



The Elms Academy
The best in everyone™
Part of United Learning

Candidate Application Pack Assistant Principal Inclusion (SENCO)

CLOSING DATE: Friday 9th May 2025



WELCOME



Dear Candidate,

Thank you for your interest in The Elms Academy, a close-knit, warm and diverse community with a strong collaborative culture where everyone seeks to bring out the best in each other, and a commitment to high standards in everything we do. In testament to these high standards, our exam results in 2024 were our best yet. These results are due to the unique culture and community that has developed at The Elms Academy. The highest expectations of students and real academic rigour are combined with a strong focus on developing the whole child. There is a culture in which every single child matters and must be supported to achieve their full potential.

As an inner-London community school, our pupils reflect the diversity of the local area with nearly twice the national average proportion of those who qualify for Pupil Premium. Therefore, all staff at the academy are driven by a strong mission to provide educational excellence to every single student.

The Academy has cultivated a friendly and welcoming environment for all its staff, with a strong collaborative culture that has community at its heart. Our teachers feel empowered, supported and are provided with the highest-quality professional development and effective performance management. We pride ourselves on ensuring that every member of staff is supported to be the best they can in the classroom and to achieve their career aspirations. That helps us to build our own talent pipeline. We have made staff wellbeing a priority by promoting good physical and mental health and listening to the feedback from all staff. As part of United Learning, all staff benefit from a host of additional core benefits, access to tailored CPD and a wealth of resources and curriculum expertise.

Here is the opportunity for you to join one of the most happy and successful schools in United Learning and to be part of the incredible journey that The Elms Academy has been on. I look forward to meeting you.

Amy Welch, Principal

Working at The Elms Academy

We are proud to be part of United Learning Trust; our schools work as a team and achieve more by sharing than any single school could. Our subject specialists, group-wide intranet, own curriculum, and online learning portal all help us share knowledge and resource, helping to simplify work processes and manage workloads for an improved work-life balance.

As a Group our staff are better rewarded: with good career opportunities, benefits, and ultimately, the satisfaction of helping children to succeed. We invest in our staff wellbeing; it's our core ethos we call 'the best in everyone'.

Central Office staff work closely with schools, offering a wealth of expertise to underpin our knowledge. The specialist departments, including HR, finance, technology, strategy and performance, estates, and marketing, work alongside dedicated school improvement teams.

Committed to having a diverse and representative team

We welcome applications from everyone committed to our ethos and would particularly welcome applications from black and minority ethnic candidates, who are currently under-represented in the Group as a whole. We always appoint on merit.

Flexible Working

At United Learning, we value the dedication, professionalism and hard work of our teachers, support staff and school leaders, and strongly believe that everyone should be able to do their job without sacrificing a family life or compromising their well-being. We are committed to encouraging and enabling flexible working opportunities throughout our schools wherever possible and will support employees seeking to work more flexibly.

Find out more about working with us at www.theelmsacademy.org.uk/about-us/work-with-us.

ADVERT

Job Title: Assistant Principal Inclusion (SENDCo)

Required: September 2025

Salary: Leadership Scale

Accountable to: Vice Principal Teaching and Learning

About the Job:

We are looking for an enthusiastic and passionate individual to take on the important role of Assistant Principal Inclusion (SENCO) at The Elms Academy. This senior leadership position offers the opportunity to shape and lead the school's SEND provision while playing a key strategic role as a member of the Senior Leadership Team (SLT). The successful candidate will lead and manage the provision for students with special educational needs and disabilities (SEND), working closely with staff, parents, and external agencies to ensure every student receives the support they need to thrive. They will be committed to creating an inclusive and nurturing environment, developing and implementing effective SEND strategies, and ensuring the school meets all statutory requirements. A key part of the role will be driving positive outcomes for SEND students, enabling them to achieve their full potential both academically and personally.

About the Person:

The ideal candidate will have QTS and a good honours degree in the relevant subject area.

The successful candidate will need to be able to work independently as well as part of a team. You will need to be able to work under pressure, have excellent communications skills, and be computer literate.

You should have experience in delivering high quality teaching and learning, have evidence of outstanding student attainment, be an excellent classroom teacher and have high personal and professional standards. You should be able to put provision in place to ensure that progress of pupils with SEND improves relative to those without SEND and ensure that the school carries out its statutory responsibilities regarding all students with an Education Health Care Plan (EHC)

You should be enthusiastic about working within a school environment and be an inspiring role model to our students.

Safeguarding information: The Elms Academy are committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. An Enhanced Disclosure and Barring Service check is required for all successful applicants

UNITED LEARNING is a subsidiary charity of the not-for-profit charity, the United Church Schools (UCS) and shares with it the objective of managing schools which offer students a high-quality education based

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Job Description

Job Title: Assistant Principal for Inclusion (SENCO)

Department: SEN/SLT

Directly Reporting To: Vice Principal Teaching and Learning

Banding & Salary: Leadership Scale

To provide strong leadership for the exceptional provision and outcomes for SEND students at The Elms Academy.

Line Management of: HLTAs, LSAs, Assistant SENCO

PROFESSIONAL OVERSIGHT OF: Any teaching or support staff who have specific or related responsibility for any of the areas listed below who are not directly line managed by the AP.

Professional oversight means that whilst the post holder is not directly responsible for these areas, they are responsible for ensuring that the leaders of these areas are held effectively to account through strong line management.

Professional Responsibilities

As a member of the SLT, within the Academy's overall aims and policies, the AP Inclusion will:

1. Play a full role in the SLT with particular reference to SEN department.
2. Work with the Principal and Governors to formulate the aims and objectives of the Academy, which are reflected in its vision and strategic development plan.
3. Assist in the formulation of policies and procedures for the Academy and monitor and evaluate their effectiveness, as directed by the Principal and Vice Principal.
4. Be responsible for the management of staff and resources as delegated by Principal and/or Vice Principal with support and guidance from them.
5. Undertake other activities, which reasonably match the level of responsibility for the post and are within the guidelines given in the pay and conditions document.
6. Deliver high quality teaching and learning which sets a standard for other staff.
7. The AP Inclusion will have overall responsibility for the quality of curriculum development, aiming to be prepared for future changes ahead. This includes the development of all policies and practices related to this area, including the following areas of direct responsibility across the Academy:
 - Put provision in place to ensure that progress of pupils with SEND improves relative to those without SEND and oversee day to day provision
 - Advise the leadership team on the strategic development of the SEND policy and provision in the Academy and contribute to the development the policy wherever appropriate
 - Ensure that the school carries out its statutory responsibilities regarding all students with an EHC
 - Support all staff in understanding the needs of SEND pupils
 - Support departmental developments of SEND provision.
 - Monitor progress towards targets for pupils with SEND
 - Analyse and interpret relevant school, local and national data
 - Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution, provide maximum support and ensure continuity of provision
 - Applying the inclusion systems and policies including SEND, and behaviour support
 - Appropriate and timely intervention for students who are underachieving
 - Effective and strong Child Protection strategies and the implementation of legal policies
 - Coordination of multi-agency procedures and meetings

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- Responsible for producing an annual Development Plan in an agreed format, reviewed in line with the School Improvement Plan
- Provide reports for the SLT and the Governing Body as statutorily required
- Oversee records on all pupils with additional needs
- Support pupils with medical needs in the Academy
- To actively monitor and respond to inclusion initiatives at national, regional and local levels
- To support existing networks, liaising with other schools in the group and to collaborate with other academies as appropriate

Teaching and Learning

- Support the identification of and disseminate the most effective teaching approaches for individual pupils with SEND
- Support the Academy Teaching and Learning team and support Quality First Teaching for all pupils with SEND.
- Work with staff to develop effective ways of bridging barriers to learning through: - assessment of needs - monitoring of teaching quality and pupil achievement - target setting - Pen Profiles, IEPs, or Provision Maps, PSP, MARF - keeping accurate records
- Collect and interpret specialist assessment data to inform practice
- Undertake day-to-day co-ordination of SEND pupils' provisions through close liaison with staff, parents and external agencies
- Work with the Principal, Vice Principal, teachers, curriculum leaders and pastoral staff to ensure all pupils learning is of equal importance and that there are high and realistic expectations of pupils.
- Teach SEND students, and those with appropriate needs in nurture environment.

Leading and managing

- Provide professional guidance to staff to secure good teaching for SEND pupils, through both written guidance and meetings
- Lead on the performance management process for SEND teachers and Support Assistants
- Advise on and contribute to the professional development of staff, including whole school INSET provision
- Provide regular information to the head teacher and governing body on the evaluation of SEND provision
- Effective deployment of staff and resources
- Advise the head teacher and governing body of priorities for 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 school and SEND policies
- Work with external agencies to maximise resources made available
- Identify training and development needs of SEND staff and support development within the financial parameters imposed by the budget
- Participate in the recruitment of SEND personnel and ensure effective induction of new SEND staff in line with school procedures
- Manage the SEND delegated budget efficiently and effectively, ensuring value for money
- Ensure Health and Safety practices, including risk assessments, are in line with school /group policy

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The AP Inclusion will be responsible for setting the strategic direction of the areas above and for ensuring that they operate effectively and to the highest standards at all levels. Whilst operational tasks and aspects of strategic leadership within these areas may be delegated, the responsibility for them may not, and remains with the AP Inclusion.

Shaping the Future

1. Lead the Academy strategically as a member of the SLT, contributing to strategic planning and leading change.
2. Build a commitment to and implement the vision of The Elms Academy, supporting and upholding our values.
3. Model policy and practice, in line with our vision and values.

Developing Self and Others

1. Develop strategies to promote individual and team development.
2. Undertake Continuing Professional Development (CPD) for self-development and provide opportunities for CPD for others.
3. Performance development review, including the monitoring of teaching and learning within the Curriculum Areas.
4. Identify and support the Continuing Professional Development (CPD) needs of others.
5. Directly line manage staff teaching within the key stage / subject (where relevant and appropriate).
6. Have professional oversight of support staff working in the key stage / subject (where relevant and appropriate).
7. Foster a positive team spirit.

Performance Development and Review

1. Performance development review, including the monitoring of teaching and learning within the Curriculum Area.
2. Directly line manage staff teaching within the Curriculum Area.
3. Have professional oversight of support staff working in the Curriculum Area.
4. Foster a positive team spirit.
5. Support areas of weakness in line with Academy policy.
6. Celebrate strengths.
7. Set challenging but realistic objectives.
8. Ensure needs of Academy are reflected in any action planning and development.

Knowledge, Skills & Experience

1. Keep up to date with developments relating to the Curriculum Area.
2. Develop and maximise use of ICT.

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Academy Policy

1. Contribute to development of, and adherence to, Academy policy.
2. Represent the Curriculum Area at internal and external networking meetings.
3. Support the Academy vision and ethos.
4. Lead strategic developments within the Curriculum Area including preparing and writing a raising attainment plan which contributes to the Academy plan.

Personnel

1. Identify and support Continuing Professional Development (CPD) needs of others.
2. Participate in the selection of new staff.
3. Delegate responsibilities as appropriate.
4. Communicate effectively to all members of the team, following the Communications Policy.
5. Support, guide and motivate staff.
6. Meet in accordance with calendared meetings and with line managers as agreed in the Communications Policy.
7. Support in the guidance, coaching and mentoring of staff.

Pupil Outcomes

1. Appraising the Senior Leadership Team (SLT) of developments within the Curriculum Area.
2. Set targets for attainment based on data, where appropriate.
3. Monitor progress against these targets using interim data.
4. Report to SLT, Governors and Parents on pupil progress.
5. Ensure all students participate in positive and effective experiences.
6. Support at transition points.

Resources and Accommodation

1. Ensure accommodation is conducive to learning.
2. Carry out risk assessments for pupils with Medical/ SEND needs.
3. Adhere to principle of value for money and the Finance Policy.
4. Ensure effective deployment of staff and resources.
5. Report anything unsafe.

Other

- Undertake and when required, deliver or be part of the appraisal system and relevant training and professional development.
- Undertake other various responsibilities as directed by the Principal.
- Support the delivery of extracurricular opportunities as appropriate

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Person Specification

Essential Qualities

- Qualified Teacher Status (QTS)
- National Award for SEN Coordination
- Proven experience working with students with a range of special educational needs
- Strong understanding of the SEND Code of Practice and current legislation
- Excellent communication and interpersonal skills with students, staff, and parents
- Ability to lead and manage a team of support staff effectively
- Skilled in developing and implementing EHCPs and provision mapping
- Strong organisational and time management abilities
- Ability to analyse data and monitor student progress effectively
- Commitment to inclusive education and safeguarding practices

Desirable Qualities

- Previous experience as a SENCO in a secondary school setting
- Additional qualifications related to SEND (e.g., autism, dyslexia, SEMH)
- Experience working with external agencies and multi-disciplinary teams
- Knowledge of assistive technologies and their application in the classroom
- Familiarity with transition planning for students with SEND
- Experience delivering staff training or CPD on SEND
- Knowledge of behaviour management strategies for students with SEND
- Understanding of exam access arrangements and procedures



Integrity

Ambition

Determination

