



**Ernest Bevin Academy**

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Part of United Learning

**Candidate Application Pack**

# **ASSISTANT PRINCIPAL - SENDCo**

START DATE: September 2026



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Dear Candidate,

Thank you for your interest in Ernest Bevin Academy, as we enter our Centenary year, it's a really exciting time to join us. My vision is ambitious: for Ernest Bevin Academy to be recognised as one of the top boys' schools in the country. We will achieve this through a combination of academic excellence with a culture built on high expectations, strong relationships and a relentless belief in every student's 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.

Our values of Ambition, Perseverance, and Unity sit at the heart of everything we do. Ambition for our students to achieve their full potential. Perseverance to support students to overcome challenges and keep moving forward. Unity to support and inspire one another. We want every young person who joins us to flourish – academically, personally, and socially – leaving Ernest Bevin confident, resilient and ready to make a positive difference in the world.

We pride ourselves on ensuring that every member of staff is supported to also be the very best that they can be in whichever role they have in our academy. We have a number of core benefits which include competitive rates of pay when compared to the maintained sector; access to a contributory pension scheme relevant to your role; access to a Health Cash Plan; Westfields Rewards scheme; enhanced parental leave policies; and tailored Continuous Professional Development (CPD) for every role.

I look forward to meeting you in person.

Damola Ademolake, **Principal**



## Working at Ernest Bevin 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 <https://www.ernestbevinacademy.org.uk/work-with-us>.



## Job Summary: Assistant Principal

**Location:** Ernest Bevin Academy, Tooting, London

**Salary:** United Learning Leadership Pay Scale

**Contract type:** Full time, Permanent.

**Requirement level:** QTS

**Start date:** September 2026

We are seeking an ambitious, passionate, and experienced leader to join our senior leadership team as **Assistant Principal – SENDCo**. This is a key strategic role with responsibility for leading and developing outstanding provision for students with Special Educational Needs and Disabilities (SEND), ensuring every learner achieves their full potential.

The successful candidate will combine strong leadership skills with deep expertise in inclusive practice, driving a whole-school culture where high expectations and equity underpin all that we do.

### Key Responsibilities

- Lead and manage the school's SEND provision, ensuring compliance with statutory requirements and best practice
- Develop, implement, and evaluate the school's SEND strategy
- Line manage SEND staff, including teaching assistants and specialist support teams
- Work closely with teachers to ensure high-quality adaptive teaching across the curriculum
- Monitor student progress and use data to inform targeted interventions
- Coordinate Education, Health and Care Plans (EHCPs) and annual reviews
- Build strong partnerships with parents/carers, external agencies, and local authorities
- Contribute to whole-school leadership, improvement planning, and staff development

### The Ideal Candidate Will Have:

- Qualified Teacher Status (QTS)
- The National Award for SEND Coordination (or willingness to achieve it)
- Proven leadership experience, ideally at middle or senior level
- A strong track record of improving outcomes for students with SEND
- Excellent interpersonal and communication skills
- A commitment to inclusive education and safeguarding



## **Our Approach to Teaching and Learning**

Our teaching is guided by research-informed practice, including the Science of Learning and Rosenshine's Principles of Instruction. Staff benefit from a strong professional development offer, including weekly Deliberate Practice sessions and regular Twilight training, reflecting our genuine commitment to developing staff at every stage of their careers.

As part of United Learning, the school benefits from a strong central curriculum framework alongside expert subject and specialist advisor support, enabling departments to deliver ambitious and high-quality learning experiences for students.

### **What we offer:**

- A school committed to the Science of Learning and Rosenshine's principles
- Extensive CPD opportunities, including weekly practice sessions and termly training
- The support of United Learning's centralised curriculum and specialist advisor team
- A collaborative and forward-thinking leadership environment

If you share our values and want to make a real difference, we'd love to hear from you.



### **Our commitment to having a diverse and representative team**

Here at United Learning, we are working hard to become a more diverse organisation, which is key to our commitment to bringing out the best in everyone. We welcome applications from everyone committed to this 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**

We are committed to providing excellent education so all the young people we serve are able to make a success of their lives. To deliver this we aim to attract, retain, develop and reward outstanding teaching and support staff, and we believe that flexible working has a key role to play in achieving this.

Here 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.



## Rewards and benefits

- Competitive salary
- At least eight INSET days per year
- Enhanced contributory local government pension scheme
- Enhanced occupational sick pay, protecting you and your family
- Competitive and enhanced maternity, paternity, and adoption benefits
- Over 250 employee exclusive benefits through our partners Perkbox, including access to wellbeing resources, discounted cinema tickets, holidays and gym memberships, car leasing and Cycle2work schemes

## Important information

United Learning is committed to safeguarding and promoting the welfare of all children and young people and expects all staff and volunteers to share this commitment.

All positions are subject to an Enhanced Disclosure and Barring check from the Disclosure and Barring Service (DBS) and shortlisted candidates will be subject to an online check.



## Job Description: Assistant Principal

<u>Job Title:</u>	Assistant Principal
<u>Location:</u>	Tooting, London
<u>Salary:</u>	Competitive, commensurate with experience
<u>Contract type:</u>	Full Time, Permanent
<u>Start date:</u>	September 2026

Responsible for providing strong leadership for the exceptional provision and outcomes at Ernest Bevin Academy School. To take responsibility for leading the Pastoral provision across the school.

### Job Purpose

Professional duties which are common to all staff plus strategic leadership of the Academy as part of the SLT with specific responsibility for the quality of teaching and learning across the Academy.

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). Child Protection and Looked After Children. Liaison with external agencies

### Professional Responsibilities

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

- Play a full role in the SLT with particular reference to SEN department.
- 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.
- 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.
- Be responsible for the management of staff and resources as delegated by Principal and/or Vice Principal with support and guidance from them.
- 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.
- Deliver high quality teaching and learning which sets a standard for other staff.
- 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
- 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



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- 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

### **Shaping the Future**

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

### **Developing Self and Others**

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

### **Performance Development and Review**

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

### **Knowledge, Skills & Experience**

- Keep up to date with developments relating to the Curriculum Area.
- Develop and maximise use of ICT.
- Show a commitment to your own professional development.
- Ensure statutory requirements are met.

### **Academy Policy**

- Contribute to development of, and adherence to, Academy policy.
- Represent the Curriculum Area at internal and external networking meetings.



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- Support the Academy vision and ethos.
- Lead strategic developments within the Curriculum Area including preparing and writing a raising attainment plan which contributes to the Academy plan.

### **Personnel**

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

### **Pupil Outcomes**

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

### **Resources and Accommodation**

- Ensure accommodation is conducive to learning.
- Carry out risk assessments for pupils with Medical/ SEND needs.
- Adhere to principle of value for money and the Finance Policy.
- Ensure effective deployment of staff and resources.
- 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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## **Explanatory notes**

This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes. As a term of your employment, you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.

This job description and allocation of particular responsibilities will be reviewed on appointment. Such a review will take place as part of the appraisal cycle and at any other time on request.

This procedure will be conducted by the line manager in consultation with the post holder. In these circumstances, it will be the aim to reach an agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

This job description does not form part of the contract of employment. It describes the way the postholder is expected and required to perform and complete particular duties set out above.



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## Person Specification- Assistant Principal - SENDCo

<b>QUALIFICATIONS</b>	<p>Qualified teacher status  A good honours degree  Professional development in preparation for a senior leadership role</p>
<b>PROFESSIONAL COMPETENCE &amp; EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• An excellent teacher with successful experience in teaching own subject</li> <li>• Successful senior leadership experience</li> <li>• Experience of leading at a senior level within a successful school</li> <li>• Evidence of work that has led directly to positive outcomes for students</li> <li>• Effective understanding of school improvement planning</li> <li>• The ability to use data to evaluate performance and take effective action on the basis of data</li> <li>• Experience of, and proven skills with, manipulating, analysing, and reporting with data to a range of audiences</li> <li>• A knowledge of curriculum developments and opportunities</li> <li>• Experience in contributing to staff development</li> <li>• Understanding of high-quality teaching, and the ability to model this for others and support others to improve</li> <li>• Involvement in self-evaluation and improvement planning</li> <li>• Experience of working in inner city multi-cultural school settings</li> </ul>
<b>LEADERSHIP AND PERSONAL QUALITIES</b>	<p>A person who shares our values and those of United Learning:</p> <ul style="list-style-type: none"> <li>• Excellent communication and organisational skills</li> <li>• Committed to an ethos of high standards, personal fulfilment, and academic success.</li> <li>• An innovative and forward-thinking strategist</li> <li>• Capacity to inspire through leadership, energy and vision</li> <li>• The ability to relate well to our whole community</li> <li>• Demonstrated leadership through example and has a research-informed and solution-focussed approach</li> <li>• Able to react positively to challenges, seeing them as opportunities rather than barriers</li> <li>• Committed to maintaining confidentiality at all times</li> <li>• Committed to safeguarding and equality</li> <li>• Eager to acquire further skills and career enhancement</li> <li>• A sense of humour and the ability to remain calm under pressure</li> <li>• Able to retain a sense of perspective</li> </ul>
<b>MANAGEMENT SKILLS</b>	<ul style="list-style-type: none"> <li>• Ability to establish positive and sensitive interpersonal relationships within the community</li> <li>• Ability to lead a team, involving people and delegating appropriately</li> <li>• Ability to work proactively and independently</li> <li>• Ability to work under pressure, plan time effectively and meet required deadlines</li> <li>• A clear awareness of whole school management issues</li> <li>• An understanding of the management of change</li> <li>• An understanding of people management</li> <li>• Experience of effective self-evaluation methodology</li> </ul>



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**SECURING  
ACCOUNTABILITY**

- Successful experience of budget control and resource management
- Experience of holding people to account in a supportive yet challenging way, taking action when needed however difficult



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