

Assistant Principal – Inclusion & SEND



Person Specification – Assistant Principal – Inclusion & SEND

Area	Description	Essential / Desirable	Evidence Interview Application Letter		
Qualifications	Qualified Teacher Status	E	A		
	Degree or equivalent	E	A		
	Evidence of further professional development within the last 5 years	E	A	L	
	National Award for SEN Co-ordination	E	A		
	Successful completion of NPQ ML / SL	D	A		
Knowledge & Understanding	Substantial teaching experience (minimum 5 years), strong classroom practitioner, with experience of leadership beyond the classroom.	E	A	L	
	Proven track record of achieving excellent progress and outcomes (in line with national or better) for all, including for SEND and vulnerable.	E	A	L	I
	Secure understanding of effective teaching, adaptive practice and strategies to raise attainment across a secondary context	E	A	L	I
	Strong understanding of the SEND Code of Practice, statutory compliance and inclusive provision	E	A	L	I
	Knowledge of how inclusion, behaviour, attendance and safeguarding intersect to impact pupil outcomes	E	A	L	I
	Experience of leading or contributing to whole-school improvement initiatives	E	A	L	I
	Understanding of transition between key stages and its impact on vulnerable pupils	E	A	L	I
	Understanding of personal development, SMSC and the promotion of Fundamental British Values	E	A	L	I
Leadership & Management	Demonstrable experience of leading strategic improvement and positively transforming an area of responsibility	E	A	L	I
	Proven ability to set clear expectations, hold colleagues to account and secure measurable improvement in outcomes	E	A	L	I
	Experience of line management, including performance development and appraisal	E	A	L	I
	Ability to lead change effectively through clear planning, monitoring and evaluation	E	A	L	I
	Strong people leadership skills, with the ability to motivate, develop and support staff in a rigorous but relational manner	E	A	L	I
	Ability to analyse, prioritise & manage competing demands effectively	E	A	L	I
	Experience of managing or overseeing a budget and deploying resources strategically	D	A	L	I
	Understanding of governance structures and accountability to Trustees/Governors	E		L	I
	Ability to communicate with clarity and authority, including concise written and verbal communication	E	A	L	I
	Commitment to safeguarding and promoting the welfare of children	E	A	L	I
	Ability to build and sustain effective partnerships with families, agencies and wider stakeholders	E	A	L	I

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Personal Qualities	Strong moral purpose, aligned to the academy’s vision and values, with a clear commitment to equity and high expectations for all pupils	E		L	I
	Demonstrates integrity and professionalism, upholding the Nolan Principles and building respectful, effective relationships across the school community	E		L	I
	Resilient and self-aware, able to reflect, adapt and lead decisively under pressure or challenge	E		L	I
	Strategic and forward-thinking, intellectually curious and committed to continuous improvement	E		L	I
	Approachable and relational, able to resolve conflict sensitively while maintaining high standards	E		L	I
	Collaborative team player who listens, seeks advice where appropriate and contributes positively to collective leadership	E		L	I
	Committed to professional development for self and others	E	A	L	
Role Specific Requirements	Proven experience of leading SEND or Inclusion at whole-school level	E	A	L	I
	Ability to secure statutory compliance in SEND processes, including EHCP review and access arrangements	E	A	L	I
	Ability to design, implement and evaluate targeted intervention programmes with measurable impact	E	A	L	I
	Strategic oversight of inclusion data (SEND, PP+SEND, SEMH, AP) to inform provision and resource deployment	E	A	L	I
	Ability to embed and monitor inclusive practice consistently across faculties	E	A	L	I
	Experience of overseeing Alternative Provision, reintegration and managed move processes	D	A	L	I
	Ability to align inclusion strategy with whole-school improvement priorities	E	A	L	I
	Capacity to represent the academy confidently in external and multi-agency contexts	E	A	L	I