

Vice Principal - Behaviour

The Bulwell Academy

September 2025



**THE BULWELL
ACADEMY**
*Creative
Education
Trust*



Dear Colleague

Thank for your interest in the role of Vice Principal at The Bulwell Academy.

Our network consists of 11 secondary and 6 primary academies in the East and West Midlands and the East Coast educating 14,500 young people. Our medium-term ambition is to be a trust of 25 schools, focused on the quality of the educational experience we provide for our students.

Our central team provides support to all our schools, including advice and guidance from expert education directors; regional services and national expertise across IT, facilities, finance and HR; and access to further bespoke support dependant on each school's priorities.

Those of us who have set up Creative Education Trust come from a wide variety of professional backgrounds in education, academia, business and the creative industries. What unites us is the desire to improve educational prospects and life chances for children who have not always had the schools they deserve, nor had access to the knowledge and skills that will equip them to be successful in the world they will encounter when they leave full-time education.

Our schools pursue a rigorous and continuous programme of educational improvement, and they also aim to provide pupils with a rich programme of co-curricular activities.

Bulwell Academy is a thriving secondary school in Bulwell, northwest of Nottingham. The academy is dedicated to providing exemplary experiences and fostering a community where students and staff feel proud to attend. Key initiatives include the Community Hub, from September 2025, and Therapeutic Centre, both of which further enhance the academy's offer. The academy values are aspire, work hard, and be kind, with a rewards programme "Bulwell Bucks" which encourages pupils to demonstrate the academy's core values, whether in the classroom, the playground, or in the community. Enhanced sporting facilities and a focus on professional development, supported by Creative Education Trust, further enrich the academy. As Principal, you will join a committed team dedicated to community provision, ambition, and preparing students for the future.

We are looking for an ambitious, experienced, committed and energetic leader who shares our vision, supports the ethos of Knowledge Connected and can translate both into the practical realities of leading and managing at The Bulwell Academy.

I look forward to receiving your application.

Yours sincerely,
Marc Jordan CEO

You can find out more at:
www.creativeeducationtrust.org.uk

ABOUT CREATIVE EDUCATION TRUST



Creative Education Trust inspires and enables young people to build successful lives on foundations of learning, resilience and employability. We believe that a rewarding educational experience and the highest possible qualifications are the best way to ensure social mobility for young people.

Creative Education Trust is a growing multi-academy trust educating over 13,000 children in England. It was established in 2011 to work in England's post-industrial cities and coastal towns: areas of economic disadvantage and with a history of academic underachievement. We transform these schools by integrating a knowledge-rich curriculum with skills and creativity.

Creative Education Trust defines creativity as the ability to find connections between the things we know and turn these connections into new ideas and action. The academic arts and the sciences, practical subjects and life skills all need this creativity, and creativity is valued highly by employers. Our staff and expert advisers use imaginative methods for linking knowledge across subject boundaries, fostering personal development and resilience and developing practical skills that prepare pupils for their transition to adult life and employment.



Our aims for our students are to:

- ★ Raise their attainment in exams and tests through outstanding teaching
- ★ Make them intellectually curious with a sense of confidence
- ★ Increase their participation in HE, FE and apprenticeships
- ★ Ensure they have employable skills and attitudes
- ★ Create rounded individuals through a wide choice of co-curricular activities



We are achieving our aims through:

- ★ Educational rigour
- ★ Organisational effectiveness
- ★ Financial efficiency
- ★ Partnership & recognition of local identity
- ★ Respect for autonomous leadership
- ★ Quality not quantity
- ★ Promoting practical creativity



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ABOUT THE BULWELL ACADEMY



The Bulwell Academy is on an incredibly exciting journey and since joining the Creative Education Trust in May 2018, has been in rigorous pursuit of rapid and sustained improvement for the children it serves.

It is a mixed secondary school at the heart of the Bulwell community, committed to providing exemplary experiences for students in Key Stages 3 and 4 that empower them to access the very best opportunities at post-16 and beyond.

The curriculum, designed in collaboration with experts across the Trust, is brought to life by the incredible facilities that The Bulwell Academy has to offer. Such high-quality facilities support the staff to deliver an inclusive and expansive education, one that allows both students and staff to thrive.

Through support provided by the Trust Executive Team, The Bulwell Academy remains at the frontier of technological procurement and development, providing a resource-rich and exciting environment in which to work.

On-site facilities include:

The Main Hall

This has a generous proscenium arch stage and seating to accommodate 300 seats. There is also a projector to facilitate film and other presentations.

The full-sized internal sports hall

This provides state of the art facilities for a full range of internal team sports and for fitness training and gymnastics.

Pitches and astro-turf

Grass pitches and courts provide for all external team sports and has excellent athletics areas matched to a broad and balanced sports curriculum. The enclosed five-a-side pitches and basketball courts are popular during games lessons and during the break and lunch social times.

Gym

The gym features a wide range of modern sporting equipment, including state of the art exercise bikes and weights for use during and outside school hours, ensuring all Academy students and staff can enjoy an array of sporting facilities

The Teaching and Learning Hub

A large multi-purpose area for staff to focus on Professional Development



Knowledge Connected

Curricular innovation through our 'Knowledge Connected' programmes promotes creative, integrated and pro-active thinking so that our students are equipped for the challenges of the 21st century

ON SITE FACILITIES



Science Labs

The science laboratories in the main academy building are equipped for a full range of science teaching in Physics, Chemistry and Biology, with excellent support from a team of professional science technicians.

Restaurant

The restaurant provides a light and airy environment for all students to enjoy the healthy and nutritious meals and snacks prepared on site by a team of catering professionals

Music, Drama and Dance

There is a drama studio which has a high-quality sound and lighting rig. The studio also can transform into a black box theatre; it also acts as the green room for the main hall when larger productions happen. The music faculty has access to a large, well equipped classroom and performance space. Alongside this there are a range of private practice rooms, a recording studio and an accompanying sound booth; all of which are equipped with a range of high-quality technical equipment.

Art and Technology

The technology department is equipped with the facilities for all aspects of food, hospitality and catering design, graphics and architecture. The department is also fitted with an interactive learning area complete with 31 computers all installed with the latest version of photoshop. Multiple materials preparation areas enable pupils to successfully make a range of products.

Hair Dressing Salon

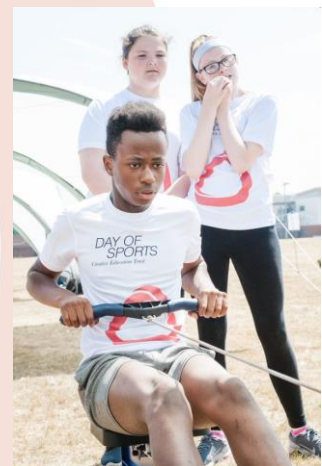
A fully equipped salon for vocational study

Modern and open-plan Library

A quiet area for independent work and reading for pleasure. It is well resourced with a wide range of materials to meet the curriculum needs and leisure interests of the whole school community (including a collection of staff CPD resources)

The school aims to engender a passion for wider reading and enquiry, which will broaden young people's knowledge and develop a love of reading. The school welcomes readers beginning English, through to those aspiring to University or going into employment.

The Library is open throughout the school day. A Study Club runs after school for learners to obtain support with their work.



Creative Education Trust schools use imaginative methods for linking knowledge across subject boundaries, fostering personal development and resilience and developing practical skills that prepare students for their transition to adult life and employment

SUPPORT FOR OUR STAFF

For our pupils to achieve their full potential we know that it is essential that our staff thrive professionally. We value hard work and provide ample opportunities for all our teachers to work collaboratively with their colleagues.

As a academy, we expect the best and firmly believe that we never stop learning. We share ideas and good practice regularly and encourage everyone to contribute to the professional development programme. We are supportive of new ideas and approaches, and eager for individuals to develop their professional practice in line with their career goals. All staff are openly encouraged to take responsibility for furthering their own professional development and opportunities regularly arise for promotion.

We recognise the value and importance of working with other schools in our trust and beyond and all staff at The Bulwell Academy benefit from visiting other schools and learning from them. Our middle leaders are benefitting from their participation in the Ambition Academy Leadership Teaching Leaders Programme and some have embarked on NPQ qualifications.

Newly qualified teachers at The Bulwell Academy will benefit from high quality mentoring and access to a customised induction course designed specifically to smooth their progress through the ECT induction period.

We are keen to welcome teachers at any stage of their career and can offer them a comprehensive programme of support and challenge.



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VICE PRINCIPAL - BEHAVIOUR

JOB DESCRIPTION AND PERSON SPECIFICATION

LOCATION

The Bulwell Academy, Nottingham

SALARY

L19 – L23

THE ROLE

To lead and manage continuous improvement in students' engagement in learning, their behaviour, attitudes to learning and attendance in order to substantially improve outcomes.

REPORTING LINES

The post will report to the Principal.

KEY RESPONSIBILITIES

ACCOUNTABILITIES

- Work with the Principal and the staff to ensure synergy between the Trust vision and the Academy vision and strategy.
- Formulate and establish the school's ethos, policies and practices, taking part in school self-evaluation to monitor impact and ensuring that resources are well utilised to meet improvement priorities.
- Lead on the development, implementation and monitoring of the Academy Improvement Plan in collaboration with the Principal and the SLT to make a sustained positive impact on student outcomes.
- Lead and manage staff effectively, providing strong leadership to students and staff that secures good attitudes to learning, behaviour and attendance.
- Lead and manage the development of and implementation of policies and practices that ensure students meet the school's expectations of conduct in order to ensure that they maximise their educational potential.
- Establish a high-quality continuum of provision to meet the needs of all students, particularly those who are disadvantaged and those with SEND.
- Develop motivational programmes and the rewards culture to incentivise students in order to substantially improve engagement in learning and

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to drive progress.

- Create a culture of continuous improvement that both engages the staff and meets their professional development needs.
- Work alongside the Principal and the school's leadership at all levels to monitor, evaluate and review impact effectively, using this to plan and agree action moving forward.
- Be accountable to the Principal for ensuring the educational success of the Academy within the framework of the Academy Improvement Plan and the Trust-wide school improvement strategy.

BEHAVIOUR AND ATTITUDES TO LEARNING

- Model that you value learning at all times and provide a strong leadership presence to year groups and to staff.
- Further enhance the school's ethos, policies and practices and ensure that staff are positive about young people, helping them to meet the school's expectations so that learning is good for everyone.
- Model high expectations and a commitment to excellence and ensure that this is achieved with and through the staff.
- Work collaboratively with the Vice-Principals leading '*Inclusive Learning and Quality of Teaching*' and '*Curriculum*' in order to develop the school's inclusion strategy so that all students enjoy learning and reach their full educational potential.
- Act as the named senior leader responsible for the well-being, academic progress and personal development of looked after children.
- Substantially develop the school's rewards and praise culture working collaboratively with a range of relevant post-holders.
- Effectively implement and monitor the school's behaviour for learning policy and the behaviour management procedures to secure outstanding conduct across the academy.
- Set the strategic direction and formulate the ethos, policies and practices that establish effective provision in internal exclusion that significantly reduce the numbers of fixed-term exclusions, repeat fixed-term exclusions of disadvantaged students, students with SEND and boys and contribute to a restorative and engaging culture.
- Formulate the practices that establish the on-call system as a procedure that de-escalates negative behaviour effectively and which reduces any negative impact on learning by persistent disruptive behaviour.
- Analyse patterns and trends in data, utilising strengths to plan to do more of the effective

strategies noted whilst also planning and agreeing actions with relevant staff to address issues.

- Work closely with the Vice-Principal leading on 'Curriculum' in order to address issues related to behaviour and attendance positively with tutor groups through the 'tutorial programme'.
- Ensure that restorative approaches are used effectively in the management of conflict resolution between students and between students and staff.
- Lead on the school admissions process.
- Lead on the managed move process and take the lead in decision making.
- Lead on the use of Alternative Provision, taking the lead in decision making and the safeguarding of students who attend to ensure good outcomes.
- Work with relevant staff to provide training, developmental support and challenge as appropriate.
- Undertake frequent and regular visits to classrooms to support students to meet the school's expectations and to support teachers to create the appropriate climate for learning.
- Work with relevant staff, including the achievement leaders of KS3, KS4 and KS5 to ensure that after school provision consolidates learning and progress which may have been affected by non-attendance at school.
- Work closely with the pastoral team to ensure that they set high standards at all times.
- Take responsibility for ensuring that the continuum of additional specific provision is implemented effectively and meets the needs of all students effectively.

ATTENDANCE

- Substantially improve attendance and significantly reduce persistent absence across all groups of students in the Academy.
- Analyse attendance data and produce reports to a range of audiences including to the AIB, SLT and the wider staff.
- Establish the school's policies and practices to ensure that attendance issues are picked up quickly and dealt with effectively and efficiently.
- Provide ongoing training and developmental support to relevant staff, holding them to account as appropriate.
- Develop the role of the form tutor so increase the 'pull' factor and encourage high levels of student engagement and regular attendance.

You can find out more at:

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MARETING AND LIAISON

- Participating in marketing and liaison activities such as Open Evenings, Parent Evenings, Review Days and liaison events with partner schools.
- Contributing to the development of effective subject links with external agencies.
- Championing best practice and securing excellent achievement for all students.

SCHOOL ETHOS AND COMMUNITY

- Work with parents and students to ensure that they have an understanding of the aims of the school, its policies and procedures and future direction.
- Foster a culture where students respect others and their physical surroundings through implementing a range of strategies developed with key members of the CET network.

SUPPORTING THE WORK OF CREATIVE EDUCATION TRUST

- Develop strong, positive relationships with Creative Education Trust colleagues; participating in trust-wide work and projects as appropriate.
- Participate with internal and external partners and specialists to share best practice, contribute to the development of Trust strategies and policies and promote the school and Creative Education Trust in a national context.
- Undertake any other reasonable duties deemed appropriate to the role.

OTHER RESPONSIBILITIES

- To undertake as required other duties and responsibilities relevant to the job or the seniority of the post as directed by the Principal.

This job description is not necessarily a comprehensive definition of the post, and the post holder will be required to undertake other duties appropriate to the grade and character of the work as directed.

The job description will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the post holder.

The duties may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal.

	ESSENTIAL	DESIRABLE
QUALIFICATIONS	<ul style="list-style-type: none"> • Degree and teaching qualification. • Qualified Teacher Status. • Sustained record of professional development. 	<ul style="list-style-type: none"> • NPQH
EXPERIENCE	<ul style="list-style-type: none"> • Experienced at '<i>walking the talk</i>' with a track record of being able to provide a strong, visible leadership presence that promotes the respect of students and staff. • Proven track record of significant successful senior leadership. • Proven track record of substantially raising standards of behaviour and attendance. • Excellent track record as an effective practitioner, able to create specific strategies that meet the needs of students, particularly those with SEND and those who are disadvantaged. • Successful experience in leading effective change • Extensive experience of developing staff, of team building and developing student involvement in school. 	
KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> • Skills and experience of school improvement processes and how these drive outcomes. • In-depth knowledge of the 11-19 curriculum. • Must be an outstanding teacher with the ability to provide pedagogic leadership to staff and students. 	
SKILLS AND PERSONAL ATTRIBUTES	<ul style="list-style-type: none"> • Successful leadership of school improvement strategies with a proven track record of significantly improving student outcomes. • Must be able to work constructively under pressure • Ability to persuade and influence others towards the schools' vision. • Resilience and a "<i>can do</i>", "<i>will do</i>" work ethic • Strong analytical skills and the ability to make complex information clear to all staff. • Skills in developing and implementing behaviour management and praise strategies to substantially impact both the attitudes to learning and the outcomes for vulnerable students. • The ability to develop a philosophy of high aspirations and expectations for every student giving cognisance to SEND, equal opportunities, diversity, ethos and student management. 	
EQUAL OPPORTUNITIES	<ul style="list-style-type: none"> • A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity 	
SAFEGUARDING	<ul style="list-style-type: none"> • A thorough understanding of up-to-date safeguarding requirements and best practice 	

Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.

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