



Vice Principal - Behaviour

**L19 - L23
(£80,655 - £88,951)**

Required for Easter 2026

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“Lord Grey Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.”



Lord Grey Academy

Lord Grey Can



Welcome from the Principal

Welcome to Lord Grey Academy

Thank you for your interest in joining Lord Grey Academy. We are a diverse, vibrant, and supportive community where both students and staff flourish due to our belief that all at Lord Grey Can! At Lord Grey, we believe in fostering an environment where everyone feels valued, respected, and empowered to reach their full potential and has a strong sense of belonging.

Our mission is clear: to provide an outstanding education that opens doors to life-changing opportunities for our students and the personal development curriculum is key to achieving this. We are relentless in our pursuit of excellence, blending academic rigour with compassion to ensure that every student feels inspired and capable of achieving their best. We cultivate an “I can achieve anything” attitude that is at the heart of everything we do. This ethos is embodied in our motto, *Lord Grey Can*, which serves as a reminder that there are no limits to what we can achieve together.

A Strong, Supportive Community

At Lord Grey Academy, we are more than just a school; we are a close-knit community. Our students benefit from a nurturing environment where strong relationships between peers, staff, and families ensure everyone feels part of something special. Pastoral care is at the heart of our success, with a dedicated team that ensures every student feels supported and included, no matter their background or individual needs. Our commitment to building purposeful and personal relationships helps guide students toward success. We work alongside parents, carers, and external agencies to provide the best support for each child. This collaborative approach ensures that every student has access to the resources and encouragement they need to thrive.

Celebrating Our Achievements and Growth

Lord Grey Academy has made incredible strides since becoming an Academy in 2018 and joining the Tove Learning Trust. Our rapid journey of improvement has already positioned us as the school of choice in the local area, and we are proud to be oversubscribed in all year groups. Our partnership with PSG (Paris St. Germain) has further strengthened our approach. This collaboration has provided invaluable resources and expertise, helping us accelerate our progress and further enhance the learning experience for our students. We are winners of several accolades: MK Secondary School, MK Inspiring Secondary School, MK Maths Team of the year and recently our Diversity Champion award for MK Multicultural Awards. The academic success of our students has also gone from strength to strength with last year results in over 6 subjects being above National Averages!

We are immensely proud of the positive behaviour and caring attitudes displayed by our students. Their respectful and harmonious approach to learning fosters an environment where academic success thrives. As a school, we are deeply committed to not only achieving excellent academic results but also nurturing compassionate, respectful, and confident young adults ready to make their mark on the world.



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A Great Place to Work and Grow

At Lord Grey Academy, we believe that our staff are key to our success. We pride ourselves on providing a supportive, collaborative, and inclusive working environment where staff are encouraged to develop their skills and progress in their careers. We have a high-quality CPD programme and are committed to ensuring that every member of staff has the opportunity to grow professionally and personally.

We understand the importance of work-life balance and strive to create a culture that reduces unnecessary workload and promotes well-being. The strong sense of community within our Academy is reflected in how our staff support one another, creating a positive and motivating atmosphere for everyone.

DFE Attendance and Behaviour Hub

We are very proud to have just been designated as a Lead School- Attendance and Behaviour hub by the Department for Education (DfE) supporting other schools in the region with Enhanced and Regional Support.

We Welcome You to Join Us

We hope that by reading this booklet and exploring our website, you will feel inspired to apply to become part of the Lord Grey Academy family.

We are excited about the possibility of you joining us and look forward to meeting you.

Together, we can continue our journey of excellence, ensuring that every student at Lord Grey can achieve their very best.

Lord Grey Can

Samantha Satyanadhan
Principal



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Information about the role

We are very excited to recruit a Vice Principal to our Leadership Team.

The Leadership Team is a group of experienced and capable leaders who are truly committed to the young people in our care and believe that Lord Grey Can! We are relentless in our pursuit of excellence. This post has become available through our reflection and focus on holding high expectations for all students and ensuring behaviour that reflects our character values. Education is a different landscape and we recognise that we need to ensure we are holding students into the pace of the way we do things here: The Lord Grey Way.

The Leadership Team is comprised of Principal, three Principals with four Assistant Principals with responsibilities as follows:

- Vice Principal - Quality of Education and Personal Development
- Vice Principal - DSL, Attendance and Vulnerable Groups
- Vice Principal - Behaviour - *current vacancy*
- Assistant Principal - Teaching & Learning
- Assistant Principal - Attendance and admissions
- Assistant Principal - Character, Culture and Attitudes
- Assistant Principal - Progress and Achievement

In addition, we have a very experienced Business Manager to keep the Academy running.

The Leadership Team meets for a two-hour meeting each week where we formulate policy, agree action and intervention and evaluate progress towards our strategic goals. We are an open and honest team and we hold each other to account in an objective, and supportive manner. We promote this approach through line management of other leaders in the Academy.

We encourage pre-application visits.

Samantha Satyanadhan
Principal



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Advertisement

VICE PRINCIPAL - BEHAVIOUR

**TLT LEADERSHIP SCALE - L19 - L23
(£80,655 - £88,951)**

Required for Easter 2026

We are seeking to appoint a Vice Principal Behaviour to join our team as we travel further along our journey to provide the best education for our amazing students.

The right candidate will be totally aligned to our character values and ensure all students are the best they can be as well as completely committed to promoting our motto of Lord Grey Can!

A vacancy booklet, information for candidates booklet and the application form are all available on the vacancies section of Lord Grey Academy's website:

<https://www.lordgrey.org.uk/vacancies/>

Please note the application form and information for candidates booklet are available on the right hand side of the above link. Please do look at our recruitment video of our staff talking about working at Lord Grey and our document: *Why work at Lord Grey?*

Completed application form and covering letter should be submitted to Human Resources at Lord Grey Academy or emailed to hr@lordgrey.org.uk by 9am on Friday 30th January 2026. Interviews will be held on Thursday 5th February 2026 and Friday 6th February 2026.

Only successfully short listed candidates will be contacted.



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Tove Learning Trust

Tove Learning Trust (TLT) is a highly successful multi-academy Trust with primary, secondary and alternative provision schools across the West Midlands, Northamptonshire and Milton Keynes. We are a cross phase trust providing a high-quality education for over 11,500 children between the ages of 4 and 18. Within our family of schools we have four primaries, nine secondaries and two alternative provision schools.

As an employer of choice, we recognise every colleague is an individual, we value diversity, and work as a team to remove barriers to equity. We know that when you are 'the best you', whatever your role is with the Trust, you will transform students' lives.

The Trust is committed to ensuring that all children achieve as highly as possible and we work hard to offer stimulating environments that enable every learner to progress and flourish. We have a small central team and a committed Board of Trustees that are focused on delivering outstanding outcomes.

We aim to have academies that are excellent communities of learning where children thrive on success.

You will have access to a team of school improvement directors specialising in Maths, English, Science,

Humanities, EYFS and SEND & Inclusion. Our outcomes in the vast majority of our schools exceed national expectations and many of our schools are rated Good or better by OFSTED.

Employee Benefits:

- Teacher & support staff pension schemes
- Continuous Professional development (CPD)
- Training School Alliance
- Networking opportunities
- Specsavers eyecare voucher
- Free Flu vaccine
- Employee Assistance Programme (EAP)
- Medicash - Health Cash Plan:
 - 24/7 GP Appointments & prescription services
 - Dental treatment
 - Optical care
 - Physiotherapy
 - Skinvision - skin health tracker
 - A range of essential healthcare expenses
 - Exclusive discounts on shopping & travel

The Academy is committed to safeguarding children. The successful applicant will require an enhanced DBS check.



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JOB DESCRIPTION - VICE PRINCIPAL

Role:	Vice Principal Behaviour
Responsible to:	Principal
Responsible for:	Line Management AP Character, Culture and Attitudes, All Heads of Year and Pastoral systems.
Based at:	Lord Grey Academy, Milton Keynes
Hours:	Full Time
Grade:	Leadership Scale L19 - L23

Purpose of the Role:

The Vice Principal (Behaviour) provides strategic, whole-school leadership for behaviour, attitudes and culture, ensuring that pupils' conduct consistently reflects high expectations, respect and readiness to learn. The postholder will help to continue to secure calm, orderly and inclusive learning environments for all pupils. The core purpose of the role is to work with the Principal and Leadership Team to develop and lead whole-school behaviour culture, encompassing routines, expectations, and policy.

National Impact: We are very proud to have just been designated as a Lead School - Attendance and Behaviour hub by the Department for Education (DfE), providing Enhanced and Regional Support to other schools. This role will have a key part in supporting other schools to develop practice.

You will be responsible for leading behaviour so that all Lord Grey learners can achieve well and are well prepared for adult life. You will have Line Management responsibilities for Assistant Principal(s), Heads of Year(s) and/or other support professionals as appropriate.

Key Responsibilities

1. Strategic Leadership of Behaviour and Culture:

- Lead the strategic vision for behaviour and attitudes and provide clear, visible leadership for behaviour that aligns with the school's vision, values and culture.
- Establish and sustain a whole-school culture of high expectations, consistency and mutual respect.
- Ensure behaviour systems are proactive, relational and focused on long-term improvement rather than short-term compliance.
- Contribute to whole-school leadership, modelling professional conduct and visible leadership.
- Lead the design, implementation and evaluation of the whole-school behaviour strategy, ensuring consistency and fairness.
- Drive a culture where positive behaviour is explicitly taught, modelled and reinforced across all phases and contexts.



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2. Behaviour Policy and Systems:

- Hold strategic responsibility for the behaviour policy, ensuring it is:
 - Clear, inclusive and compliant with statutory guidance
 - Consistently applied by all staff
 - Promoting high expectations, respect, self-discipline and positive relationships.
- Ensure staff consistency through clear routines, scripts and expectations.
- Monitor the fidelity of implementation through learning walks, data, staff feedback and pupil voice.
- Lead responses to behaviour concerns so they are predictable, proportionate and restorative.
- Lead regular review and refinement of behaviour systems, routines and sanctions.
- Ensure restorative and relational approaches are embedded across the school.

3. Data, Monitoring and Impact

- Lead the strategic use of behaviour and attendance data to inform decision-making.
- Analyse patterns relating to:
 - Suspensions and exclusions
 - Attendance and punctuality
 - Vulnerable groups (SEND, disadvantaged pupils)
- Ensure data informs targeted interventions and whole-school improvement actions.
- Use data to:
 - Identify trends and systemic issues
 - Evaluate the impact of interventions
 - Inform governors and senior leaders
- Ensure data leads to action and improvement, not just reporting.
- Monitor behaviour data for safeguarding indicators, including bullying and peer-on-peer abuse.

4. Inclusion and SEND

- Ensure behaviour systems are inclusive and equitable, with reasonable adjustments for pupils with SEND.
- Work closely with SENDCo and pastoral leaders
- Promote trauma-informed and needs-led approaches to behaviour.

5. Staff Development and Accountability

- Lead and coordinate high-quality CPD on behaviour management, de-escalation and classroom culture.
- Coach, mentor and challenge staff to maintain high behaviour standards.
- Hold staff to account where behaviour expectations are not met, providing support and intervention as required.



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- Ensure behaviour systems contribute to a strong safeguarding culture.
- Promote a school culture where pupils feel safe to report concerns.

General Leadership Team responsibilities include:

- Providing clear strategic vision and leadership for the academy which achieves the highest quality educational provision
- Modelling the highest professional standards to staff and students in all aspects of the role, maintaining a visible presence around the Academy and leading by example
- Being committed to working in a cohesive, supportive and forward-thinking team of leadership team colleagues which shares an ambitious vision to transform education at Lord Grey Academy.
- Deputising for the Principal in their absence
- Accounting for the standards in your key areas of responsibility to the Principal, Governors and external agencies
- Contributing to the formulation and implementation of key sections of the Academy Self Evaluation and Strategic Plan as designated by the Principal
- Being prepared to work flexibly, actively supporting the work of other leaders, in order to achieve organisational objectives
- Responding to unplanned situations which arise in the daily running of the academy.
- Promoting good student discipline and to support staff, especially in dealing with sudden crises and emergencies
- Contributing to academy activities including assemblies; break and lunch lunchtime supervision.
- Undertaking effective line management.
- Ensuring a safe and healthy environment is maintained within the academy, referring any areas of concern to the Principal and Site Team where required
- Attending Leadership Team meetings and other academy management meetings including governor meetings as required.
- Meeting the professional duties of all teachers (School Teachers' Pay and Conditions Document).



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VICE PRINCIPAL - PERSON SPECIFICATION

Education and Training	Essential	Desirable	How evidenced
Good honours degree	✓		A
Qualified Teacher Status	✓		A
Professional development with respect to additional needs.		✓	A
Further relevant professional training e.g NPQs		✓	A I
Knowledge and Understanding	Essential	Desirable	How evidenced
Well-informed about current developments and initiatives in education.	✓		A I R
Understanding of use of data to monitor trends and patterns and put in place appropriate actions.	✓		A I
Experience of working with challenging students.	✓		A I
Experience	Essential	Desirable	How evidenced
At least 10 years of highly successful teaching experience	✓		A I
At least 5 years of senior leadership experience with significant line management responsibility and demonstrative impact	✓		A I
Deep knowledge of what constitutes effective teaching and learning	✓		A I R
Knowledge and experience of a range of successful teaching and learning strategies and interventions to meet the needs of all pupils	✓		A I
A secure understanding of assessment strategies and the use of assessment to inform the next stages of learning	✓		A I R
Knowledge and understanding of current developments and best practice in legislation and all aspects of inclusion and pastoral care	✓		A I R
Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management.	✓		A I R
Work in more than two schools		✓	A
Professional Skills	Essential	Desirable	How evidenced
Strong data analysis skills	✓		
Ability to make and sustain excellent relationships and build rapport with all stakeholders, promoting the school's vision and values	✓		A I R
Excellent leadership skills, adaptable and flexible, holding people to account and getting the best out of others	✓		A I R



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Demonstrating consistently good and outstanding classroom practice	✓		AIR
Ability to make and implement difficult decisions	✓		AIR
Ability to work with staff, motivate teams and individuals to implement changes across the Academy	✓		AIR
Ability to see a job through to conclusion, deliver and demonstrate outcomes	✓		AIR
Ability to be a team player	✓		AIR

Strong communication skills orally and in writing in order to work with different audiences and report effectively	✓		AI
Ability to think strategically	✓		AIR
Quality assurance: strong monitoring, evaluating and reviewing practices	✓		AIR
Ability to give clear direction, determine priorities and ensure that others uphold policy and practice	✓		AIR
Strong ICT skills and good numeracy	✓		AI
Professional Values and Practice	Essential	Desirable	How evidenced
High expectations with regard to all Academy standards and the ability to foster success in others	✓		AIR
High standards of professionalism and consistency of message in line with the Academy's ethos, values and expectations	✓		IR
Collaborative, collegiate and inclusive leadership, sharing effective practice in approaches and resources	✓		AI
Genuine interest in young people and their futures and a belief in the potential and ability of all	✓		AI
Commitment to all aspects of Academy life	✓		AI

Personal	Essential	Desirable	How evidenced
Aspiring to Headship in the future		✓	I
Strong moral purpose, commitment to equality and diversity	✓		IR
Creative, innovative thinker, willing to take calculated risks	✓		AIR
Able to inspire, motivate and engage, bringing people along	✓		I
Energetic, enthusiastic, resilient	✓		I
Excellent communicator	✓		AI
Strong personal impact, presence, self-efficacy and confidence	✓		I
Calm under pressure, prioritising and managing time effectively	✓		AI
Commitment to restorative practice approaches	✓		AI
Commitment to student well-being and the safeguarding and protection of young people from harm	✓		AI

A – Application form I – Interview R - Reference