



Harriers Banbury Academy

an Aspirations Academy

Job Description

Job Title: Assistant Principal with responsibilities for Inclusion and SENCO

Reports to: Principal and Executive Principal

Hours: Full time role /non-teaching

Base: Harriers Banbury Academy

Leadership 2 – 5

- 1) You are required to carry out the duties of a school teacher as set out in the School Teachers' Pay and Conditions Document.
- 2) You are required to carry out such professional duties which form part of the School Teachers' Pay and Conditions Document which the Associate Principal may reasonably ask you to undertake

All members of the teaching staff are required to carry out the duties of a school teacher as set out in the current 'School Teachers Pay and Conditions' Document.

The Assistant Principal is a senior post within the academy's staffing structure, which carries with it membership of the extended Leadership Team. The Assistant Principal is required to:

- Hold a corporate responsibility within the school to ensure the operational purpose of the school is maintained at all times in the absence of the Principal and Vice Principal.
- Promote the values and conditions of the school and Aspirations Academy Trust.
- Drive the continuous and consistent focus on raising achievement and improving pupil outcomes.
- Promote a school that enables all pupils to access a broad and balanced curriculum and to develop their abilities and personalities, irrespective of race, gender, ethnic origin or disability.
- Have a comprehensive understanding of the Primary Curriculum (EYs to Year 6).
- Attend meetings as relevant to the role.

The Assistant Principal is accountable to the Principal for the educational success of Harriers Academy. Working within the Aspirations Academies' strategic framework, the post-holder provides professional leadership and operational management to realise the Academy's vision. This includes supporting the Senior Leadership Team in monitoring academy performance and deputising for the Principal as required.

Whole school responsibilities

- Assume shared responsibility for the management of the academy in the short-term absence of the Principal or Vice Principal.
- Play a lead role in upholding the aims and ethos of the academy, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is

paramount.

- Supporting the Principal and the Governors in providing a vision for the future of the academy and keep Governors informed about provision for as requested.
- Ensure all members of staff recognise and fulfil their statutory responsibilities.
- Participate in the academy improvement planning process, taking account of the agreed priorities of the academy and how these link with national and local initiatives.
- Support the Principal and other staff in the review, implementation, development and monitoring of whole academy policies which promote the academy's values, aims and objectives, working to a high standard in implementing agreed policies, priorities and expectations, and in doing so set a good example to other colleagues.
- Establish good relationships with all stakeholders, encourage good working practices and support and lead teachers, by promoting a culture of teamwork, in which views of all members of the academy community are valued and taken into account.
- Work alongside the Principal to secure improvement through the Appraisal Process; take responsibility for the appraisal of identified teaching support staff.
- Provide training opportunities for teaching support staff to develop their understanding of their own accountability, and develop approaches to its review and evaluation.
- Sustain effective, positive relationships with all staff, pupils, parents and governors and the local community.
- Be available for parents and pupils to discuss and communicate their academic work and pastoral concerns. Ensure that any parental complaints / concerns within the phase group are responded to appropriately and channel them as appropriate to the Principal.
- Work alongside the Phase Leaders to embed standards within the different phases of the school: EYFS, KS1, LKS2 and UKS2.

Inclusion

- Lead, develop, and implement the academy's inclusion strategy, ensuring that vulnerable groups (including Pupil Premium, EAL, and looked-after children) achieve their full potential.
- Advise the Senior Leadership Team on removing barriers to learning and promoting equity, diversity, and an active culture of belonging across EYFS, Key Stage 1, and Key Stage 2.
- Work collaboratively with EYFS and Phase Leaders to embed robust processes for the early identification of emotional, social, behavioural, or academic vulnerabilities.
- Oversee the design, delivery, and impact-tracking of non-academic support frameworks, nurture provisions, and pastoral interventions.
- Collaborate with Phase Leaders to implement and monitor targeted support plans that ensure equity of access to all extracurricular activities, school trips, and residential visits.
- Leverage data analytics to identify intersectional vulnerabilities, tracking how factors like Pupil Premium or EAL overlap with behavioural data to implement proactive, non-academic interventions.

SENCO

- Fulfil all statutory duties of the school SENCO as outlined in the SEND Code of Practice, ensuring all school registers, records, and policies are robust and legally compliant.
- Oversee and quality-assure the day-to-day operation of SEND provisions using the Assess, Plan, Do, Review framework across all primary phases.
- Lead the coordination, implementation, and statutory annual reviews of Education, Health and Care Plans (EHCPs) and high-needs funding applications.
- Act as the principal point of contact for external support services, including the Local Authority, Educational Psychologists, Speech and Language Therapy (SLT), and health professionals.
- Build trusted, transparent, and collaborative relationships with parents and carers of pupils with SEND, ensuring they are deeply involved in their child's educational journey.
- Direct the strategic allocation and scheduling of the school's SEND budget and learning resources, ensuring deploying of provisions maximizes impact on pupil outcomes.
- Lead regular internal audits of the school's SEND provision, preparing evidence-based impact reports for the local governing body and Trust leadership.

Teaching and Learning

- Lead and role model outstanding inclusive provision within your teaching and learning for the wider academy to observe.
- Work with the Principal and within the leadership team to sustain high expectations, instil high aspirations and ensure good outcomes for all pupils.
- Support, liaise and manage all special transitions into or out of the academy.
- Support ECTs with inclusive planning, teaching and learning.
- Contribute and support the wider professional learning programmes such as Coaching and Mentoring and the use of IRIS.
- Role model effective leadership of inclusive teaching and learning to all middle leaders.
- Promote challenge, innovation and creative approaches to inclusive teaching and learning and support colleagues to effectively plan and teach.
- Monitor the curriculum and teaching, in conjunction with the Principal and Vice Principal to identify areas for improvement and provide effective CPD to ensure teachers develop the expertise needed.
- Establish and sustain high-quality teaching across subjects and phases, based on evidence
- Ensure the teaching of a broad, structured and coherent curriculum
- Establish curriculum leadership, including subject leaders with relevant expertise and access to professional networks and communities
- Use valid, reliable and proportionate approaches to assessing pupil knowledge and understanding of the curriculum

Other Duties and Responsibilities

- Carry out appraisal reviews on agreed members of staff.
- Attend academy functions by agreement
- Share responsibility with the Principal for maintaining communications with all staff via the established systems.
- Carry out the role of ECT Induction Tutor for the academy; coordinating the allocation of mentors, termly report completion and the monitoring cycle in line with statutory requirements.
- Coordination of student teachers within the academy and monitoring of their progress in line with academy expectations and course/purpose of placement criteria.

In addition, under leadership of the Principal the Assistant Principal is to:

- Develop links with the Aspirations Academies Trust, neighbouring academies, and other LA and external agencies.
- Participate in Aspirations Academies Trust initiatives appropriate to the needs of the academy.
- Undertake other duties considered to be reasonable and appropriate to the post.

Note: This job description may be amended at any time in consultation with the postholder.