

Job Description: Assistant Principal – Inclusion and Safeguarding

Reporting to: Principal

Salary: Leadership Scale L6-L10 (£57,124 to £62,703)

Contract: Permanent

About this role

The Assistant Principal (Inclusion & Safeguarding), under the direction of the Principal, will have strategic overview of SEND and safeguarding and will work to develop an inclusive, tolerant and positive culture in the school that leads to the best possible outcomes for pupils and students.

Key Responsibilities

1) Leadership & Strategy

As a member of Addington Valley Academy senior leadership team play a significant strategic role in the production of the school's improvement plan, monitoring, self-evaluation and review programmes.

Be accountable for the accurate capture and analysis of SEND data to ensure that students across the primary, secondary and sixth form phases make progress at expected rates.

Use line management procedures to ensure that colleagues hold consistently high expectations of the students in our care, are aware of and understand any targets set and have effectively planned support to ensure that pupils and students are adequately supported to achieve at their potential irrespective of their SEND.

Lead on the operational assessment and delivery of SEND functions across the school, working with SLT colleagues to ensure that students are properly supported throughout their time at the school through the EHCP processes.

Lead the Risk and Review Team utilising data on behaviour, safeguarding, attendance and progress to prioritise and monitor delivery of school-wide support. Attend relevant external meetings, quality assurance meetings, including whole-school CPD and away days.

2) Safeguarding

As the Designated Safeguarding Lead, to codify our safeguarding model and ensure that safeguarding practice, policies, procedures, systems and training are robust, up to-date and implemented with fidelity by all staff.

To lead staff training on safeguarding and inclusion to ensure that all staff understand and can articulate the rationale of our safeguarding model and consistently implement our routines to ensure the safety of pupils.

To lead our termly safeguarding audit and ensure all actions arising are addressed in a timely fashion.

To ensure that the whole staff team are trained to meet the needs of our SEN pupils.

To attend and represent the school on Trust wide safeguarding and mental health meetings, including the annual safeguarding conference.

3) Management of Learning and Teaching

Actively promote, foster and develop a culture of inclusion by,

Working with senior leadership colleagues to ensure the delivery of effective classroom practice through a cycle of quality assurance that enables accurate monitoring and evaluation of SEND support for teaching and learning.

Leading the direct delivery of a broad range of support and programmes which require the modification of teaching plans and strategies as practice and experience demands.

Being responsible for developing and maintaining knowledge of local resources and developing working relationships with relevant statutory, voluntary and community groups and organisations.

Participating in the organisation and delivery of training events and consultancy covering this highly specialist area, including work with the partner schools in the Trust.

Promoting and ensure clear intentions for children's learning. Use knowledge of school procedures, curriculum requirements to deliver differentiated work that meets the needs of individuals and groups promoting progression, continuity, and quality of learning across the school.

Promoting relevant classroom inclusion strategies to ensure that a purposeful environment for teaching is established and learning can take place for all.

Organising and maintain a suitable working environment to ensure that resources and classrooms are organised and readily available to promote learning for students with ASD.

3) Management of People and Students

Support inclusion taking into account the personal, social and emotional needs of students.

Establish and maintain a positive regard towards both students and staff, promoting equality and diversity.

Work as a member of a team, planning co-operatively, sharing information, ideas and expertise.

Supervise staff as required.

Consult and plan with multi-agency colleagues, as appropriate.

Establish good relationships with families to promote learning and personal development amongst all the children in our care.

Demonstrate the school's vision and values in everyday work and practice.

4) Evaluation and Quality

Ensure the accurate assessment of students' EHCPs so they reflect progress and outcomes.

To develop an appropriate pathway to adulthood for all students.

Monitor and assess students' needs to inform support and identify individual and group needs.

Manage the collection of effective and in-depth records of student support, impact and outcomes.

Report to the Local Governing Body, Vice Principals and Principal as required.

5) Management and administration

Lead assemblies as required.

Supervise students according to agreed rotas.

Attend and lead weekly risk and review meetings and general meetings as part of the published meeting cycle.

6) Professional development

Be responsible for the planning and delivery of continuing professional development opportunities for colleagues across the Trust/ Local Authority / Region in line with the developmental objectives of the school and the wider trust.

Attend and evaluate school based in-service training as required.

Take an active part in identifying and working on one's own professional development needs.

7) Whole-school responsibilities

To lead sections of school improvement planning and school self-evaluation as required by the Principal.

Participate in the Appraisal process agreed by the Academy, in line with national guidelines and school procedure.

The post-holder may be required to work in different provisions within the Academy Trust, following discussion.

To comply with all Academy policies and procedures.

To play a full and active part in the life of the school.

Person Specification

Criteria	Essential	Desirable
Experience & Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status • To have led an area across the whole school • Evidence of Continued professional development • To have led an area of Inclusion i.e. SEN • SENDco Qualification or in the process of achieving it. • Significant teaching experience in Key stage 2,3 and 4 • Experience of being a Designated Safeguarding Lead • Experience of managing the EHCP process. 	<ul style="list-style-type: none"> • Degree • Raising Standards for pupils and students with SEN • High Quality Teaching of pupils and students with SEN
	<ul style="list-style-type: none"> • Effective strategies for SEN • Effective systems of recording and monitoring progress of groups • Develop teachers so they have the best inclusion practice in their classrooms for SEN children. • Good understanding of Safeguarding • Ability to see the big picture, think strategically and maintain a hands-on approach. • Effectively lead our Inclusion team • Develop support staff so they are effective in the support they give pupils. • Adapt strategies so they are effective across the school • Inspire and Enthuse • Motivate staff so they seek to use the best learning experiences for children. • Effectively communicate to a range of audiences • Stay organised and work to deadlines. • Performance Manage staff. • Keep up to date with national initiatives. • Liaise effectively with a range of partners including parents and other academies in the Trust. • Reach out to all parts of our community. • Exhibit the highest expectations for all pupils and adults. 	

	<ul style="list-style-type: none"> • Knowledge of relevant legislation- Children and Families Act 2014, SEN Code of Practice, Equality Act and how these apply to pupils and students with SEN and those without • Knowledge of current educational issues relating to inclusion, behaviour support and Education Welfare Services. 	
Personal Qualities	<ul style="list-style-type: none"> • Excellent interpersonal skills with the ability to maintain strict confidentiality. • Initiative and ability to prioritise own work and that of others to meet deadlines. • Efficient and meticulous in organisation • Able to follow direction and work in collaboration with the leadership team. • Able to work flexibly, adopt a hands-on approach and respond to unplanned situations. • Ability to evaluate own development needs and those of others and to address them. • Commitment to the highest standards of child protection and safeguarding • Recognition of the importance of personal responsibility for health and safety Commitment to the Academy's ethos, aims and whole community. 	

This job description is not necessarily an exhaustive list of duties but is intended to reflect the range of duties the post-holder will perform. The job description will be reviewed regularly and may be changed in the light of experience and in consultation with the post holder.

Date produced: April 2024