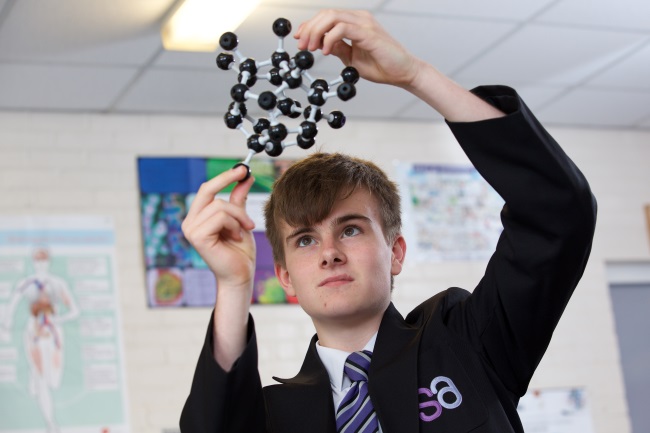
The appointment of

Assistant Principal – Inclusion

*Required from Easter 2025 or September 2025*



**Principal**: Mr S Barlow

We are seeking to appoint an enthusiastic, inspirational and committed Assistant Principal for Inclusion. The successful candidate will have the ability to maintain and improve standards and will provide direction, insight and support as a senior leader within the Leadership Team.

**We can offer:**

* The support of a highly collaborative senior leadership team, who are deeply committed to raising standards
* An academy with an outstanding track record of academic outcomes
* Ofsted Graded ‘Good’ with ‘Outstanding’ Behaviours and Attitude (2023)
* Students who genuinely want to learn
* The opportunity to teach across all key stages
* High quality professional development within a Multi Academy Trust

South Axholme Academy is an oversubscribed ‘Good’ school and graded ‘Outstanding’ for Behaviours and Attitude (Ofsted 2023). The academy has outstanding academic outcomes and is a strategic partner with a number of teacher training providers.

The academy is located in the rural market town of Epworth between Doncaster and Scunthorpe. Epworth is an easy commute for those based in Doncaster, Rotherham, Sheffield, Leeds and Lincoln, close to the M18, M62 and M180. Potential applicants are welcome to visit or telephone to discuss the post in more detail.

Isle Education Trust is committed to safeguarding and promoting the welfare of children and young people, and we expect staff and volunteers to share in this commitment. Appointments will be subject to DBS clearance and satisfactory references.

**Early applications are encouraged and will be dealt with upon receipt.**

**Job Description**

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| **Job Title** | Assistant Principal Inclusion | **Start Date** | Easter 2025 or September 2025 |
| **Department** | Leadership | **Closing Date** | 9.00am Monday 13 January 2025 |
| **Salary** | L10 - L14 | **Interview Date** | w/b 16 December 2024 |
| **Type of contract** | Permanent | **Weekly hours** | Full Time |
| **Location** | South Axholme Academy | | |

**Generic Responsibilities**

The duties outlined in this job description are in addition to those covered by the latest School Teachers’ Pay and Conditions Document. It may be modified by the Principal with the teachers’ agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

It is expected that all staff will support the ethos and values of the Trust and academy, as reflected in policies developed by the Academy Oversight Committee of the academy, the CEO and the Directors of the Isle Education Trust.

**Assistant Principal**

**Person Specification**

* Hold and articulate clear values and a moral purpose, focused on providing a world class education for all students
* Inspire and influence others in the academy community to believe in the fundamental importance of education in young people’s lives and to promote the value of education
* Be an exceptional senior leader with effective communication skills and have a proven track record of making a difference
* Have extensive knowledge of how to support students with Additional Educational Needs (AEN)
* Be an outstanding teacher, communicator and leader who inspires colleagues and students

**Principal Accountabilities - Inclusion**

* To act as the strategic lead for the academy’s Inclusion provisions of the SEND team, Study Hub (Compass) and Inclusion and Well Being Hub
* To act as the Designated Teacher for Looked After Children
* In conjunction with the Principal / Vice Principal and the academy’s vision, exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of student’s achievements and the academy’s sustainability
* To strategically lead the growth of the Study Hub ensuring that a robust business plan is financially costed and implemented successfully
* Ensure the provisions have effective safeguarding in place
* Demand ambitious standards for all students within SEND and AEN, Study Hub and Inclusion and Well Being Hub, overcoming disadvantages and advancing equality
* Instilling a strong sense of accountability in staff for the impact of their work on student outcomes particularly those students with SEND and AEN
* Maintain and improve standards, achievement and student progress and development, contributing fully to the strategic leadership, direction, quality assurance and staff leadership at the academy
* Be responsible for whole school approach of Inclusion including, individual support plans, liaison with parents/carers, external agencies and other key stakeholders
* To identify individuals and groups who exhibit behaviours that are challenging, and to lead the interventions, support and sanctions which will help to put their learning back on track
* To use the data and information from primary school colleagues to prepare for the smooth transition of students from KS2 to KS3, and for transition between stages within the main school
* To be responsible for fostering an ethos of aspiration, challenge and inclusion across the school for students with AEN

**Principal Accountabilities Additional Needs and SEND**

* To have overall responsibility for the learning and progress of every child with Additional Educational Needs (AEN) in KS3 and KS4 with all ability profiles
* To strategically lead the Inclusion and SEND team ensuring a high quality and effective provision
* To support, lead and manage the SENDCo in their role and ensuring all statutory requirements are in place
* To support, lead and manage the Inclusion and Well Being Manager in their role; to ensure that a coherent tracking and monitoring plan is in place for students using this facility with SEMH needs
* To ensure and publish an up-to-date register of students with EHC plans and those with AEN not requiring an EHC plan
* To ensure support plans are published for all students with AEN to support teachers in differentiating learning for these students
* To use prior attainment and predictive data to set ambitious targets for the progress and outcome of students with AEN in KS3 and KS4
* To use assessment to monitor progress and review interventions throughout KS3 and KS4 - reporting to the SLT and Governors as required
* To identify individuals and groups who are making insufficient progress and to challenge this robustly. To lead the interventions, which will help to put their learning back on track
* To take overall responsibility for public examination entry and preparation in particular the requirements of students requiring special access arrangements
* To use data and information from primary school colleagues to prepare for the smooth transition of students from KS2 to KS3, and for transition between stages within the main school
* To be responsible for fostering an ethos of aspiration, challenge and inclusion across the school for students with AEN
* To take a lead role in Quality Assurance within the Faculty, including lesson observation, work sampling and analysis of progress data
* Co-ordinate CPD delivery for staff working with students with AEN including subject specific support and outreach opportunities
* Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge and to support each other
* Provide impact data on all training courses
* To write an analysis of the performance of students with AEN in public examinations at KS4 and in student progress at KS3
* To be responsible for reporting annually to Governors about the work of the AEN Faculty in driving school improvement, and for updating information (such as the ‘local offer’) on the academy’s website

**Key Responsibilities - Leadership and Management**

* Work with financial astuteness, within a clear set of principles centred on the Trust and academy’s vision, ably translating local and national policy into the academy’s context
* Demonstrate highly effective distributive leadership throughout the academy by leading teams of colleagues, who have distinct roles and responsibilities and to hold each other to account for their decision making
* Support the Principal in managing the academy effectively to ensure the successful implementation of change
* Lead by example and maintain professional conduct and practice of teachers in a way that minimises unnecessary teacher workload to leave room for high quality continuous professional development for staff
* Set realistic expectations for high academic standards within the academy
* Take responsibility for key strategic areas of the academy as directed and agreed with by the Principal/appropriate line manager
* As a member of the senior leadership team, lead the monitoring, evaluation and review of all aspects of academy life
* Provide support for subject leaders in the quality of teaching and learning
* Ensure the academy’s policies are up to date and reviewed regularly
* Contribute, shape and deliver the academy improvement plan, taking ownership of specific aspects linked to the role’s responsibilities
* Share general aspects of academy leadership including recruitment, staff development, organising and supporting events and communication
* Provide a safe, calm, nurturing and well-ordered environment for all students and staff focused on safeguarding students, developing high standards of behaviour in the academy and in the wider society
* Work within the Trust’s systems and measures for managing the performance of all staff addressing any under-performance and to support staff to improve valuing excellent practice
* Welcome strong governance and actively support the governing body to understand its role and deliver its functions effectively
* Ensure the academy is outward-facing and works with other schools and organisations in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students
* Represent the academy with stakeholders and external bodies
* Provide a significant presence around the academy every day, including the carrying out of duties

**All academy staff should:**

* Work with all students ensuring equality of opportunity for all. Take responsibility for safety and welfare of all students, raising any concerns following the academy protocols and procedures
* Work proactively and effectively in partnership with all stakeholders
* Comply with Health and Safety and all legal requirements
* Carry out a share of statutory supervisory duties
* Treat students with dignity and build relationships always rooted in mutual respect, whilst observing proper boundaries appropriate to the professional position
* Participate in CPD relevant to the role; actively read current research and literature to contribute to the academy’s ethic of excellence
* Accompany teaching staff and students on visits, trips and out of school activities as required
* Demonstrate an understanding of, and take responsibility for promoting high standards of literacy including the correct use of spoken English and numeracy
* Participate in arrangements for examinations and assessments
* Take an active role in promoting good behaviour in and around the academy
* Ensure that students adhere to the uniform code and apply sanctions when this code is breached
* Develop an academy learner mind-set, attitudes, skills and learning habits needed to become an inspired, confident and independent learner
* Be a positive role model and demonstrate consistently and effectively the positive attitudes, values and behaviour which are expected of students
* Work as a team member identifying opportunities for working with colleagues and sharing the development of effective practice within them
* Make a positive contribution to the wider life and ethos of the academy
* Regularly review the impact of their work and its impact on students’ progress, attainment and well-being, refining approaches, where necessary and responding to advice and feedback from colleagues
* Proactively participate with arrangements made in accordance with the Appraisal Policy
* Have professional regard for the practice, ethos and policies of the academy to maintain high standards in your own attendance and punctuality
* Carry out all relevant tasks required by the Principal or line manager

**Other Responsibilities**

* Always operate within the stated policies and practices of the academy
* Contribute positively and effectively to the whole academy ethos
* Cooperate with other staff members to ensure a sharing and effective use of resources to the benefit of the academy, individual departments and students
* Attend and participate in appropriate calendared meetings
* Take responsibility for your own professional development and duties in relation to academy policies and practices
* Liaise effectively with staff, students, parents and governors
* Ensure compliance with Health and Safety at Work Act 1974 and all other policies related to health and safety, and to ensure compliance with the Data Protection Act 1988
* Ensure compliance with data protection laws and safeguarding procedures
* Carry out any other duties as directed by the Principal as may from time to time be agreed in accordance with the nature of the job described above
* Participate in performance management ensuring that performance standards and targets set and met within the agreed timescale

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| ***PERSON SPECIFICATION*** | | |
| ***Qualifications*** | Essential | Desirable |
| *Qualified teacher status in the UK* | A |  |
| *Evidence of recent participation in a range of relevant in-service training* | A |  |
| *Record of excellent classroom practice* | A I R O |  |
| ***Professional knowledge, skills and understanding*** | Essential | Desirable |
| *Demonstrate success in raising achievement* | A I |  |
| *The ability to create an outstanding learning and teaching environment for students, including disabled students and students from under-represented groups* | A |  |
| *Knowledge of the National Curriculum and appropriate interventions for students to achieve success* | A I |  |
| *Knowledge of the key role that attendance plays in attainment* | AI | I |
| *Critical understanding of the most effective teaching, learning and behaviour management strategies* | A I R O |  |
| *Ability to plan for and achieve rapid improvement* | A I R |  |
| *High level communication, organisation and record keeping skills, including ability to use data to track students’ progress* | A I R O |  |
| *Ability to plan for medium- and long-term sustainability* | A I R |  |
| *Ability to adapt priorities to whole school improvement agenda* | A I R |  |
| *Up to date knowledge of current educational policy and frameworks* | A I R |  |
| ***Professional Expertise*** | Essential | Desirable |
| *Commitment to helping every child achieve his or her* *very best* | A I R O |  |
| *A ‘can do’ approach to work in school* | A I R O |  |
| ***Personal Qualities*** | Essential | Desirable |
| *High quality communication skills with the ability to develop positive relationships with students,* *parents and peers* | A I R O |  |
| *A sense of humour and a good sense of well-being* | A I O |  |
| ***High Expectations of self and others*** | Essential | Desirable |
| *A flexible and adaptable approach* | A I R O |  |
| *An innovator with the desire to continue to learn and develop within the professional role* | I |  |
| *Resilience and the determination to be successful within this role and ambitious for the Academy and its students* | I |  |
| ***Other Professional Requirements*** | Essential | Desirable |
| *A willingness to initiate and participate in both cross-curricular and extra-curricular activities.* | A I R O |  |
| *The ability to work with parents, external* *agencies and the wider community.* | A I R O |  |
| *Determination to promote a culture that celebrates success* | A I R O |  |
| *Leads by example, setting* *high standards of punctuality,* *dress and conduct* | A I R O |  |
| *Clarity of thought and vision with proven ability to finish a task.* | A I R O |  |
| *Desire and aptitude to develop professionally* | A I R O |  |
| ***Equality of Opportunity*** | **Essential** | Desirable |
| *The ability to ensure that there is equality of access to educational attainment and that all aspects of equal opportunities are adhered to* | A I R O |  |
| ***Safeguarding Students*** | **Essential** | **Desirable** |
| *Committed to safeguarding and promoting the welfare of children and young people* | A I O |  |

***A = assessed through the application process***

***I = assessed through the interview process***

***R = assessed through the receipt of satisfactory references***

***O = observation***

**The Application Process**

An application form can be found on our website at <http://www.southaxholmeacademy.co.uk/SAX/aboutUs/vacancies.php> or online at TES.com

Receipt of early applications from candidates with the appropriate experience, qualifications and personal qualities may result in an early interview being offered.

If you would like further information about this vacancy or wish to have an informal discussion with a member of our leadership team, please contact Clare Tillen on 01427 872121.

Isle Education Trust promotes equality of opportunity and welcomes applications from all sectors of society.