

Job Description

Salary scale: Leadership (L12 – L16)

Responsible to: Vice Principal – Behaviour and Attitudes – Safeguarding & Inclusion

Job purpose:

The Assistant Principal – Inclusion & SEND will provide strategic leadership for inclusion across the academy, with a core focus on SEND and vulnerable pupils. The postholder will ensure ambitious teaching, high expectations and strong pastoral systems enable all learners to thrive, while securing full statutory compliance and driving measurable improvements in outcomes for vulnerable groups.

As a member of the Senior Leadership Team, the Assistant Principal will lead and quality assure SEND provision, oversee systems supporting vulnerable pupils, and hold leaders accountable for the progress, attendance and wellbeing of those most at risk of underachievement. Inclusion will be positioned not as an add-on, but as a defining strength of the school's culture and performance.

The postholder will embed inclusive practice through curriculum, teaching and professional development, ensuring that adaptations for pupils with SEND are purposeful, consistent and measurable. In doing so, they will ensure we care through thoughtful support, challenge through ambitious expectations, and commit to securing strong outcomes for every learner.

Through line management of key inclusion and personal development leaders, the Assistant Principal will ensure that character education, SMSC and wider personal development provision align with the school's inclusive vision and values.

As a member of SLT, you will model and promote our values; We Care, We Challenge, We Commit fostering a culture of high expectations and belonging, building strong partnerships with families and external agencies, and ensuring relational leadership, uncompromising ambition and consistent follow-through define the experience of every pupil.

Managing: Line manage designated middle leaders and staff, including the SENDCo & SEND Team and Personal Development Lead, in consultation with the Principal.

Key Responsibilities

This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance and should be seen as enabling rather than restrictive.

1. Strategic Leadership of SEND & Vulnerable Pupils

- Line manage the SENDCo and provide strategic oversight of SEND systems and statutory compliance.
- Quality assure EHCP processes, provision mapping, annual reviews and transition planning.
- Ensure ambitious expectations and measurable academic, attendance and behaviour outcomes for pupils with SEND.
- Lead whole-school strategy for SEMH and vulnerable learners, ensuring multi-agency support is timely, proportionate and impact-driven.
- Monitor attendance, behaviour and exclusion patterns for SEND and vulnerable groups, intervening strategically where risk emerges.
- Report SEND performance, risk and impact to SLT, Governors and Trustees.

2. Inclusion Policy, Governance & Compliance

- Lead the development, review and implementation of SEND, Inclusion and Reasonable Adjustments policies.
- Ensure statutory compliance across EHCP processes, access arrangements and assessment adjustments.
- Ensure policies are enacted consistently in practice through quality assurance and line management.
- Represent the school at external reviews, audits and local authority meetings as required.

3. Inclusive Teaching & Curriculum Access (Strategic Lens)

- Champion high-quality adaptive teaching across all faculties.
- Work in partnership with the Vice Principal – Quality of Education to align curriculum ambition with inclusive practice.
- Hold faculties accountable for SEND progress within departments.
- Ensure pupils with SEND and literacy barriers access a rich and ambitious curriculum.
- Oversee the strategic direction of whole-school reading improvement, including diagnostic assessment and targeted intervention.
- Embed inclusive curriculum planning through a robust quality assurance cycle and focused CPD.
- Promote a culture of high challenge and low threat across classrooms.

4. Data, Evaluation & Accountability

- Own the Inclusion dashboard, including SEND progress, PP + SEND overlap, SEMH trends and AP use.
- Lead accurate capture and strategic use of inclusion data to identify emerging trends and risks early.
- Implement proportionate and timely intervention where required.
- Produce clear, evaluative reports for SLT, Governors and Trustees.
- Ensure inclusion data informs school improvement planning and resource allocation.

5. Leadership & Line Management

- Line manage the SENDCo and associated teams, including:
 - SEND Team
 - Primary Transition Lead
 - Careers Lead
- Provide visible, values-driven leadership promoting high standards of inclusion and professional conduct.
- Use performance management to set ambitious, measurable objectives.
- Deliver focused CPD and coaching to strengthen inclusive pedagogy and leadership capacity.
- Build a culture of collaboration, accountability and continuous improvement.
- Maintain a strong, visible leadership presence across the academy.

6. Pupil Outcomes & Provision

- Lead the strategic development and evaluation of targeted intervention for pupils with barriers to learning.
- Oversee the Inclusion Centre, ensuring clear entry/exit criteria and measurable impact.
- Ensure aspirational transition planning at KS2–3 and KS4–5, reducing NEET risk.
- Ensure examination access arrangements are compliant and appropriately deployed.

7. Quality Assurance & School Improvement

- Contribute to whole-school self-evaluation and improvement planning, ensuring inclusion remains central to strategic priorities.
- Lead the Monitoring, Evaluation and Review (MER) cycle for inclusion.
- Quality assure EHCP accuracy and provision impact.
- Report confidently and accurately to Governors and Trustees.

8. Inclusion Culture & Personal Development

- Promote a culture of belonging, respect and high expectations.
- Ensure inclusive routines support calm, purposeful learning environments.
- Work with PD leaders to ensure vulnerable pupils access enrichment and character development opportunities.
- Provide visible leadership during routines and transitions.

Generic Teaching & Professional Duties

- Fulfil the duties of a teacher as outlined in the School Teachers' Pay and Conditions Document.
- Uphold and promote the Academy's vision, values and policies.
- Lead and contribute to the academy's self-evaluation and improvement processes.
- Engage actively in professional development and contribute to the development of others.

Performance Management

- Undertake performance management in line with academy procedures.
- Use the process to drive improvement for self and teams.

Not all the above duties will need to be performed all of the time and will vary according to the needs of the Academy at different points. The specific focus for the Assistant Principal's work programme will be negotiated and agreed prior to the beginning of the performance management cycle.

This job description will be reviewed at regular intervals and is subject to change as the needs of the Academy Trust evolve.

Safeguarding Commitment

- Demonstrate a clear understanding of safeguarding and child protection policy and practice.
- Ensure all line-managed staff are trained and compliant with statutory safeguarding duties.

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

All post holders at Fulwood Academy are subject to an Enhanced DBS check following the offer of a post, and any offer is subject to satisfactory checks being obtained.