



Houlton School
Vice Principal
L17-L21



Job Description and Person Specification

Welcome from the Principal

It is my great pleasure to introduce you to our Houlton family, where **innovation, aspiration** and **excellence** are at the heart of all we do. As His Majesty's Inspector, Nicola Harwood noted when Ofsted visited us in 2021, we '...place spiritual, moral, social and cultural education at the heart of the curriculum so that **pupils flourish and are well prepared for life beyond school.**' I am the founding Principal of the academy, so make no apologies for the passion, commitment and high expectations I have for everyone and everything at our very special school.

We proudly encourage pupils to consider themselves to have joined the unique experience of the '**Houlton family**'. Dr Maya Angelou once wrote that, '...family isn't always blood; it's **the people in your life who want you in theirs: the ones who accept you for who you are,** the ones who would do anything to see you smile and who love you no matter what.' This underpins our approach at Houlton, where difference is celebrated as integral to our supportive, wider community.

We have the privilege of occupying an exceptional campus, including our Grade II listed buildings that previously housed Rugby International Radio Station. Some established schools are lucky to be provided with refreshed, enhanced facilities in one or two specialist subject areas, such as the Arts or STEM; however, our pupils enjoy state-of-the-art, award-winning facilities alongside stunning heritage buildings across the **entire curriculum.**

At Houlton School we have the highest expectations of our pupils: **excellence** is expected in all aspects of behaviour and attitudes, and pupils will be expected to always do their very best. Uniform and standards of appearance are important and traditional here: we expect them to be worn correctly and with pride as the foundation of everything else we do as a family. We encourage our pupils to always model our values and will support them in all aspects of school life, providing them with the very best teachers, facilities, and opportunities to explore their emerging talents.

Colleagues here enjoy a supportive environment in terms of their careers, whether they be teachers or any other role within our organisation. One of our Trust's key ambitions is to 'nurture potential' and we subscribe to this aspiration whole-heartedly.

As part of the TLET family, you will be expertly inducted and then supported by the school's senior leaders and wider Central Team. The Trust's comprehensive training, CPD, and quality assurance programmes, and our professional networks will support you to keep your finger on the pulse, offer you professional growth and challenge, and help you to feel well-held by the Trust.

You are looking for the right school in which to develop and progress, to contribute to the success of others and to receive the support that you need to feel fulfilled in your new role. We hope that you agree that Houlton School is exactly that kind of school. Its

an exciting time for us as we strive to build on our successes, and we are on the lookout for an individual who shares the commitment and resilience to support this goal.

I strongly recommend that potential applicants come and pay us a visit to see what a fantastic place this is to work and learn; I have every confidence that if you do, you'll want to support us in the next, exciting phase of our expansion as a community.

A handwritten signature in blue ink, reading "Michael McCulley".

Michael McCulley
Principal

About the Role

Thank you for your interest in the position of Vice Principal at Houlton School

This pack has been designed to help you should you choose to submit an application to us, which we sincerely hope you do. The pack aims to answer all your initial questions, but if not, please do not hesitate to contact us. It is extremely important to us that you feel comfortable and confident enough to proceed with your application, as we aim to make the very best appointment possible.

This is a brand-new post that will bring the Senior Leadership Team of our growing academy to a total of six members: the Principal, two Vice Principals, and three Assistant Principals. There is also an Extended Leadership Team, made up of the Core Subject Heads of Faculty and our SENDCo.

So, who are we looking for?

First and foremost, you are a dynamic, hands-on, strategic leader who can skilfully lead across any area of the academy's continuing development and day-to-day-operations. You are likely to have the ambition to lead your own school in the future, and as such, be keen to gain experience in all areas of the academy leadership in the coming years. Therefore, the specific portfolio for this post will be determined once we have secured the very best candidate who will have transferrable, versatile skills.

Why work for Houlton?

- A caring school on a 20 acre, green-field campus that is small enough to know every pupil's name and story, yet large enough to offer an exciting breadth of curriculum, including our brand new Sixth Form, which launches in September 2026.
- You'll be working within a community of passionate, committed colleagues who genuinely support each other.
- A staff well-being team implements various strategies to boost staff engagement including various activities, events, conferences, and many other staff benefits.
- Excellent opportunities to develop and grow in the successful and expanding Transforming Lives Educational Trust, a growing Multi-academy Trust based within the local community.

What next?

We want to hear from you if you are as excited as we are about this fresh opportunity within our successful and growing Trust. In return, we can offer the right candidate the chance to work within our innovative and forward-thinking Trust as well as offering excellent professional development and progression.

We encourage you to consider the information in this pack carefully and use it to picture yourself within the role at Houlton. Should you wish to discuss any element of the pack in more detail, please don't hesitate to contact us. We look forward to receiving your application, details on how to visit and apply can be found in the final section of the pack.

Job Description

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| Academy/College: | Houlton School |
| Job Title: | Vice Principal |
| Contract | L17 -L21 Full time as specified within the STPCD |
| Responsible to: | Principal |
| Key relationships/Liaison with: | Senior Leadership Team The Extended Leadership Team Pupil Experience Leaders Teachers and Teaching Assistants Tutors Mentors Pupils Parents |
| Job purpose: | <p>The role of Vice Principal is to assist the Principal in delivering the educational outcomes, standards, and the day-to-day leadership and management of a TLET academy/s by:</p> <ul style="list-style-type: none"> • Supporting colleagues, including the SLT, in their work to develop and improve the academy to achieve exceptional standards in teaching and learning in order to improve standards of behaviour, attendance, academic progress, attainment and personal development. • Lead and manage the realisation of the Trust's and the academy's vision through the implementation of a holistic, ambitious, and fully inclusive curriculum for all pupils achieving this through an engaging and inspiring teaching and learning strategy. • Lead and manage whole academy priorities, as determined by academy development and improvement plans. • Support and contribute to the development and implementation of the academy vision and strategy. • As a member of the senior leadership team provide support, supervision and direction in the day-to-day operational running of the academy. |

- Consistently evaluate workload to promote staff wellbeing and a positive culture.

MAIN ROLE AND RESPONSIBILITIES:

Strategic leadership

As a member of the senior leadership team, you will have shared responsibility to:

- Embed the principles of distributive leadership throughout the academy.
- Provide leadership, professional support and guidance for staff ensuring that all are treated fairly, equitably and with dignity and respect to create and maintain a positive culture.
- Support the Principal, and the rest of the leadership team, to ensure a culture of safeguarding is maintained at all times.
- Ensure aspirational aims and objectives are realised in partnership with the Principal through the excellent leadership and management of the academy.
- Embed our shared Trust vision, ambitions, and values, ensuring that they are understood by pupils, staff, and parents.
- Ensure that key objectives from the Trust's strategic plan are used to develop academy improvement plans.
- Drive, lead, and promote the achievement agenda to bring about year on year improvements.
- Review and monitor progress of academy improvement plans and self-evaluation forms, providing necessary challenge in order to achieve a sustained focus on the strategic objectives.
- Ensure the academy is prepared for successful internal and external audit, including Ofsted.
- Build positive and respectful relationships with stakeholders and the wider community.
- Support to the Academy Improvement Process including supporting the Principal and Senior Vice Principal to ensure a robust performance management process is in place.

Managing the organisation

- Line manage teachers and support staff as directed by the Principal, providing effective support and challenge to help them secure best outcomes for pupils.
- To ensure that day-to-day operational aspects of the academy community run smoothly and efficiently, encapsulate the overall vision of the academy and promote a positive and high performing culture.
- To work with the Principal and to ensure the best possible use of resources and value for money.
- To carry out all activities in such a manner that data protection requirements are met and are in line with the academy's policies for Health and Safety, and Equal Opportunities.

- In conjunction with the Principal develop, embed, and consistently evaluate the continuing professional development and learning offer for all staff.
- In partnership with the Principal manage workload of staff and to actively promote staff wellbeing and implement strategies to promote a healthy working environment.
- Establish systems for quality assurance to inform the academy SEF.
- Responsible for the writing and delivery of relevant sections of the Academy Improvement Plan and the Academy Evaluation Summary (AES).
- In partnership with the senior leadership team, develop and implement policies, systems, and processes to ensure coherent and effective improvement and the highest professional standards.
- Support the senior leadership team in developing links with parents, other academies, educational institutions, industry, and the wider community in order to enhance teaching and learning and children's personal development.
- Deputise for the Principal in their absence.
- Establish clear and open lines of communication with all stakeholders.
- Contribute to the Trust effectively and efficiently operating within the required regulatory frameworks and meets all statutory duties.
- Ensure staff and pupils' safety and welfare through effective approaches to safeguarding, as part of duty of care.
- Work successfully with other organisations, academies, and trusts to enhance the pupil offer/outcomes.
- Maintain effective relationships with fellow professionals and colleagues to improve educational outcomes for all pupils.
- When required, present coherent, understandable data on pupil progress to others, including academy and Trust colleagues.

Teaching and Learning

- To ensure high and consistent standards of work and behaviour from pupils within the academy community.
- To establish and maintain an excellent learning environment, demonstrated by regular and robust evidence, that encapsulates the overall vision for the academy.
- Work closely with Subject and Faculty Leaders to ensure that the whole academy curriculum and subject curricula are ambitious, consistent, and embedded across the academy.
- To support staff in achieving the highest standards of teaching, learning, and assessment, so that pupils achieve the highest standards of behaviour and attendance.
- To promote all key strategies to support improved outcomes for all pupils.
- To hold others to account for progress and achievement of all pupils and the quality of teaching, learning, and behaviour within their department.
- Line management of other senior and middle leaders, as directed by the Principal.
- In conjunction with the Principal ensure that pedagogy and subject specific knowledge and understanding reflects current educational research and develop partnerships

within the academy, across the Trust, and with a range of other partners to support collaboration and development of best practice.

- Working closely with senior leaders to ensure that the curriculum is delivered consistently and is highly effective.
- Establish and sustain high-quality teaching across all subjects and phases, based on evidence.
- Have ambitious expectations for all pupils, including those with special educational needs (SEN) and disabilities, and promote an inclusive culture that enables all pupils to access the curriculum.
- Promote curriculum leadership, including developing subject leaders with relevant expertise and access to professional networks and communities.
- Promote a culture that encourages collaboration, where best practice is shared in order to secure the best outcomes for pupils
- Ensure a valid, reliable, and proportionate approaches are used to assess pupils' knowledge and understanding of the curriculum.

Resource Management

- Work within the financial parameters set by the Trust.
- Work closely with the Principal to ensure that the academy budget that is set is aligned to the academy's curriculum needs. You will take appropriate responsibility for the management and delivery of parts of the budget that is approved by the Trust.
- Hold regular meetings with the Principal to review the resource plan to ensure it meets the curriculum needs of the academy whilst remaining in budget.
- Support leaders to make their own financial decisions by delegating budgets.
- Support the Trust in ensuring compliance in Health and Safety and financial probity.
- Support the Trust in maintaining the accommodation to the highest possible standard so that it meets curriculum needs and facilitates learning in a clean, attractive, and safe environment.

Other

- Demonstrate a passion for education, read widely and think deeply about education and related issues and take a proactive approach to your own professional development.
- Maintain confidentiality inside and outside of the academy.
- Undertake such other duties that reasonably correspond to the general character of the post and commensurate with membership of the Senior Leadership Team.

This job description sets out the duties and responsibilities of the post at the time it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Person Specification

Job Title: Vice Principal
Responsible to: Principal

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children and young people and to be committed to promoting diversity and inclusion.

| Specification | Essential | Desirable |
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| Qualifications/ Training | <ul style="list-style-type: none"> • Qualified teacher status • Evidence of further professional development • Commitment to undertake NPQH at an appropriate point | <ul style="list-style-type: none"> • Evidence of formal leadership study |
| Experience | <ul style="list-style-type: none"> • Substantial secondary teaching experience • Substantial senior leadership experience • Demonstrable track record of raising standards at a whole-school level • Excellent classroom practitioner • Experience of having led whole school initiatives successfully • Experience of playing a role in implementing a School/Academy Development Plan • Experienced in ensuring that whole-school initiatives are planned, implemented and evaluated with attention to detail and are sustainable • Experience of successfully fostering a culture in which staff, pupils and parents feel confident that they can raise issues/concerns relating to the welfare or safety of children • A strong commitment to inclusion with high expectation for all learners • Able to talk about characteristics of effective secondary teaching and learning | <ul style="list-style-type: none"> • Experience in leadership of Safeguarding • Experience of working with local authorities / external agencies • Experience of successful parental engagement • Experience of leading robust quality assurance processes |

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| | <ul style="list-style-type: none"> • Good understanding and use of tracking systems and use of data including target setting and tracking • Understanding of effective techniques and policies for behaviour management • Knowledge and experience of up-to-date development in IT and e-learning for teaching and management purposes • Experience of working with other school/organisations to develop and share best practice | |
| <p>Knowledge/Skills (Ability to)</p> | <ul style="list-style-type: none"> • Proven ability to deliver well planned and stimulating lessons. • Demonstrable knowledge and understanding of effective behaviour management strategies and the ability to put these into practice. • A completer/finisher with an acute attention to detail who holds themself and others to account for delivering against high standards • Deep knowledge of what constitutes effective teaching and learning. • Ability to use evidence to inform practice. • Understanding of how children learn and the ability to translate this into classroom practice. • Demonstrable experience of devising effective strategies to support disadvantaged pupils. • Knowledge of current educational policy, recent educational research, and initiatives. • Demonstrable understanding of accountability frameworks. | |

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| <p>Personal Qualities</p> | <ul style="list-style-type: none"> • Creative, enthusiastic and proactive, keen to embrace new ideas and challenges • Exceptional communication skills and attention to detail when communicating formally • Approachable, caring and empathetic • Works well as part of a team • Shows a high level of enthusiasm, commitment and determination • Is flexible and listens • Is prepared to seek advice and support • Demonstrates a concern for the pastoral and spiritual welfare of everyone in the school • Confidentiality, commitment and loyalty • A desire to support all aspects of children's development and extended schooling • Commitment to continuing professional development • Self-motivated and shows initiative • Committed to active parental involvement • Resilient under pressure • The ability to deal sensitively with people and resolve conflict • Committed to active parental involvement | |
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How to Visit and Apply

Please read the information in this pack. If you are interested in this job opportunity, please apply by downloading the application form from our website (www.tlet.org.uk). Completed application forms should be emailed to careers@tlet.org.uk or posted to:

HR Department (Careers)
c/o Houlton School
Signal Drive
Houlton
Rugby
Warwickshire
CV23 1ED

If you have any questions about the role or would like to visit Transforming Lives Educational Trust or one of our Academies, please don't hesitate to contact us by emailing careers@tlet.org.uk or selecting option 1 on our telephone menu – 01788 593900.

If you decide to apply, you should include a supporting statement with your application form (either within the application or as a covering letter) on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust.

Please do not send a general letter; we are really looking for someone who is prepared to respond to us as an individual Trust. You can be sure that we will take time and care in reading your letter; we appreciate how much time and energy goes into writing it.

Recruitment Timeline

- **Position advertised:** 31 January 2025
- **Closing date:** 24 February 2025
- **Final shortlisting:** 25 February 2025
- **Final panel process:** 3 & 4 March 2025