



Liverpool College

The Staff of Liverpool College are its greatest strength. Their dedication, flexibility, and commitment to the mission of the school ensure its excellence and form the foundation of its future. It is this spirit of service and professionalism which allows the school to inspire young people to achieve their true potential. The expectation of the College is that all staff view their employment at the school in that spirit.

Job Description

Assistant Principal: Inclusion

Responsible for:	The development, implementation and quality assurance of the school's inclusion provision and programmes, including SEND.
Reporting to:	Principal
Liaising with:	VP: Primary, VP: Secondary, School Business Manager, AP: Safeguarding & Wellbeing, AP: Head of Sixth Form, Head of Boarding, AP: LCA Curriculum and Learning, AP: LC+ Curriculum and Learning, AP: Deputy Head of Primary, primary and secondary middle leaders, Examinations Manager and other operational staff, relevant external agencies
Working Time:	Full Time (with reduced teaching commitment)
Salary:	This post is graded on a three-point range within the Leadership Spine: L14-L16
DBS:	Enhanced

Mission and Ethos:

- To ensure a positive ethos of high standards that supports all pupils in the school.
- To support the leadership and management of the College through the consistent implementation of school systems, policies and procedures
- Working within the Ethical Leadership framework, be a positive role model, promoting teamwork and motivating staff to ensure high quality teaching and student progress.
- To support the Principal and Vice Principals in enunciating and explaining the mission of the school to all stakeholders.

Leadership:

- To serve as leader of the whole College's inclusion strategy, recognising its scope and breadth in practice.
- To serve on and contribute actively to the College Development Group.
- Establish a clear and ambitious vision for SEND and Inclusion, drawing up the Inclusion Development Plan, identifying clear targets and success criteria.
- To lead, support and direct the Inclusion team.
- To line manage the SENCO, Deputy SENCO and Inclusion Mentors, and other colleagues where necessary.

- To analyse, evaluate and report to the VPs and Principal on the effectiveness of school inclusion efforts and to develop strategic responses and plans to meet the inclusion needs of pupils throughout the College
- To deliver CPD as needed and provide advice, challenge and support (including wellbeing support) to staff where appropriate.
- To report to and participate in Governors' meetings and committees as required.

Inclusion

- To ensure the effectiveness and impact of the College's inclusion strategy in improving outcomes for pupils and groups of pupils and promoting a sense of belonging for all members of the College community regardless of their protected characteristics.
- To oversee the development of strategic responses and plans to meet the inclusion needs of pupils throughout the College
- Assist in the promotion, direction and oversight of high standards of quality first provision securing the best possible outcomes for pupils through effective inclusion.
- To ensure the equitable inclusion of all pupils in the educational opportunities and activities available at the College.
- Ensure that the Disability Discrimination Act and the College's Equality Objectives are regularly monitored and reviewed.
- Identify areas for improvement regarding diversity, equity and inclusion (DEI) within the College.
- To work alongside the Designated Teacher for looked after and previously looked after children to ensure the best possible outcomes for these pupils.

SEND:

- Be a champion for inclusive provision for all young people with SEND across the school.
- To lead on the strategic development of SEND policy and provision in the school.
- Have a strategic overview of provision for pupils with SEND across the school, monitoring and reviewing the quality of provision, ensuring that it is inclusive at all levels, including behaviour management approaches.
- Promote high standards in SEND provision and support, providing information and guidance as appropriate, leading by example.
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice, including the SEND Code of Practice, disseminating information to staff and ensuring the school's SEND provision meets the requirements set out.
- To support the work of the SENCO in ensuring effective provision for pupils with Special Educational Needs, including the development of pupil profiles, EHCP management and relationships with external agencies.
- In liaison with the SENCO, ensure the system for identifying, assessing and reviewing special educational needs is effective.
- In liaison with the SENCO, ensure up to date and impactful provision mapping is maintained.

Adaptive Curriculum

- Working with the Vice Principals, ensure effective personalisation of the curriculum and adaption of teaching so that provision meets the needs of all pupils.

Pupil Outcomes

- Working with the Vice Principals and other senior leaders, analyse attainment and progress data for pupils with SEND, EAL, Pupil Premium and 16-19 Bursary and other vulnerable pupils with the aim to minimise any gaps.
- Working with the Vice Principals and other senior leaders, monitor and evaluate teaching and learning provision and ensure learning support strategies are impactful and appropriate for pupils with barriers to learning.

ANCHOR (IAP)

- In conjunction with the VP Secondary, take strategic and operational responsibility for our internal alternative provision (ANCHOR). This includes referrals, monitoring progress and quality assuring the provision.

Pupil Premium and other funding

- To develop, effectively implement and evaluate the College's Pupil Premium strategy, ensuring the maximum impact of resources in overcoming barriers to educational achievement.
- To have a full understanding of SEND income streams. To use this to advise on the use of the school's budget and other resources to meet pupils' needs effectively.
- To ensure that any premium funding allocations for pupils are effectively deployed and systematically monitored and reported, ensuring the most effective use of resources to achieve maximum impact.

Operations and Resources:

- To ensure the effective deployment of inclusion staffing and resources to maximise pupil progress and support.
- To ensure accurate and up to date records are kept by the inclusion team, including evidence and impact of the work of the team in improving pupil outcomes.
- Advise on the use of the school's budget and other resources to meet pupils' needs effectively, including staff deployment.

Policies and Compliance

- In liaison with the SENCO, develop and review the College's SEND policies, ensuring they translate into effective practice and are fully aligned with the SEND Code of Practice.
- Review existing policies and procedures to ensure alignment with inclusion goals and contribute to development of new policies related to diversity and inclusion.

Staff Development:

- To support the professional development for members of the Inclusion Team including identifying suitable training opportunities.
- In liaison with the Vice Principals, to design a programme of CPD to improve the quality of Inclusion and SEND support in the school, deliver training sessions on inclusive teaching strategies, assessment, tracking and interventions that support SEN and vulnerable pupils.
- To contribute to the professional development of colleagues by providing coaching, mentoring, demonstrating effective practice and exemplary lessons, and provide advice and feedback, as requested.

Communication

- To liaise and work collaboratively and effectively with parents/carers, colleagues and external agencies to promote the progress and welfare of pupils
- Ensure that the information for SEND and Inclusion on the College website is up to date.
- To ensure the confidentiality of the communications and records in line with College policy and GDPR requirements.

Teaching & Learning:

- To have a teaching commitment across the school to meet the needs of the College.
- To contribute to the effective running of the College's annual appraisal and monitoring cycle for academic staff by participating in work scrutiny, learning walks and lesson observations and other monitoring activities.

All employees are expected to play a full part in the life of the College community, to support its distinctive mission and ethos as a diverse and inclusive co-educational 4-19 academy, and to encourage colleagues and pupils to follow this example.

General Duties:

- To follow the guidelines of the staff handbook.
- To support the College and its leadership.
- To continue personal development as agreed.
- To engage actively in the performance review process.
- To comply with any reasonable request from the Principal to undertake work not specified in this job specification.
- To be courteous to colleagues and parents, and to provide a welcoming environment for all visitors to the College.

While every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be specifically identified. This Job Specification is current at the date shown but, in consultation with the post holder, it

may be changed by the Principal to reflect or to anticipate changes in the job commensurate with the grade and job title.

March 2025

Person Specification – Assistant Principal: Inclusion

This person specification will be used in shortlisting and interviewing to select the best candidate. You should, therefore, address the person specification in your written application and where appropriate you should give examples of how you meet the criteria.

In addition to the below, all candidates should have a clear understanding of and commitment to the aims of Liverpool College and be committed to working as part of the whole school team to deliver the best possible educational provision for our pupils and supporting the values and ethos of the school.

		Essential / Desirable
Qualifications:		
1	Degree or equivalent	E
2	Qualified Teacher Status (QTS)	E
3	Hold or be working towards the NPQ SENCO (or hold the National Award in SEN co-ordination (NASENCO))	D
4	Evidence of recent and relevant continuous professional development	E
Experience:		
1	Experience as an effective leader at senior or middle leadership level in a school	E
2	A proven track record of successful teaching and curriculum, or pastoral, leadership in the maintained or independent sector.	E
3	Successful classroom experience with supporting data demonstrating pupil progress against targets at all levels.	E
4	Experience of the design, management and evaluation of intervention strategies that were effective in raising attainment and progress in individuals or groups of pupils	D
5	Experience of leading an aspect of whole school development	D
6	Experience of curriculum and study pathway design	D
7	Experience of leading others	E
8	Experience of leading strategic change	D
Abilities, Skills and Knowledge:		
1	Strong leadership skills with the ability to motivate, develop, persuade and inspire others	E
2	Ability to think and plan strategically, manage a demanding workload, achieve priorities and meet deadlines	E

3	Ability to identify potential barriers to learning and to devise strategies to enable pupils to overcome these barriers	E
4	Full knowledge of and commitment to educational inclusion, anti-racism and equity	E
5	Full understanding of the SEN Code of Practice	E
6	Professional understanding of the Disability Discrimination Act and Equality Act	E
7	Demonstrate excellent classroom practice in both formal and informal observations	E
8	The ability to effectively use performance data to evaluate and enhance learning and teaching, intervention strategies and improvement planning.	E
9	Ability to manage budgets and resources effectively, achieving best value and high-quality outcomes	E
10	Ability to delegate responsibility	E
11	Excellent verbal and written communication skills including the ability to represent the school in a wide variety of contexts and with a broad range of stakeholders	E
12	Strong IT skills, including the ability to use Microsoft 365, management information systems and data analysis software	E
13	A proven record of loyal, positive, and effective membership of a team	E
14	Demonstrable evidence of effective working in partnership with: colleagues, other professionals and stakeholders	E
15	Proactive approach to keeping up to date with local and national educational developments	E
16	The ability to monitor and develop colleagues, evaluate performance, celebrate excellence and challenge poor performance	E
17	Knowledge of Ofsted inspection frameworks and the strategies for school self-evaluation and how these can be used to enhance practice	E
18	Knowledge and comprehensive understanding of the requirements for effective safeguarding of children and commitment to safeguarding and promoting the welfare of children	E
19	Ability to mediate and resolve disputes and conflict between a range of different stakeholders	E
Personal Attributes:		
1	Demonstrate positivity, enthusiasm, determination and a strong work ethic	E
2	Commitment to, and advocacy for, inclusion and equal opportunities for all pupils	E
3	Creative thinker able to anticipate, evaluate and solve problems	E
4	Emotional resilience and ability to work under pressure and be able to meet deadlines	E
5	Able to operate as a member of a team but also work on own initiative as circumstances dictate	E
6	Excellent personal organisation and self-motivation	E
7	Excellent communication, presentation and interpersonal skills; presence	E

8	Able to respect and understand the importance of confidentiality	E
9	Demonstrably professional, honest and loyal	E
10	Open-minded, self-evaluative with a confident, entrepreneurial, and innovative approach to change and continuous improvement	E
11	Ability to make and justify difficult decisions	E
12	Passionate about keeping abreast of pedagogy and best practice in Inclusion	D

This post is subject to an Enhanced Disclosure & Barring Service (DBS) check.