

Welcome to our school

Secondary Phase Principal: Mr Dan Roycroft



Thank you for your interest in the position of Assistant Vice Principal for Inclusion at Hadley Learning Community. This is a significant and rewarding opportunity to join our Senior Leadership Team and play a central role in shaping an inclusive culture where every young person is supported to thrive.

HLC is a thriving 11–16 Academy within the Telford and Wrekin Authority and part of the Learning Community Trust. We are proud to be oversubscribed in every year group, with a vibrant community of over 1,200 students. Now in our 20th year, we continue to grow in strength, driven by exceptional staff, strong leadership, and, most importantly, our remarkable students.

Our school is built upon the values of **Belong, Respect, Inspire, Succeed and Enjoy**, principles that underpin everything we do. Inclusion sits at the heart of this vision. We are committed to ensuring that all students, including those with SEND and additional needs, receive the highest quality provision, enabling them to achieve both academically and personally.

In our most recent Ofsted inspection (2022), inspectors recognised the strong improvements within the school, noting that there is clear evidence that Hadley Learning Community could be judged outstanding in a future inspection. This reflects the dedication of our staff and our relentless focus on improving outcomes for all learners.

We are seeking an exceptional leader who is passionate about inclusion and who can provide strategic direction and operational excellence in SEND provision. You will lead a committed team and work closely with staff, families, and external agencies to remove barriers to learning, ensuring that every student has the opportunity to succeed and feel a true sense of belonging within our community.

This role requires a leader who can inspire others, use data intelligently to inform provision, and champion vulnerable learners. You will play a key role in developing staff expertise, strengthening partnerships, and ensuring that inclusive practice is embedded across the school.

You will be joining a school where high expectations are matched with strong support, where staff are valued and developed, and where inclusion is not an add-on but a fundamental principle that drives everything we do.

We would be delighted to receive your application if you are committed to improving life chances for all students and believe in the power of inclusive education to transform futures.

What can you offer us? Are you the kind of leader who can drive inclusion, inspire others, and help us move even closer to becoming an outstanding school?

I look forward to reading your application.

Yours Sincerely

A handwritten signature in black ink, appearing to read 'Dan Roycroft', written in a cursive style.

Dan Roycroft

Principal



Assistant Vice Principal

1.0 FTE, Permanent

Required as soon as possible

A vibrant, high-performing secondary school at the heart of the Hadley community in Telford. We are proud to serve our local area and to be part of the Learning Community Trust, offering an inclusive and ambitious education to over 1,250 students aged 11–16.

Our vision is simple yet powerful: every child should feel they belong, show respect, be inspired to succeed, and enjoy their learning journey. These values underpin everything we do—and inclusion is at the heart of this vision.

In our most recent Ofsted inspection (June 2022), inspectors praised our “high expectations for pupils’ behaviour” and our “highly ambitious and inclusive curriculum,” noting that the school could be judged outstanding in a future inspection.

Assistant Vice Principal for Inclusion:

We are seeking to appoint an exceptional and passionate leader to join our Senior Leadership Team as Assistant Vice Principal for Inclusion / Director of Inclusion. This is a pivotal role with strategic and operational responsibility for ensuring that all students, including those with SEND and additional needs, are fully supported to thrive.

You will lead on the development of an inclusive culture across the school, ensuring high-quality SEND provision, championing vulnerable learners, and working in partnership with families and external agencies to remove barriers to learning and improve life chances.

We are looking for someone who:

- Has a passion for inclusion and improving outcomes for all students, particularly those with SEND and additional needs
- Has a strong track record of leadership and the ability to influence whole-school practice
- Can develop and implement a clear strategic vision for SEND provision
- Has excellent knowledge of the SEND Code of Practice and inclusive classroom strategies
- Can use data effectively to monitor progress, inform interventions, and drive improvement
- Is an effective communicator who can build strong relationships with staff, families, and external partners

- Is committed to developing staff expertise and embedding high-quality inclusive teaching across the school

This is an exciting opportunity for an ambitious leader to make a significant impact on the lives of young people and shape the inclusive culture of our school.

Why Join Us?

We pride ourselves on being:

- A 'Good Plus' school (Ofsted, June 2022) with strong leadership, excellent staff support, and a calm, respectful environment
- An oversubscribed and popular academy, easily accessible via the M54 and M6, within reach of Birmingham, Staffordshire, Shrewsbury and Wales
- A forward-thinking and ambitious academy, committed to innovation and excellence
- Part of the Learning Community Trust, offering outstanding CPD, collaboration, and career development opportunities
- A school that values staff wellbeing, offering benefits such as:
 - Comprehensive wellbeing support
 - Laptop for professional use
 - Access to our on-site gym and swimming pool

Further Information

Our most recent Ofsted report can be found here:

<https://files.ofsted.gov.uk/v1/file/50188264>

Visits: Daniel Roycroft (Principal) would be delighted to meet you to discuss the opportunity further. Please email Charlotte Brakes (PA to Headteacher) at charlotte.brakes@lct.education to arrange a visit.

Applications: Please send completed applications to charlotte.brakes@lct.education. Application forms are available on the school website: <https://hlcsecondary.lct.education/about/recruitment-and-job-vacancies/>

Application Closing Date: 23rd June 2026

Interviews: TBC

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All posts are subject to an enhanced DBS check (including a check on the children's barred list). References and online checks will be undertaken in line with Keeping Children Safe in Education. We are committed to equality, diversity, and safer recruitment practices.

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 Hadley Learning Community, 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 Hadley Learning Community Secondary 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 Hadley Learning Community Secondary 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.

Personal 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