



<b>Post Title</b>	<b>Assistant Principal - Inclusion</b>
<b>School / Organisation</b>	Krishna Avanti Primary School
<b>Location</b>	Leicester
<b>Grade</b>	L5 – L7
<b>Hours</b>	Full-time
<b>Contract Type</b>	Permanent
<b>Reports to</b>	Principal
<b>Preferred Start Date</b>	September 2024

### MAIN PURPOSES OF THE JOB

The assistant principal for inclusion will have oversight of SEND (Special Educational Needs and Disabilities), attendance and behaviour. This role involves overseeing the implementation of strategies and initiatives to support pupils with SEND, improve attendance rates, and promote positive behaviour within the school community. The assistant principal will collaborate closely with school leadership, teachers, support staff, pupils and parents to foster a culture of inclusion, engagement, and academic success.

### RESPONSIBILITIES OF THE JOB

Specific areas of responsibility will be confirmed on appointment and in negotiation with the successful candidate, however, these will include:

#### Strategic Leadership:

- Develop and implement strategic plans, policies, and procedures to promote inclusion, enhance support for pupils with SEND, improve attendance, and manage behaviour effectively.
- Work closely with the principal and senior leadership team to align inclusion, SEND, attendance, and behaviour strategies with the school's overall vision and goals.

#### Inclusion and SEND Management:

- Lead the development and implementation of inclusive practices to support the diverse needs of all pupils, including those with SEND.
- Collaborate with teachers, support staff, and external agencies to identify and address the individual needs of pupils with SEND, ensuring access to appropriate interventions and accommodations.
- Monitor the progress of pupils with SEND, review support plans regularly, and make adjustments as necessary to facilitate their academic and social development.

#### Attendance Improvement:

- Analyse attendance data to identify trends, patterns, and areas for improvement.
- Implement strategies and interventions to promote regular attendance and reduce persistent absenteeism among pupils.
- Work closely with families, carers, and external partners to address barriers to attendance and support families in understanding the importance of regular school attendance.

#### Behaviour Management:

- Lead the whole-school behaviour management framework that promotes positive behaviour, fosters a safe and respectful learning environment, and minimises disruptions.
- Provide guidance, training, and support to staff in implementing effective behaviour management strategies and interventions.
- Collaborate with pupils, staff, and families to address behavioural concerns promptly, utilising restorative approaches where appropriate.

#### Professional Development and Training:



- Organise and deliver training sessions, workshops, and professional development opportunities for staff on topics related to inclusion, SEND, attendance, and behaviour management.
- Keep abreast of best practices, research, and legislation related to inclusion, SEND, attendance, and behaviour management, and disseminate relevant information to staff as needed.

### Data Analysis and Reporting:

- Collect, analyse, and interpret data related to inclusion, SEND, attendance, and behaviour, and use findings to inform decision-making and evaluate the effectiveness of interventions.
- Prepare regular reports for school leadership, governors, and external stakeholders on the progress and outcomes of inclusion, SEND, attendance, and behaviour initiatives.

### Collaboration and Stakeholder Engagement:

- Collaborate effectively with colleagues, parents, carers, external agencies, and the wider community to ensure a holistic approach to supporting pupils' academic, social, and emotional needs.
- Foster positive relationships with external agencies, organizations, and professionals involved in supporting pupils with SEND, attendance issues, and behavioural challenges.

## PERSON SPECIFICATION

Criteria		Requirement	
		Essential	Desirable
1.	A qualified teacher status (QTS) or equivalent teaching qualification.	X	
2.	Substantial experience working in a primary school setting, with a proven track record of successful leadership in inclusion, SEND, attendance, and behaviour management.	X	
3.	In-depth knowledge of relevant legislation, policies, and best practices related to inclusion, SEND, attendance, and behaviour management in primary education.	X	
4.	Strong leadership, communication, and interpersonal skills, with the ability to inspire and motivate others and build effective partnerships with stakeholders.	X	
5.	Excellent analytical skills, with the ability to use data to drive decision-making and evaluate the impact of interventions.	X	
6.	Proficiency in the use of ICT and the software programmes used in schools	X	
7.	A commitment to promoting equality, diversity, and inclusion, and creating an inclusive learning environment where every pupil can thrive.	X	
8.	Displays commitment to the protection and safeguarding of children and young people	X	

## FURTHER INFORMATION

Due to the nature of this role, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. In making your application, it is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders Act 1974. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

For further information - <https://avanti.org.uk/wp-content/uploads/2023/08/Child-Protection-and-Safeguarding-Policy.Summer-23.pdf>