

Job Description

Salary scale: Leadership (L10 – L16)

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

Job purpose:

The Assistant Principal (SEND & EAL) will play a strategic and operational leadership role in ensuring that the school provides an inclusive, ambitious, and supportive environment where every pupil can thrive, regardless of background, need, or starting point.

You will lead and develop the school's provision for pupils with Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), and other vulnerable groups, ensuring compliance with statutory requirements and best practice. Champion personal development across the school, overseeing programmes that support pupils' character education, wellbeing, behaviour, attendance, safeguarding, and preparation for life beyond school.

You will oversee whole-school approaches to improving reading, including the strategic oversight of literacy interventions, EAL provision, and initiatives to raise the reading ages of all pupils.

In addition, line manage the Careers Education Lead to ensure a strong and coherent programme of careers education, information, advice and guidance (CEIAG), and the Primary Transition Lead to secure a smooth and supportive transition for pupils joining Year 7.

You will take strategic responsibility for the mapping, coherence and delivery of pupils' spiritual, moral, social and cultural development (SMSC), personal development and the promotion of Fundamental British Values (FBV) across the curriculum and wider school life. This includes ensuring that provision is well-sequenced, regularly reviewed, and embedded within both academic and pastoral contexts, equipping pupils to become responsible, respectful, and active citizens.

Working as part of the Senior Leadership Team (SLT), promote a culture of high expectations, inclusivity, and aspiration, supporting the wider school vision of excellence for all, and building strong partnerships with parents, external agencies, and the wider community.

Managing: Line manage and review specific middle leaders and other staff, which may include support staff, in consultation with the Principal, namely SENCO & SEND Team, Primary Transition Lead, Careers Lead.

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.

Strategic Leadership

- As a member of the senior leadership team, contribute strategically to the production, monitoring, self-evaluation, and review of the school's improvement plan.
- Lead on all matters related to Inclusion in the classroom, SEND, EAL, Personal Development, and line-managed areas.
- Oversee reading (including Whole School Reading and improving reading ages of all learners).
- Take strategic responsibility for the mapping, coherence and evaluation of SMSC, personal development, and the promotion of Fundamental British Values (FBV) across the

curriculum and wider provision, ensuring these are embedded in both academic and pastoral spheres.

- Use line management procedures to ensure that colleagues hold consistently high expectations of the pupils in our care, are aware of and understand any targets set and have effectively planned support to ensure that pupils are adequately supported to achieve at their potential irrespective of their SEND.
- Be accountable for the accurate capture and analysis of SEND and inclusion data to ensure that pupils make expected or better progress.
- Lead on the operational assessment and delivery of SEND functions across the school, working with SLT colleagues to ensure that pupils are properly supported throughout their time at the school through the EHCP processes.
- Oversee EHCP assessment and review processes in collaboration with SENDCO & SLT colleagues.
- Attend relevant external meetings, quality assurance meetings, including whole-school CPD and away days.
- Line manage Careers Education, ensuring compliance with all Gatsby Benchmarks, A Stable Careers Programme; Learning from Career and Labor Market Information; Addressing Individual Needs; Linking Curriculum Learning to Careers; Encounters with Employers and Employees; Workplace Experiences; Encounters with Further and Higher Education; and Personal Guidance and oversee reporting of NEET and Destination Data to stakeholders Governors, Trustees and DFE.
- Oversee the whole-school Reading strategy, including EAL provision and targeted intervention to improve reading ages across the school.
- Ensure strategic alignment between SEND and all aspects of school development, reporting to governors, trustees, and external bodies where appropriate.
- Promote and quality assure whole-school approaches to the delivery of SMSC, personal development, and FBV, including monitoring impact through pupil voice, lesson visits, curriculum audits and staff development.

Leadership and management of people

- Leadership of the following faculties / teams:
 - SENCO & SEND Team
 - Inclusive Education Team
 - Primary Transition Lead
 - Careers Lead Careers Education Lead
- Provide strong, visible, and supportive leadership to ensure high standards of inclusion, professional conduct, and teamwork.
- Champion inclusion, diversity, and equity within the school community.
- Lead on the curriculum mapping and delivery oversight of SMSC, personal development, and Fundamental British Values (FBV), ensuring staff understand how to integrate these into their subject areas and that practice is consistent and effective across the school.
- Deliver high-quality CPD and coaching to line-managed staff, ensuring effective practice and improvement.
- Use performance management processes to set ambitious but achievable goals for all team members for their own development and to improve the performance of their teams.
- Providing an approachable, authoritative and visible presence in and around the Academy to provide support for staff, pupils, parents and the local community
- 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.
- Ensure that you and your teams can use data effectively
- Developing a strong sense of teamwork and common purpose among staff can evaluate and demonstrate that all team members are making consistent progress in their practice and improving outcome measures.
- Communicates with the Vice Principals effectively and fully acts on the support provided

- As an Assistant Principal ensure that all teams work together in securing our headline outcome targets for Attainment, Behaviour, Enrichment and Attendance.
- Performing other duties determined in discussion with the Principal and Vice Principals

To ensure the delivery of learning is accessible and that assessment promotes progress.

- Ensure consistent implementation of academy policies to guarantee accessible learning.
- Promote high-quality planning and teaching informed by contextual data.
- Monitor assessment and feedback practices to ensure impact on progress, especially for SEND, disadvantaged, and EAL pupils.
- Ensure staff make full use of data and assessment tools (e.g. SISRA, reading assessments) to close gaps and accelerate progress.
- Guarantee with exams officer and SENCO (where appropriate) appropriate access arrangements are in place for all internal and external assessments and examinations.
- Ensure all subjects provide appropriate preparation and targeted support to ensure learners enjoy exam success.
- Build a culture of trust and support throughout their team.
- Has a clear improvement plan for their area of responsibility that is regularly evaluated, and all sections of RIP and SDP are up to date.

Pupil Outcomes

- Lead the development and delivery of targeted intervention and support for pupils with barriers to learning, including mental health challenges.
- Oversee the inclusion centre ensuring it supports the most vulnerable learners effectively.
- Co-ordinate the development of behavioural support programmes for our most at-risk pupils, including provision for pupils on Pastoral Support and Behaviour Improvement Programmes.
- Ensure that the work of the inclusion facility has maximum impact through the effective deployment of staff, oversight of programme delivery and entry and exit procedures;
- Ensure appropriate transition plans are in place from KS2–3 and KS4–5 for all vulnerable learners, devise appropriate programmes of support; ensure that pupils with barriers to learning do not become NEET.
- Develop plans within the School Development Plan (SDP) to improve outcomes for SEND, disadvantaged and Low and High Prior Attainment pupils.
- Use Data analysis software (e.g. SISRA, reading data, etc.), and all other data sources to track progress, strategically plan and assess impact of strategies.

Curriculum, Teaching & Learning

- Provide strategic leadership for inclusion in the classroom and adaptive teaching across all faculties, ensuring that all learners, including those with SEND, EAL, or literacy barriers, can access a rich and ambitious curriculum.
- Champion adaptive teaching by equipping staff with the tools, training, and coaching to modify and scaffold learning effectively in response to pupil need, prior attainment, and EHCP targets.
- Oversee and quality assure the implementation of whole-school strategies to improve reading, including the delivery of targeted interventions, the embedding of reading across the curriculum, and the use of diagnostic tools to accelerate pupils' reading ages.
- Ensure curriculum planning and delivery is informed by current evidence, statutory requirements, and a deep understanding of the individual needs of pupils with SEND and other barriers to learning.
- Work collaboratively with senior and middle leaders to ensure that adaptive planning and inclusive classroom practice is embedded, monitored and improved through a rigorous quality assurance cycle.
- Promote and model inclusive curriculum delivery by regularly demonstrating excellent classroom practice and supporting colleagues through coaching, team teaching and feedback.

- Lead whole-school CPD and develop departmental practice in inclusive pedagogy, supporting faculties in developing schemes of work that are ambitious and accessible to all pupils, including those with autism, SEMH, and specific learning difficulties.
- Promote and ensure clear, ambitious intentions for children's learning are evident in all planning and delivery. Ensure that teachers are confident and skilled in delivering well- differentiated and adaptive lessons that meet the needs of all learners.
- Provide leadership and strategic oversight for the delivery of literacy interventions, and therapeutic programmes for pupils with complex needs.
- Lead the development and implementation of effective schemes of learning, bespoke literacy and communication programmes, and curriculum adaptations for use within the school's inclusion facilities.
- Work with partner schools and external agencies to draw on best practice and co-ordinate a strong transition curriculum for vulnerable learners, particularly those moving from KS2 into Year 7.
- Embed consistent classroom inclusion strategies to ensure that purposeful learning environments are maintained and that resources are suitable for a range of learners, including pupils with ASD and SEMH.
- Maintain strong working knowledge of local and national resources, research and statutory updates relating to SEND and inclusive curriculum development.
- Ensure teaching across the Academy consistently demonstrates high levels of pupil engagement and progress through a wide repertoire of adaptive approaches.
- Develop faculty leaders' capacity to ensure career-related learning is embedded within subject curricula and that displays, and the school website reflect this.
- Ensure cross-curricular links, reading, and inclusive teaching strategies are well- integrated across all curriculum areas and that this integration contributes to improved outcomes for all pupils, especially those with SEND, disadvantaged backgrounds or high prior attainment.
- Champion a high challenge, low threat culture where all staff are supported to develop their practice and continuously improve outcomes through collaboration, innovation and professional dialogue.

Quality Assurance

- Contribute to the development and implementation of whole-school self-evaluation, improvement planning and quality assurance processes, ensuring that SEND, SMSC, personal development and Fundamental British Values (FBV) are at the heart of school improvement.
- Lead the quality assurance of inclusive practice across the school through learning walks, lesson visits, work scrutiny, pupil voice, with a specific focus on pupils with SEND, EHCPs, EAL and disadvantaged learners.
- Quality assure the provision and impact of the Inclusion support and associated interventions, using data, observation and pupil feedback to evaluate impact and inform continuous improvement.
- Monitor and quality assure the identification, planning and impact of support for key groups, including pupils with SEND, high-ability learners, disadvantaged pupils, and those with English as an Additional Language (EAL).
- Oversee the rigorous and accurate assessment and review of pupils' EHCPs, ensuring they reflect current provision, progress and aspirational outcomes, with a clear and well- supported pathway to adulthood and independence.
- Ensure that the needs of all learners are accurately assessed, and that timely, high-impact support is deployed, reviewed and recorded in line with statutory requirements.
- Manage the collection, analysis and effective use of detailed records on pupil support, progress and outcomes, ensuring this informs whole-school review and development planning.
- Lead the Monitoring, Evaluation and Review (MER) cycle for inclusion, SEND, behaviour and wider personal development provision, producing evaluative reports and targeted improvement plans aligned with school priorities.
- Lead on the curriculum mapping and quality assurance of SMSC, personal development and Fundamental British Values (FBV), ensuring provision is coherent, impactful and aligned with national expectations.
- Ensure inclusion staff are effectively line managed through robust performance development

- processes and coaching, with a clear focus on strengths, development areas and improving practice.
- Report accurately and confidently to Trustees, the Local Governing Body, the Principal and Vice Principals on the effectiveness and impact of inclusive provision across the school, using qualitative and quantitative evidence.
- Champion a culture of high expectations, accountability and continuous improvement in all aspects of inclusive and personal development provision.

Personal Development, Behaviour & Welfare

The Assistant Principal (SEND & EAL) will line manage on the delivery and development of inclusive personal development strategies that promote high expectations, and wellbeing across the school. This includes oversight of the Inclusion Centre and work with pupils with SEND or additional needs. They will ensure that all pupils are supported to become responsible, respectful, and active citizens. They will:

- Provide visible, values-driven leadership that models exceptional standards in personal conduct, mutual respect, and pupil support.
- Ensure teachers create purposeful, inclusive classrooms that allow pupils to focus on learning, make rapid progress, and feel safe.
- Ensure that all pupils are appropriately challenged and supported, with high levels of aspiration and tailored personal development opportunities that contribute to their character, cultural capital, and SMSC.
- Through line management of the PD Lead, oversee the mapping and quality assurance of SMSC, Personal Development, and Fundamental British Values (FBV) across the curriculum and wider school life.
- Ensure all learning activities enrich each pupil's experience, develop resilience, and foster positive attitudes to learning.
- Promote a strong culture of inclusion, respect, and wellbeing, ensuring pupils demonstrate consistently high levels of respect for others and build positive, trusting relationships with peers and staff.
- Minimise negative emotions demonstrated by pupils or staff by promoting calm, purposeful routines and supportive interventions.
- Support and empower staff in developing strong, positive relationships with pupils by modelling excellent respectful inclusive interactions.
- Work closely with families and carers to ensure a joined-up approach to pupil inclusion, welfare, and personal development, including regular and effective communication about progress and support.
- Ensure there are frequent and meaningful opportunities for pupils to contribute to improving the lives of others through leadership, service, and wider community engagement.
- Lead and quality assure the personal development and behaviour curriculum through learning walks, pupil voice, behaviour data, and wider Monitoring, Evaluation & Review (MER) activities.
- Ensure all staff consistently model and reinforce high expectations around inclusion aligned with the Academy Trust's values.
- Provide a consistent leadership presence during routines, transitions, and key times in the school day, collaborating with the Academy Leadership Team to uphold the school's ethos.
- Contribute to the development of effective, inclusive, and aspirational provision that reflects the Academy Trust's ethos and values.

Generic/Teachers

- Carry out the duties of a class teacher as set out in the School Teachers Pay and Conditions Document and subject to any amendments due to Government legislation. (This includes any duties as may be reasonably directed by the Principal and the accountabilities expected of class teachers at Fulwood Academy).
- Facilitate and encourage learning which enables pupils to achieve high standards, to share and support the corporate responsibility for the well-being, education and discipline of all children.
- All staff are expected to uphold the academy's principles and policies which underpin good practice

and the raising of standards and are expected to uphold and promote the Academy's aims and values.

- All staff will be involved in working together, as part of a team, to develop areas of provision that impact positively on learning and teaching across the Academy.
- All staff will take an active role in the Academy Self Evaluation process. As an Assistant Principal you will be expected to lead a team through the Academy Self Evaluation process.
- All staff are expected to actively undertake professional development through keeping abreast of the latest developments and thinking, coaching and mentoring, and self- evaluation and peer review.

Performance Management

- To undertake and participate in the annual Performance Management, setting and agreeing targets linked to Academy development plan priorities with the Principal.
- Use the process to drive improvement for self and teams.

Not all of 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.