of the Senior Leadership Team, and under the direction of the Principal, a strategic lead in the development of SEN and Inclusion provision specifically to:

- ★ Exercise a key role in assisting the Principal and governors with the strategic development of SEN & Inclusion policy/provision
- ★ Support all staff in understanding the needs of SEN pupils and ensure the objectives to develop SEN and Inclusion are reflected in the School Development Plan
- ★ Monitor progress of objectives and targets for pupils with SEN and other groups identified.
- ★ Liaise with staff, parents, carers, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
- ★ Lead the Inclusion Team in school and ensure children receive the targeted support they require
- ★ Provide, with the support of Senior Leadership Team, and under the direction of the Principal, a strategic lead in the development of SEN and Inclusion provision specifically to:
  - Exercise a key role in assisting the Principal and governors with the strategic development of SEN & Inclusion policy / provision;
  - Support all staff in understanding the needs of SEN pupils and ensure the objectives to develop SEN and Inclusion are reflected in the School Development Plan
  - Monitor progress of objectives and targets for pupils with SEN and other groups identified.
  - Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
  - Lead the Inclusion Team in school and ensure children receive the targeted support they require

## PERSON SPECIFICATION

- ★ Be an outstanding and inspirational leader of inclusion and special educational needs who will promote an inclusive culture throughout the academy
- ★ Hold a national award for SEND
- ★ Have a clear vision of how to improve standards of inclusion within the Academy, enabling all children to achieve their very best
- ★ Be able to lead, motivate and inspire students and colleagues
- ★ Be resilient, hard-working, solution focused and whole heartedly committed to transforming student outcomes
- ★ Is a highly effective class teacher (some teaching commitment may be required at the Principal's discretion)
- ★ Can play an instrumental key role in our Senior Leadership Team and demonstrate a real commitment to our collaborative vision
- ★ Can demonstrate outstanding impact on children's learning and on teaching standards
- ★ Can act as a highly professional role model and inspire, motivate and develop children, staff and our academy community
- ★ An enthusiastic, flexible, hardworking team member who has a passion and desire to make a difference

Your application will be reviewed against the essential and desirable criteria listed below. Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application. Stages of assessment are as follows:

- 1 – Application
- 2 – Test/Presentation
- 3 – Interview

	Essential	Desirable	Assessed
<b>Qualifications and Professional Development</b>			
★ To hold a strong degree with Qualified Teacher Status.	✓		<b>1</b>
★ SENDCo qualification or a keen desire to secure this whilst in post.	✓		<b>1</b>
★ Evidence of sustained participation in INSET/CPD.	✓		<b>1,3</b>
★ SENCO accreditation or a willingness to begin the accreditation immediately.		✓	<b>1,3</b>
★ National Programme for Leadership in Behaviour and Attendance or equivalent.		✓	<b>1</b>
<b>Experience</b>			
★ Evidence of outstanding teaching within a primary or secondary setting.	✓		<b>1, 2, 3</b>
★ Previous experience of Inclusion including SEN, Pastoral and Safeguarding.	✓		<b>1, 2, 3</b>
★ Experience of developing and implementing an Inclusive provision within a primary setting.	✓		<b>1, 2, 3</b>
★ Evidence of impact whilst in post on a Senior Leadership Team within a primary or secondary setting.	✓		<b>1, 2, 3</b>
★ Experience of liaising with multi external agencies.	✓		<b>1, 2, 3</b>
★ Demonstrable evidence of high standards of implementing and delivery of Inclusion within a primary setting.	✓		<b>1, 2, 3</b>
★ Experience of leading, co-ordinating and developing staff.	✓		<b>1, 2, 3</b>
★ Experience of managing a team, resources and a budget.	✓		<b>1, 2, 3</b>
★ Expertise to identify and implement early intervention in the Early Years.		✓	<b>1, 2, 3</b>
★ Experience of the role of SEN, Pastoral and Safeguarding Lead.		✓	<b>1, 3</b>
★ Experience of implementing strategies to promote social inclusion, personal and social development.		✓	<b>1, 2, 3</b>
★ Experience of working with children from a variety of backgrounds and/or vulnerable groups of pupils.		✓	<b>1, 2, 3</b>

★ Experience of working with EAL, SEN or pupils with identified barriers to learning.		✓	<b>1, 2, 3</b>
★ Experience of leading performance management and/or staff management		✓	<b>1, 2, 3</b>
<b>Skills and Knowledge</b>			
★ Practical understanding of an effective inclusion provision and the ability to evaluate intervention strategies.	✓		<b>1, 2, 3</b>
★ Evidence of contribution to recent successful OFSTED inspections and a deep awareness in relation to Inclusion within a primary or secondary academy.	✓		<b>1, 2, 3</b>
★ Awareness of current developments in Education and the implications of these.	✓		<b>1, 2, 3</b>
★ Understanding of Health and Safety issues.	✓		<b>1,3</b>
★ Understanding of effective assessment and target setting procedures to ensure an appropriate inclusion provision is achieved.	✓		<b>1, 2, 3</b>
★ Understanding of inclusion and personalised learning.	✓		<b>1, 2, 3</b>
★ Competent and effective in the use of ICT.	✓		<b>1, 2, 3</b>
★ Exemplary team working skills.	✓		<b>1, 3</b>
★ Effective and adaptable communication and interpersonal skills.	✓		<b>1, 3</b>
★ Ability to promote and develop a vision for high quality education, promoting inclusion, spiritual, moral and cultural development.	✓		<b>1, 3</b>
★ Recent experience of an OFSTED Inspection and its follow up.		✓	<b>1, 3</b>
★ An understanding of good inclusive education and the SEN Code of Practice.		✓	<b>1, 3</b>
★ Experience of completing EHCP's and HNF application forms.		✓	<b>1, 2, 3</b>
★ Awareness of preferred learning styles and accelerated learning programmes.		✓	<b>1, 3</b>
<b>Education philosophy, personal qualities and ethos</b>			
★ A desire to allow children the opportunity to fulfil their potential, both academically and on a personal level.	✓		<b>1, 3</b>
★ Commitment to equality of opportunity and raising achievement for all.	✓		<b>1, 3</b>
★ A willingness to provide extra-curricular activities in line with the academy's commitment to an extended and enriched curriculum.	✓		<b>1, 3</b>

★ A commitment to develop an understanding of individual preferred learning styles and needs and the ability to adopt a flexibility approach to suit the needs of all pupils.		✓	<b>1, 3</b>
<b>Personal Qualities</b>			
★ Well-motivated, enthusiastic with a can-do attitude.	✓		<b>1,3</b>
★ Honesty and integrity.	✓		<b>1,3</b>
★ Team working skills.	✓		<b>1,3</b>
★ A desire to allow each child the opportunity to fulfil their potential, both academically and on a personal level.	✓		<b>1,3</b>
★ To be a positive role model to our pupils.	✓		<b>1,3</b>
★ Be flexible and resilient in response to a changing educational environment.	✓		<b>1,3</b>
<b>Equal Opportunities</b>			
★ A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.	✓		
<b>Safeguarding</b>			
★ Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child.	✓		
★ Play an important part in the wider safeguarding of children - identifying concerns, sharing information and taking prompt action to safeguard and protect them.	✓		
★ Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children.	✓		
<b>Health and Safety</b>			
★ Aware of Health & Safety and Safeguarding as appropriate to role	✓		

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*



*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 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.*

*This Job Description is current at the time of printing but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.*

*The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.*

***All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.***