



Job Application Pack Vice Principal for Behaviour

**Permanent, Full Time, All Year Round
Required from September 2025
Salary: L17-21**

Welcome from the CEO



Archway Learning Trust is a vibrant learning community where students are cared for, receive a high quality education and experience every opportunity to be successful.

School years are amongst the most important in our lives, helping us to develop the knowledge, skills and characteristics we need to succeed. At Archway Learning Trust, we are committed to giving every child the very best start that we can. We offer outstanding teaching and learning and exceptional personal support in an inclusive, faith based environment. I became a teacher because I believe in equal opportunities for everyone.

I also believe that every child has the right to an excellent education. Learning is at the heart of any good society and the opportunity to learn from teachers who are committed, enthusiastic and innovative is a right that all children should have.

Our mission is to help children to understand and believe in themselves, respect and care for others and to develop a wide understanding of faith, the world around them and their place within it. The determination of our youngsters to succeed, and the passion of our teachers to make a difference, makes me proud to be Chief Executive Officer of this diverse and dynamic family of academies.

S. Hampton

About the Trust

Archway Learning Trust, previously Bluecoat Academies Trust was formed in April 2014 as a result of the very long and successful history of Bluecoat Academy. We recently welcomed three further secondary schools in Derby to the Trust and opened Bluecoat Trent Academy, a secondary Free School in Nottingham in September 2021.

The Trust comprises of Bluecoat Aspley Academy, Bluecoat Sixth Form, Bluecoat Wollaton Academy, Bluecoat Beechdale Academy, Bluecoat Primary Academy, Bluecoat Beechdale Academy, The Nottingham Emmanuel School and Sixth Form, The Long Eaton School, Lees Brook Academy, Alvaston Moor Academy, Bluecoat Trent Academy and the Bluecoat SCITT Alliance (School Centred Initial Teacher Training).

Our aim as a Trust is to shine a spotlight nationally and internationally on our inclusive ethos so that more schools and academies can be encouraged to take up our approach to inclusive, enriching, knowledge based teaching, preparing young people for lifelong learning based firmly on our Christian principles.

The growth of the Trust is a truly exciting time for prospective candidates who are looking to further their careers in a dynamic learning community that has opportunity at every point to share and learn from each other in order to become the best that we can be.

We are proud of our diverse student population and passionate to create a staff team reflective of this diversity. We actively welcome applications from all backgrounds and you can be assured of a warm welcome at Archway.

Our Schools

Bluecoat Aspley Academy

Bluecoat Academy Aspley is the largest school in the Trust and was the founder of Archway Learning Trust (previously known as Bluecoat Academies Trust). The Academy is both distinctively Christian and inclusive with all students being part of a large, diverse and multi-ethnic family that we are very proud to be a part of. Bluecoat Aspley Academy is a School of Sanctuary, welcoming students and families from all backgrounds.



Bluecoat Aspley
believe in yourself, in others, in God

Bluecoat Wollaton Academy

Bluecoat Wollaton Academy has 800 learners and is both distinctively Christian and inclusive, with a relentless ambition to enable every member of our Academy 'family' to be the best they can be. Bluecoat Wollaton was graded as 'Outstanding' in all categories in its Ofsted inspection in 2018. The school's outcomes place it consistently in the top 10% in the country and it was also awarded the highly coveted World Class Schools Quality Mark, which is awarded to the top schools in the country.



Bluecoat Wollaton
believe in yourself, in others, in God

Bluecoat Beechdale Academy

Bluecoat Beechdale Academy is a growing school, with over 800 students on roll. The numbers have increased each year since our sponsorship began and we are delighted with the growing confidence that local families are expressing by making Beechdale their first choice school in increasing numbers. Bluecoat Beechdale Academy is not formally designated as a Church of England Academy, but shares the ethos and many of the Archway values.



Bluecoat Beechdale
Academy
Believe, Belong, Achieve

Bluecoat Primary Academy

Bluecoat Primary Academy opened in January 2015. The primary school is located near our Bluecoat Beechdale Academy in a brand new state of the art building on Harvey Road and is home to 420 primary aged children, 26 Nursery pupils and a small focus provision for children with ASD. Like Bluecoat Aspley and Bluecoat Wollaton Academy is both distinctively Christian and inclusive.



Bluecoat Primary
believe in yourself, in others, in God

The Nottingham Emmanuel School

The Nottingham Emmanuel School is a Church of England secondary and Sixth Form, with 1,000 students, including over 140 in the Sixth Form. The £25 million site is located near the banks of the River Trent in West Bridgford. The School is a diverse community, serving families and students from every academic, social, faith and ethnic background. Emmanuel has been praised nationally for its outstanding work as an effective, inclusive Church school.



Bluecoat SCITT

Based at Bluecoat Aspley Academy, the Bluecoat SCITT offers school based Teacher training in a range of schools and subjects. As an accredited provider of school based teacher training, we are committed to training outstanding teachers to work within the East Midlands region. Our comprehensive one year School Direct Training Programme is offered for both Primary and Secondary trainees, as well as a salaried option in certain subjects.



Bluecoat SCITT Alliance
Nottingham

Bluecoat Trent Academy

The Bluecoat Trent Academy opened its doors in September 2021 with the founding cohort of Year 7 pupils. BTA is an 11-16, non-faith school. The new build for the academy will be built on the former site of Clarendon College, on the edge of Forest Fields, close to Mapperley Park. Whilst the new academy is being constructed BTA will, for the first two years, be based in its own building on the site of Bluecoat Aspley Academy on Aspley Lane. The school will be underpinned by the ethos of all the Archway academies whilst establishing its own unique vision and values.



Bluecoat Bentinck Primary Academy

Bluecoat Bentick Primary Academy officially joined of Archway Learning Trust in September 2023, becoming our second primary academy. The school has a proud and rich history of serving the children and community of Nottingham since 1880; we are delighted to be part of its next chapter! Bluecoat Bentinck is a popular, diverse and multi-cultural Academy in the heart of Nottingham City. The Academy's vision of 'Together We Make a Difference' underpins our commitment to work together to achieve our common purpose of transforming lives of the children we serve. Staff at Bentinck are committed to supporting and teaching the diverse cohort of learners, creating the conditions to enable all children to thrive in their education. Bentinck is a happy, calm and welcoming place to be where children are kind, respectful and are proud to represent Bluecoat Bentinck.



Bluecoat Bentinck Primary Academy

Lees Brook Academy

Lees Brook Academy based in Derby has 1,120 students and is a school that puts its students at the heart of everything it does. The school's motto 'Lead, Believe, Create, Succeed' was chosen by its students and is at the core of everything that the school does. Lees Brook is passionate about its extra-curricular provision in particular the thriving Duke of Edinburgh scheme. Lees Brook is a school that cares for the people within it.



Lees Brook Academy

Alvaston Moor Academy

Our Academy vision is at the heart of everything we do, 'Ambition, Manners and Achievement'. We also recognise the importance of positive relationships, equality and respect. Situated in the heart of the City of Derby, it serves a diverse local community and serves families from many different backgrounds. The curriculum offered is broad and specifically designed to engage and challenge its students.



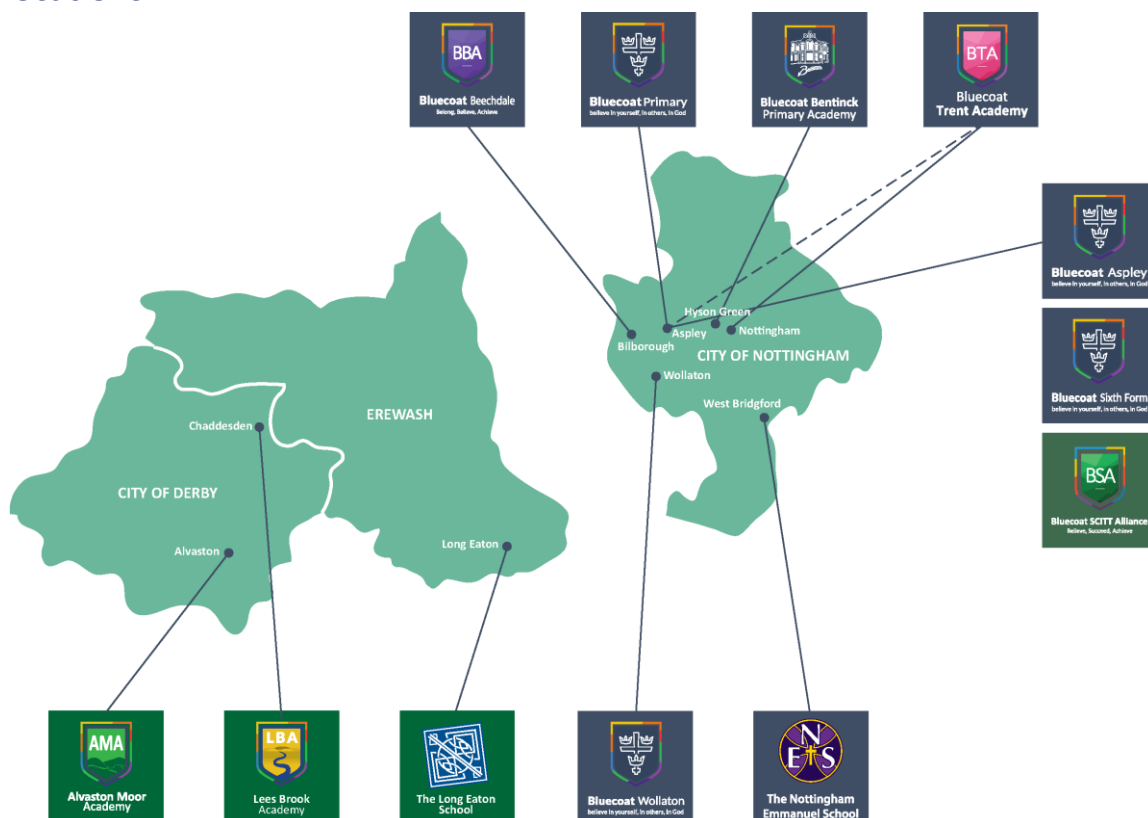
Alvaston Moor Academy

The Long Eaton School

The Long Eaton School with 1,078 students is built on a long tradition of academic success, dating back to 1910. The school has gained an excellent reputation for the quality of its educational provision and its developments in Literacy and Numeracy have earned the school the prestigious Quality Mark and our approaches have been shared nationally as a model of good practice.



School Locations



Welcome from the Principal

We are thrilled that, in October 2022, Ofsted recognised the many wonderful opportunities that we are providing for our students and agreed that our school continues to be 'Good'. In particular Ofsted recognised the impact that our unwavering high expectations are having on the development of our young people stating that 'Expectations are high. Pupils know where they stand because expectations are very clear.' They also recognised how our inspiring curriculum is designed to enthuse and engage students to prepare them for their next steps in 'The curriculum aims to bring the richness of the world into the classroom. Teachers support pupils to make ambitious choices for future work and study.'



Unlike other academies within Archway Learning Trust, Bluecoat Beechdale is not formally designated as a Church of England academy, but shares the ethos and many of the Bluecoat values.

"This is a happy, caring school. Pupils feel safe. Staff are proud of their pupils and enjoy working with them. The school rewards pupils for being kind, curious, resilient and positive. That is 'the BBA way'."

"Expectations are high. Pupils know where they stand because expectations are very clear. Classrooms and corridors are calm and orderly. Most pupils behave well and want to learn. Bullying is rare and staff deal with it swiftly. If they need it, pupils get effective help to improve their behaviour."

"The school wants every pupil to aim high in education and in life. The curriculum aims to bring the richness of the world into the classroom. Teachers support pupils to make ambitious choices for future work and study."

"Leaders have brought about rapid improvements to the provision for pupils with special educational needs and/or disabilities (SEND). Teachers get the right information to support pupils."

"Staff and pupils all contribute to a strong culture of safeguarding. Safeguarding leaders are knowledgeable and skilled. They know pupils and their families very well."

Ofsted, October 2022

As Principal, I am passionately committed to excellence for all. At BBA we believe that living by the values of kindness, positivity, resilience and curiosity will secure success for all students. We recognise the privileged position we are in as educators to transform lives of our young people and be their champions of success. Our staff are experts in delivering inspirational teaching and igniting a love of learning, so that students can believe that anything is possible. Our team also work to provide our students with experiences that go beyond the classroom through our extensive and comprehensive enrichment offer.

A handwritten signature in cursive script, appearing to read 'R Frearson'.

Mrs R Frearson

Principal – Bluecoat Beechdale Academy

The Vacancy

Bluecoat Beechdale Academy is seeking to appoint a visionary and ambitious leader to fulfil the role of Vice Principal for Behaviour. This is a rare opportunity for the successful applicant to develop their own skills whilst driving the school to be an outstanding provider.

The post holder will work closely with the Principal to help shape and implement the strategic direction of the school. Whilst not a prerequisite, this post holder is likely to have ambitions to headship and this role will undoubtedly give them the experience and in school training/coaching to achieve this.



The successful candidate will have the ability to collaborate effectively with all stakeholders including SLT and the governing body, all of whom share the vision for the school to be exceptional in all areas and to help secure the levels of social mobility that our students deserve.

This is a role where we are looking for someone who always wants more for the children and is passionate about contributing to the community we serve. They will be committed to the highest standards of education and be innovative in providing these opportunities for the school's inspirational and talented staffing body, as well as our students.

Candidates should pay attention to the job description/person specification and explain within their application how they meet the criteria, whilst also describing what they will bring to the post from their own knowledge and experience.

Applications

For more information about Bluecoat Beechdale Academy and the vacancy, please visit www.bluecoatbeechdale.co.uk/vacancies. To apply for the role click apply which will take you to the application form for the post. We would encourage you to refer to the job description and person specification, demonstrating your suitability for the role.

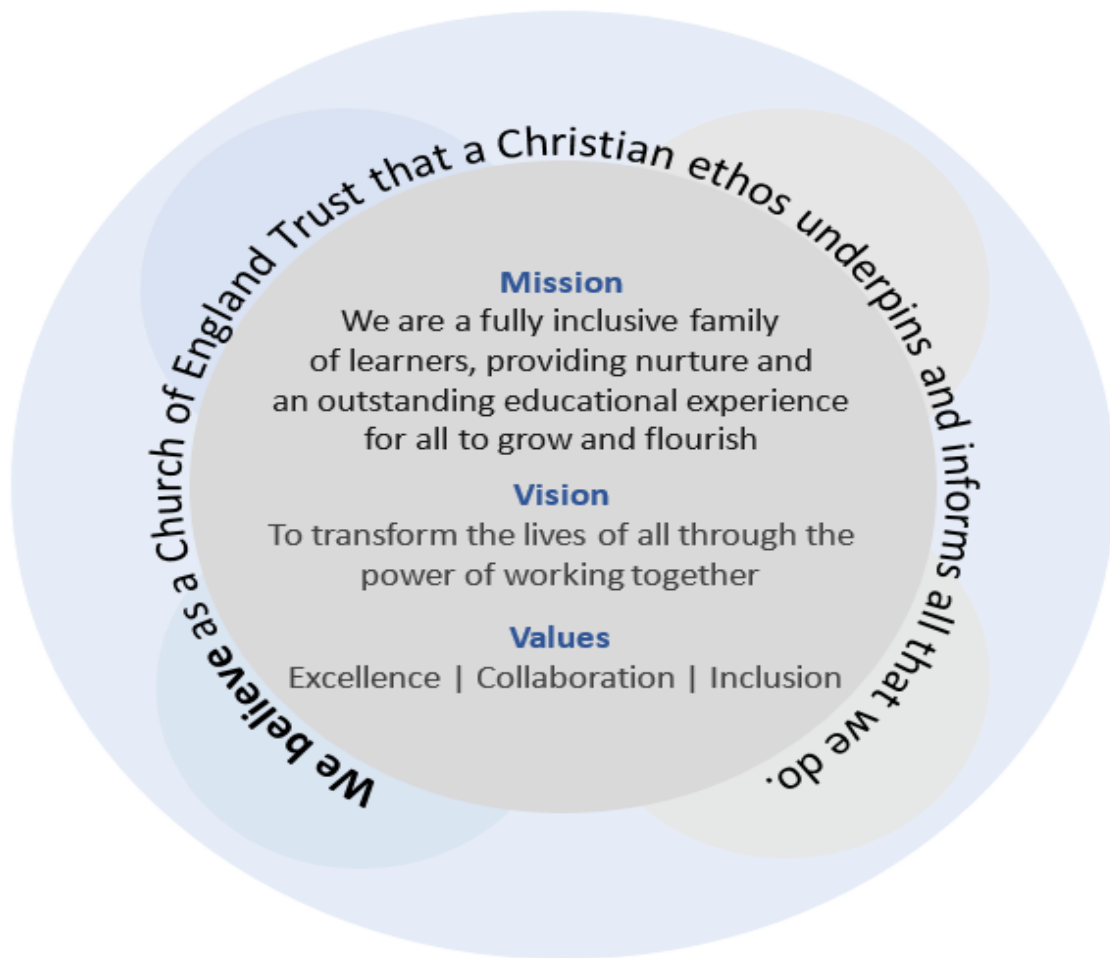


Closing Date: 9am, Friday 25th April 2025

Interview Date: Thursday 1st & Friday 2nd May 2025

If you have any queries, wish to discuss the role informally or undertake a visit to the Trust, please do not hesitate to contact us via email recruitmentbba@archwaytrust.co.uk or telephone 0115 913 5211.

Due to the number of applications we receive, it is with regret that we cannot respond to every application, if you do not hear from the HR Department within two weeks of the deadline, please assume that on this occasion your application has unfortunately not been successful.



Working Together, Transforming Lives

Trust Ethos, Mission, Vision and Values

The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.

Safeguarding Children and Young People

Archway Learning Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)
- Online Searches

Job Description

POST TITLE: Vice Principal for Behaviour

GRADE: L17-21

RESPONSIBLE TO: Principal

General Responsibilities

- Support the overall Christian ethos of the Trust.
- Be aware of and comply with Trust policies and procedures including but not exhaustive of:
 - Acceptable Use of IT Policy
 - Code of Conduct
 - Extremism & Radicalisation Policy
 - Health, Safety and Security Policy & Guidance
 - Keeping Children Safe in Education (Part 1) Guidance
 - Safeguarding Policy and Training Slides
 - Whistleblowing Policy
 - IT Pack including Acceptable Use Statement
 - Health, Wellbeing and Benefits Policy
 - Finance Policy
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall aims of the Trust and Academy Improvement Plans
- To develop and implement own professional development and skills
- To behave in a manner that is professional, friendly, fair with students and colleagues demonstrating and role modelling politeness and respectfulness.
- To demonstrate an excellent record of attendance and punctuality.
- Work cooperatively as part of the Trust wide staff team

Specific Responsibilities

As Vice Principal, you will work with the Principal to set the strategic direction and improvement priorities for the school, monitor their implementation and drive the school's continuous development. Some of your responsibilities will include;

1. Working with the Principal to write the SEF and AIP.
2. Strategic oversight of Behaviour, Attitudes and Personal Development.
3. Strategic oversight and implementation of the Performance Management process.
4. Designing and monitoring quality assurance activities in the school and coordinating Trust QA processes for Behaviour, Attitudes and Personal Development.
5. Having a strategic overview of Teaching & Learning and Continuous Professional Development including INSET design, Staff Induction, TeachMeets, Instructional Coaching, ITT Coordination, NPQs, Leadership Development and Support Staff Development.
6. Working with the Principal to ensure succession planning within the organisational structure and through recruitment.
7. Line Management of Year Leaders and other Pastoral Leaders.
8. Ensure that the vision, ethos and values relating to the expectations around student behaviour, attitudes and personal development is clearly communicated to all staff, students and parents, and reinforced regularly.
9. To promote strong standards of behaviour in the school and secure consistency in expected routines.
10. To have strategic oversight of Personal Development within the school including RSHE, Careers, Student Leadership, Enrichment and Character Development.
11. Have ambitious expectations for all pupils regardless of their demographics or student profile.

12. Make sure the school works effectively with parents, carers and professionals and support all pupils.
13. Have strategic oversight of the data in the school and ensuring that all data is relevant, useful and being used by all teaching staff to raise standards of behaviour.
14. Coordination of external quality marks.
15. Seeking funding streams and external partners.
16. Undertaking professional duties and administrative tasks as reasonably delegated by the Principal.
17. Deputising for the Principal as appropriate.
18. Implementation of whole Academy policy and practice.
19. Participating in whole Academy planning and policy making.
20. Leading significant monitoring, review and evaluation roles.
21. Leading significant Academy development and improvement projects.
22. Attending and leading senior staff and other Academy committees and meetings within the Trust to share ideas and best practice for all schools.
23. Attending and contributing to Governors' meetings (Academy Advisory Boards), for example through the preparation of papers and presentation of issues for consideration.
24. Strengthening partnership and community working.

The Vice Principal will also have a shared responsibility as defined within the Senior Leadership Team for:

1. Staff support in matters of student behaviour and discipline.
2. Manage staff duty rotas.
3. Leading and coordinating assemblies.

The Vice Principal will work with the Principal in developing the policies and practice, which promote inclusion, equality and the extended services that the school offers.

Teacher Responsibilities

- 1) Have a thorough and up to date knowledge of their subject(s) and should take account of wider curriculum developments that are relevant to their work;
- 2) Consistently and effectively plan lessons and sequences of lessons to meet students' individual learning needs, including students with special educational needs. They should be aware of, and take proper account of the strategies agreed in IEPs (Individual Education Plans);
- 3) Keep an attendance register of students in every lesson and following up absence when necessary;
- 4) Consistently and effectively use a range of appropriate strategies for teaching and classroom management;
- 5) Consistently and effectively use information about prior attainment to set well-grounded expectations for students, and monitor progress to give clear and constructive feedback;
- 6) Be able to make use of the performance data available in the Academy in order to determine how much progress their students are making;
- 7) Take responsibility for their own professional development and use the outcomes to improve their teaching and students' learning;
- 8) Make an active contribution to implementing the policies and aspirations of the Academy and Trust;
- 9) Be effective professionals who challenge and support all students to do their best;
- 10) Set and maintain high expectations for student behaviour;
- 11) Set a good example to students, for example in terms of appropriate dress, standards of punctuality and attendance;

Staff Conduct

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust.
- We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that role models positive behaviours for our students to follow.
- Physical violence, verbal abuse and swearing are unacceptable and not tolerated.
- Employees are expected to maintain a professional relationship with students.
- Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

- The Trust expect staff to wear professional business dress mirroring our high expectations of our student dress code.

Personal Specification – Vice Principal for Behaviour

	<u>Essential</u>	<u>Desirable</u>
Experience	<ul style="list-style-type: none"> • Qualified Teacher Status. • Relevant academic and teaching qualifications. • A good honours or Masters Degree. • Evidence of recent professional development • Successful leadership and management experience in a school. • Experience of managing significant change effectively. • Involvement in school self-evaluation and development planning. • Demonstrable experience of successful line management and staff development. • Proven and consistent track-record at a senior level of school improvement. 	<ul style="list-style-type: none"> • Be working towards or have achieved the NPQH or other relevant educational management qualification. • Experience of working with school governors, other agencies, parents and the community. • Experience of Ofsted Inspections. • Experience of working in more than one school. • Experience of leading on child protection and safeguarding within a school.
Knowledge and understanding	<ul style="list-style-type: none"> • An understanding of current educational developments and a clear grasp of issues relating to education. • Knowledge of behaviour leadership at whole school level • Comprehensive knowledge of up-to-date guidance and support regarding behaviour strategies. • Skills and knowledge to deal with student safety and behaviour. • A clear working knowledge of how to lead curriculum development and manage innovation and change. • Proven ability to analyse data, evaluate performance and plan for improvement. • A clear understanding of strategies for improving the quality of teaching and learning. • Demonstrable knowledge of a range of effective classroom and behaviour management strategies. • Demonstrable knowledge of statutory requirements for RSHE and Personal Development. • An understanding of the need to utilise school resources effectively, with an awareness of best value principles. • Experience of Performance Management. • Effective communication and interpersonal skills and to build effective working relationships • Be creative and have highly developed problem solving, negotiation and decision-making skills and the ability to produce practical and innovative solutions • Excellent time management and organisation skills, including working under pressure and to deadlines 	<ul style="list-style-type: none"> • Leadership and management of collaborative activities between academies/school and other organisations • Understanding of school finances and financial management.

Skills and Abilities	<ul style="list-style-type: none"> • An ability to work in collaborative partnership with the full range of people, other school/academies and organisations associated with the Academy - staff, parents, governors, community, business, Trust and LA. • Ability to set high and clear expectations and hold others to account for their performance, delivering clear messages to ensure (at least) good pupil progress including an ability to lead, manage and support teams. • Well-developed social and communication skills. • Tact, sensitivity, integrity, good judgement. • Confidence, independence and flexibility. • A commitment to the well-being of staff. • A commitment to and ability to lead Academy improvement and manage change. • An ability to lead and manage school standards. • Confident with data and IT. • Good organisational skills with the ability to prioritise work and meet deadlines. • Ability to lead school based INSET and parent information meetings. • Demonstrable coaching/mentoring skills to support the development of other staff. • A commitment to equal opportunities. • The ability to give and receive effective feedback and act to improve personal performance. • Stamina, motivation and dedication. • High expectations and aspirations. • Ability to work under pressure and prioritise effectively. • Commitment to maintaining confidentiality at all times. • Commitment to safeguarding and equality, ensuring that personal beliefs are not expressed in ways that exploit the position. • Build positive and respectful relationships across the school community. • Uphold public trust in school leadership and maintain high standards of ethics, behaviour and professional conduct. • Serve in the best interests of the school's pupils. 	
Values	<ul style="list-style-type: none"> • A commitment to inclusive comprehensive education. • An empathy for children from a wide variety of social and cultural backgrounds. • Be committed to and in strong support of the important Christian values of the Trust's religious foundation. • Be committed to federated approaches to Academy organisation and collaborative work with other educational, business and community organisations. • A commitment to and ability to lead Academy improvement and manage change. • A willingness to work hard, with enthusiasm and vision. 	