

# Vice Principal

## Behaviour & Culture

Ellis Guilford School

Start date: September 2024



**ELLIS  
GUILFORD  
SCHOOL**  
*Creative  
Education  
Trust*



## Dear Candidate

Thank you for your interest in the vacancy for Vice Principal – Behaviour and Culture at Ellis Guilford School.

The Ellis Guilford School is a larger than average secondary school for children aged 11-16, recently achieving 'Good' Ofsted status in June 2023. We continue to grow and thrive and have a very clear mission, 'to ensure that children attending our school have a better chance of success than if they went to

any other school'.

The Ellis Guilford School joined the Creative Education Trust in 2019. Our network consists of 17 schools across the primary and secondary phases in the Midlands and Norfolk. The school benefits from a central trust team who provide support, ambition, and expertise.

The Ellis Guilford School is at an extremely exciting point in its journey. We believe that every child should receive an exceptional education with opportunities to succeed beyond their potential. To do this, we deliver a broad and balanced curriculum and a range of extra-curricular opportunities that support our children to become confident, independent and balanced individuals, with our school values of equality and integrity at their core.

Here at the Ellis Guilford School, we continually support our staff to develop through a high quality CPD programme including deliberate practice and live coaching. We have a range of in-school development opportunities to enhance your career including Teach Meets, Career Conversations, and our well-regarded Teacher Development Programmes.

We are looking for a team member who is committed to providing the very best for our children, whilst developing their skills to deliver on our clear vision.

You will be able to find a wealth of additional information about our school on our website [www.ellisguilfordschool.org.uk](http://www.ellisguilfordschool.org.uk), however if you'd like to discuss the role further, our HR team will be delighted to discuss this role with you. Please contact the HR team on [hr@ellisguilfordschool.org.uk](mailto:hr@ellisguilfordschool.org.uk).

I look forward to receiving your application,

Yours sincerely,

**Gemma Johnson**  
**Principal**

“ This is a school where everyone is given the chance to belong and succeed. ”  
Ofsted 2023

You can find out more at:  
[www.creativeeducationtrust.org.uk](http://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 2010 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 students for their transition to adult life and employment.

## Our Mission

To give every child in our schools the best possible start in life through excellent education and wide-ranging co-curricular opportunities



## Our Vision

To send out into the world educated, creative, confident and responsible young people, who can succeed in their ambitions and make their communities better places

## Our Values

### Ambition

We are ambitious in everything because only the best will do

### Excellence

We do not stop at 'good enough'

### Creativity

We connect our knowledge in innovative ways

### Resilience

When the going gets hard, we up our game and reach our goal

### Inclusion

Every child and every colleague matters – we will work for and with them all

### Respect

We value the ideas of others and make sure all voices are heard

You can find out more at:

[www.creativeeducationtrust.org.uk](http://www.creativeeducationtrust.org.uk)

# ABOUT ELLIS GUILFORD SCHOOL

**We are a mixed secondary school, catering for children between the ages of 11 and 16 years, located in Old Basford Nottingham.**

Since November 2018 we have been part of the Creative Education Trust. This has enabled the school to rigorously pursue rapid improvement for the children we teach.

The school boasts many facilities and we strive to provide an inclusive and expansive education for all of the children in our care.

## **Our on-site facilities include:**

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Sports fields including 5-a-side football pitches;

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Multi-Use Games Area marked up for netball and football;

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Astro Turf perfect for football;

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Dance studio complete with sound system and mirrored wall;

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Hall complete with a stage;

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Interactive whiteboards in classrooms;

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Modern and open-plan library with wide range of reading materials



## 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 21<sup>st</sup> century.

# SUPPORT FOR OUR STAFF

**We are committed to providing our staff with the highest quality support, enabling them to ensure that our students are receiving the education they deserve.**

The Ellis Guilford School places a strong emphasis on CPD, for both teaching staff and support staff alike. We run regular programmes of training events and can also provide focused development and cross-academy opportunities. For our pupils to achieve to their full potential we know that it is essential that our staff thrive professionally. We value teamwork highly and provide ample opportunities for all our teachers to work collaboratively with their colleagues.

As teachers we believe that we never stop learning and we support each other to develop professionally. We share ideas and good practice regularly and encourage everyone to contribute to the professional development programme. We understand the importance of working with other schools in our trust and beyond. Our senior and middle leaders have benefited from their participation in NPQ qualifications, Ambition School Leadership, Teaching Leaders Programme, Future Leaders and Teach First. We value subject specific CPD highly and provide our teachers and leaders with high quality subject specific professional development.

Newly qualified teachers at The Ellis Guilford School will benefit from high quality mentoring and access to a customised induction course designed specifically to smooth their progress through the NQT year.



You can find out more at:  
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# VICE PRINCIPAL BEHAVIOUR & CULTURE JOB DESCRIPTION

## LOCATION

Ellis Guilford School, Nottingham

## SALARY

Leadership Pay Scale Points L20 – L24  
£75,330 - £83,080 per annum

## PURPOSE AND SCOPE

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

At the Ellis Guilford School, we work together to create an ethos characterised by high expectations and a community in which children and staff feel valued.

## REPORTING LINES:

The post holder reports 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 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 '*Inclusion*' and '*Curriculum and Assessment*' 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.

You can find out more at:

[www.ellisguilfordschool.org.uk](http://www.ellisguilfordschool.org.uk)

- 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.

- Support the school admissions process.

- Lead on the managed move process and take the lead in decision making alongside the VP for Inclusion.

- Support the VP for Inclusion to make decisions on the use of Alternative Provision, focusing on 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 SUPPORT

- Support improvements to attendance and support the significant reduction in persistent absenteeism caused by behavioural issues across all groups of students in the Academy.

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- Continue to develop the role of the form tutor to increase the 'pull' factor and encourage high levels of student engagement and regular attendance.

## MARKETING 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.

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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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	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>Degree and teaching qualification.</li> <li>Qualified Teacher Status.</li> <li>Sustained record of professional development.</li> </ul>	<ul style="list-style-type: none"> <li>NPQH</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Proven track record of significant successful senior leadership.</li> <li>Proven track record of substantially raising standards of behaviour and therefore, attendance.</li> <li>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.</li> <li>Successful experience in leading effective change</li> <li>Extensive experience of developing staff, of team building and developing student involvement in school.</li> </ul>	
<b>KNOWLEDGE AND UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>Skills and experience of school improvement processes and how these drive outcomes.</li> <li>In-depth knowledge of the 11-19 curriculum.</li> <li>Must be an outstanding teacher with the ability to provide pedagogic leadership to staff and students.</li> </ul>	
<b>SKILLS AND PERSONAL ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>Successful leadership of school improvement strategies with a proven track record of significantly improving student outcomes.</li> <li>Must be able to work constructively under pressure</li> <li>Ability to persuade and influence others towards the schools' vision.</li> <li>Resilience and a "<i>can do</i>", "<i>will do</i>" work ethic</li> <li>Strong analytical skills and the ability to make complex information clear to all staff.</li> <li>Skills in developing and implementing behaviour management and praise strategies to substantially impact both the attitudes to learning and the outcomes for vulnerable students.</li> <li>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.</li> </ul>	
<b>EQUAL OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity</li> </ul>	
<b>OTHER REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>A thorough understanding of up-to-date safeguarding requirements and best practice</li> </ul>	
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