

CHARLTON SCHOOL

Building Knowledge • Developing Character • Inspiring Futures



Assistant Vice Principal – Inclusion



Tours available W/C 13th April

Closing Date: 20th April (9am)

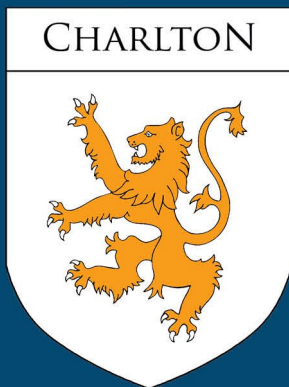
Shortlisting: 22nd April

Interviews: 24th April

Job Start: September 2026



Principal: Mrs Barton
Apley Avenue, Wellington, Telford, TF1 3FA
Telephone 01952 951409
www.charlton.uk.com



About Charlton School

Charlton School in Wellington, Telford, is a well-established comprehensive secondary academy with a “Good” Ofsted rating and a long tradition of serving its local community.

At Charlton we take pride in students’ progress, with learning at the heart of all we do. We know the importance of inspiring students to develop a thirst for learning, so our curriculum is broad, rich and matched to individuals’ needs.

Our emphasis on purposeful, relevant learning means that our students benefit from a range of visits, specialist teaching and extensive extra-curricular experiences. We aim for all our students to enjoy school, excel in their studies and attain outstanding outcomes.

Our vision is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning.

At Charlton our ethos is built upon our three core values; we expect all members of the Charlton community to always exhibit these values:

Respect Responsibility Resilience

As part of the Learning Community Trust since December 2018, we are dedicated to providing a broad and enriching education, underpinned by strong pastoral care that supports the holistic development of each student. Our curriculum includes core and Ebacc subjects alongside valuable qualifications in technology, media studies, and ICT.

Beyond the classroom, Charlton School offers a vibrant and inclusive programme of enrichment activities, with particular strengths in P.E., providing opportunities for participation in numerous sports; and the Performing Arts, where students can explore their creativity through drama, music, and dance, fostering essential skills and promoting well-being.

Underpinning our commitment to student success is a parallel dedication to the professional growth of our staff. Charlton School fosters a culture of continuous improvement through a comprehensive Instructional Coaching programme, providing tailored support and development opportunities for all colleagues. This investment in our staff ensures the highest quality of teaching and learning across the academy. Furthermore, our centralised pastoral systems are designed to create a calm and purposeful learning environment where students feel safe, supported, and ready to thrive.

These robust structures enable consistent and effective support for student well-being, allowing them to focus on their academic progress within a positive and nurturing atmosphere.

At Charlton we aim to keep learning at the heart of all we do, recognising the strengths of collaboration and sharing best practice. We are a true learning school where every individual has the opportunity to develop, maximising their best practice.



Our approach to Inclusion

At Charlton School, inclusion is a fundamental part of who we are and what we stand for. We believe that every young person should feel supported, challenged, and empowered to succeed. We are proud of the work we do to ensure that students with SEND are not only cared for, but enabled to flourish as confident, capable learners. Our approach is lived out daily in classrooms, corridors, and conversations.

We are proud to nurture young people who are recognised, both within school and across the wider community as confident, responsible individuals. Our students wear their uniform with pride, embrace leadership roles, and demonstrate a genuine enthusiasm for learning and personal growth. Through a broad range of enrichment opportunities, we encourage every student to explore their interests and develop their individual talents.

A strong and supportive pastoral system sits at the core of this inclusive approach. Every student has a dedicated Form Tutor who acts as an academic mentor, keeping a close eye on progress, wellbeing, and day-to-day experience. This personalised support is strengthened by our committed Heads of Year and Pastoral Managers, who work closely with families and external agencies to ensure that every young person receives timely, appropriate guidance. This joined-up model ensures that no student feels unseen and that barriers to learning are addressed quickly and compassionately.

The role of the Assistant Vice Principal for Inclusion is central to sustaining and strengthening this commitment. As a key member of the Senior Leadership Team, the postholder will guide and shape the inclusive culture of the school. They will lead on the effective implementation of the graduated response and coordinate a range of tiered interventions delivered by a skilled and dedicated team. The Assistant Vice Principal for Inclusion will ensure that high-quality, research-informed teaching remains the foundation of our provision for all learners, supported through our instructional coaching model.

Partnership with families is a vital part of our ethos, and the successful candidate will help deepen these relationships, ensuring that inclusion is experienced consistently in school and at home. Charlton School is also proud of its strong links with local primary schools and community partners. The Assistant Vice Principal for Inclusion will play an important role in building on this, supporting smooth transitions and creating joined-up pathways of support for young people as they move between phases.

This is a significant and influential leadership role, one that will shape the life chances of our young people with SEND. This is an important and exciting time for both the school's development and the national direction of education. As national priorities continue to evolve; emphasising high standards, improved attendance and behaviour, and a more coherent approach to meeting the needs of vulnerable learners, we are seeking a passionate, strategic, and reflective leader who shares our values and is committed to ensuring that inclusion is not just understood but truly lived and felt by every student at Charlton School.



Job Description

Title: Assistant Vice Principal for Inclusion

Salary: Leadership Scale 12-16

Accountable to: Principal

Description of Role: Director of Inclusion

The Assistant Vice Principal for Inclusion is a key member of the Senior Leadership Team and provides the strategic and operational leadership required to ensure that all young people at Charlton School, including those with SEND or additional needs, are supported to thrive. The postholder will lead the school's inclusive culture, oversee high-quality SEND provision, champion vulnerable learners, and work closely with families, staff, and external agencies to remove barriers to learning and improve life chances.

Key Responsibilities

Strategic Planning and Operational Leadership

- Support the Principal, Senior Leadership Team, and Governing Body in driving Charlton School's vision for inclusion and ensuring alignment with the Learning Community Trust's strategic priorities.
- Ensure the school meets all statutory responsibilities for students with Education, Health and Care Plans (EHCPs) and those receiving SEN Support.
- Set a clear strategic direction for SEND provision at Charlton School and oversee the day-to-day implementation of the SEND policy.
- Lead and manage the SEND team, including Teaching Assistants, to ensure students have full access to the curriculum and are equipped to make strong progress.
- Oversee and evaluate whole-school SEND provision mapping, ensuring resources and interventions are effectively deployed.
- Monitor the effectiveness of SEND provision across all departments and facilitate a strong multi-agency approach to meeting individual needs.
- Analyse and interpret school, local, and national data to identify needs, track progress, and inform provision.

Progress, Attainment, and Transition

- Monitor the progress and attainment of students with SEND, identifying additional support requirements and working with teachers to plan high-impact interventions.
- Contribute to the transition of incoming Year 7 students by undertaking primary school visits, home visits where needed, and collaborating with families to write School Support Plans.
- Coordinate key worker links with primary schools and oversee a smooth handover process.
- Ensure successful post-16 transitions for Year 11 students with SEND by collaborating with students, families, and external partners to identify appropriate further education or training options.

Partnership with Families and Agencies

- Build strong partnerships with parents and carers, ensuring open communication and co-production of support plans.
- Liaise with Educational Psychologists, Local Authority teams, Health services, Social Care, Family Hubs, and other relevant professionals to coordinate effective provision.
- Maximise the use of external agency expertise and secure additional resources where appropriate.
- Provide regular updates to the Principal, Governing Body, and the Learning Community Trust on the effectiveness of SEND provision and priorities for development.

Staff Development and Quality of Education

- Provide professional guidance and coaching to staff to secure high-quality teaching for students with SEND.
- Develop staff understanding of SEND needs and appropriate classroom strategies through targeted CPD, written guidance, and collaborative work with departments.
- Lead performance management of staff within the SEND team and contribute to wider staff development across the school.
- Support curriculum teams in designing and adapting provision to meet the needs of learners with SEND.
- Maintain and develop SEND resources, ensuring their effective use and advising on priorities for future investment.

Statutory Responsibilities and Documentation

- Lead on the annual review process for students with EHCPs, ensuring timely and thorough coordination.
- Ensure statutory paperwork, including access arrangements evidence and testing, is accurate, compliant, and completed in line with annual JCQ regulations.
- Maintain up-to-date knowledge of SEND legislation, policy developments, and statutory guidance, and advise the SEND team and Senior Leadership accordingly.

Curriculum and Intervention Leadership

- Identify and assess students who may have SEND and ensure curriculum provision meets their needs.
- Lead on the assessment of learning needs for students at risk of underachieving and design effective intervention programmes.

Teaching, Learning, and Classroom Support

- Support staff in using evidence-based strategies to remove barriers to learning.
- Interpret specialist assessment data to inform individualised provision.
- Coordinate day-to-day support for students with SEND, working closely with staff, parents, and external professionals.

Mental Health and Wellbeing

- Ensure robust and appropriate reasonable adjustments for students with disabilities under the Equality Act 2010.
- Implement and review curriculum elements that support students' mental health and wellbeing.
- Advocate for students requiring mental health support and ensure staff are well-informed.
- Stay current on mental health developments and support SEMH staff and SLT in adapting provision.

Access Arrangements

- Lead the full process for testing, analysing evidence, applying for, and administering access arrangements.
- Ensure students receive appropriate and compliant exam adjustments in line with the Equality Act 2010 and JCQ regulations.

Additional Responsibilities

- Undertake any duties commensurate with the role as required by the Principal.
- Participate in training, professional development, and performance review processes.
- Adhere to all Learning Community Trust policies, including safeguarding, equalities, data protection, and conduct.
- Maintain awareness of relevant Health & Safety and Fire Regulations.

References will be required for all shortlisted candidates, prior to interview and these will be checked following the Learning Community Trust recruitment and selection process. In line with the Statutory Guidance Keeping Children Safe in Education an online check will also be undertaken for all shortlisted candidates prior to the interview. Shortlisted candidates will also be required to complete a criminal self-disclosure declaration, posts that involve working in regulated activity are exempt from the Rehabilitation of Offenders Act, please note it is a criminal offence for individuals on the barred list for children to apply for any post working with children.

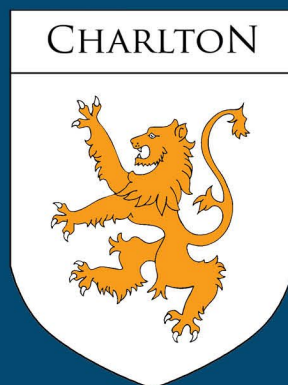
For more information, please refer to The MOJ's guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975, for information about which convictions must be declared during job applications and related exceptions and further information about filtering offences can be found in the DBS filtering guide. We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education.

Person Specification

Criteria	Qualities	Essential (E) Desirable (D)
Qualifications	Qualified Teacher Status	E
	National Award for SEN Coordination / NPQSEND (or working towards)	E
	Degree	E
Experience	Teaching experience	E
	Experience of working at a whole-school level	D
	Involvement in self-evaluation and development planning	E
	Experience of conducting training / leading INSET	E
	Experience of line managing staff	E
	Middle Leadership experience	E
	Senior Leadership experience	D
Skills & Knowledge	Sound knowledge of the SEND Code of Practice	E
	Understanding of 'quality first' teaching and effective interventions	E
	Ability to plan and evaluate interventions	E
	Data analysis skills and ability to use data to inform planning	E
	Effective communication and interpersonal skills	E
	Ability to build effective working relationships	E
	Ability to influence and negotiate	E
	Good record-keeping skills	E
Personal Qualities	Ability to inspire staff and students	E
	Passionate about securing academic and personal progress for all students	E
	Commitment to achieving the best outcomes and promoting school ethos and values	E
	Commitment to equal opportunities and securing good outcomes for students with SEN or disabilities	E
	Ability to work under pressure and prioritise effectively	E
	Commitment to maintaining confidentiality	E
	Commitment to safeguarding and equality	E

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders working in regulated activity with children, are required to have an enhanced DBS check (including a check on the children's barred list).

CV's will not be accepted.



Tours available W/C 13th April

To arrange a tour, please contact:

Charlton.recruitment@lct.education



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Ofsted
Good
Provider