



Lord Grey Academy
Lord Grey Can



Vice Principal - Pupil Welfare, Culture and Wellbeing

L19 - L23
(£83,478 - £92,065)

Required for January 2027

Application pack contents

- Welcome from the Principal
- Advert
- A job description
- A person specification

“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 Lord Grey Academy. We are a diverse, ambitious and caring community, and our motto, *Lord Grey Can*, sums up what we believe: with the right support and high expectations, there is no limit to what our students and staff can achieve together. 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.

DFE Attendance and Behaviour Hub

We are very proud to have 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 have Open Days bringing together leaders from the South East to review practice and to create networking opportunities. We are also supporting 6 schools a year with enhanced support over a 12 month period.

What inspectors found

We were inspected by Ofsted in June 2026, and I am proud of what the report says about our school. Safeguarding standards were met, and every area of the school was judged to be at the expected standard. Inspectors recognised calm, orderly classrooms and a consistently applied behaviour policy. They saw pupils who understand our values, the *Lord Grey Way*, and who show warm, respectful relationships with staff. They noted that pupils feel safe, that staff know them well and check in on their welfare regularly, and that leaders act quickly when attendance dips and work closely with families to remove barriers.

The report also highlighted the strength of our inclusion work, including our pupil passports and inclusion base, and the support our Ethos Team provides with external therapeutic input. It praised our personal development programme from Year 7 to the sixth form and described our careers education as very effective. Our sixth form students are supported to move on to university, apprenticeships and employment.

Inspectors also recognised how well we support our staff. Teachers told them they feel supported and valued, and our early career teachers benefit from high-quality mentoring and professional learning.





Lord Grey Academy

Lord Grey Can



A community that belongs together

Since becoming an academy in 2018 and joining the Tove Learning Trust, Lord Grey has grown in confidence and reputation. Our partnership with Paris Saint-Germain Academy UK enriches what we offer our students, and we have been recognised locally with awards that include MK Secondary School, MK Maths Team of the Year and the Diversity Champion award at the MK Multicultural Awards. We have also been designated a Lead School for the DfE's Attendance and Behaviour Hub, which means we now support other schools across the region. We take that responsibility seriously, because it asks us to keep improving what we do ourselves.

A great place to work and grow

Our staff are the reason Lord Grey works. We offer a collaborative, inclusive environment, a high-quality CPD programme and real opportunities to progress. We work to reduce unnecessary workload and to protect wellbeing, because people who feel valued do their best work.

If you share our belief that every young person can achieve, I would love to hear from you. I hope this booklet and our website help you picture yourself here, and I look forward to meeting you.

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





Lord Grey Academy

Lord Grey Can



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 a Principal, two Principals and five Assistant Principals with responsibilities as follows:

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

-

In addition, we have a very experienced Business Manager to support 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.





Lord Grey Academy

Lord Grey Can



Advertisement

VICE PRINCIPAL - Pupil Welfare, Culture and Wellbeing

TLT LEADERSHIP SCALE - L19 - L23
(£83,478 - £92,065)

Required for January 2026

We are seeking to appoint a Vice Principal 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 Monday 19th October 2026. Interviews will be held on Thursday 22nd October 2026.

Only successfully short listed candidates will be contacted.



Lord Grey Academy

Lord Grey Can



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.





Lord Grey Academy

Lord Grey Can



JOB DESCRIPTION - VICE PRINCIPAL

Role:	Vice Principal Pupil Welfare, Culture and Wellbeing
Responsible to:	Principal
Responsible for:	Line Management AP Behaviour, AP Attendance and wider Pastoral, Attendance and Inclusion Systems.
Based at:	Lord Grey Academy, Milton Keynes
Hours:	Full Time
Grade:	Leadership Scale L19 - L23

The Vice Principal (Pupil Welfare, Culture and Wellbeing) provides strategic, whole-school leadership for pupil welfare, culture and wellbeing, ensuring that every pupil feels safe, known, valued and ready to learn. The postholder will lead the systems, relationships and culture that sustain calm, orderly, inclusive and caring learning environments, in which high expectations and strong support go hand in hand. The core purpose of the role is to work with the Principal and Leadership Team to develop and lead the whole-school approach to welfare, wellbeing, character and culture, encompassing pastoral systems, routines, expectations and policy.

The postholder has strategic responsibility for three areas:

- Attendance – securing high attendance and punctuality for all pupils, in partnership with the Assistant Principal – Attendance and Admissions.
- Behaviour – leading a calm, consistent, relational and restorative behaviour culture, in partnership with the Assistant Principal – Behaviour and the Assistant Principal – Character, Culture and Attitudes.
- Safeguarding – leading the Academy's safeguarding and child protection arrangements as Designated Safeguarding Lead.

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 sharing our practice in attendance, behaviour and pupil welfare with other schools.

You will be responsible for leading these areas so that all Lord Grey learners are safe, present, supported, achieve well and are well prepared for adult life. You will have line management responsibilities for the Assistant Principals, Heads of Year and/or other support professionals as appropriate.



Lord Grey Academy

Lord Grey Can



Key Responsibilities

1. Strategic Leadership of Pupil Welfare, Culture and Wellbeing

- Lead the strategic vision for attendance, behaviour, safeguarding, and pupil wellbeing, providing clear, visible leadership that aligns with the Academy's vision, values and character.
- Establish and sustain a whole-school culture of high expectations, belonging, consistency and mutual respect.
- Ensure that systems are proactive, relational and focused on long-term improvement rather than short-term compliance.
- Ensure pupil voice informs decision-making and that pupils see their views lead to action.
- Contribute to whole-school leadership, modelling professional conduct and visible leadership.

2. Attendance

- Hold strategic responsibility for attendance and punctuality, ensuring the attendance strategy, policy and procedures comply with statutory requirements and DfE guidance.
- Work with the Assistant Principal – Attendance and Admissions to lead the day-to-day delivery of attendance, including registration, first-day contact, rewards, and escalation through support, meetings and formal processes where needed.
- Lead the Academy's response to persistent and severe absence, ensuring early identification and a coordinated, supportive approach with pupils, families and external agencies.
- Ensure attendance is understood as a welfare and safeguarding issue, including children missing education and pupils who are not seen in school.
- Oversee the admissions process through the Assistant Principal – Attendance and Admissions, including in-year admissions and Fair Access arrangements.
- Represent the Academy at local attendance meetings and contribute to the DfE Lead School hub work on attendance.

3. Behaviour

- Hold strategic responsibility for the behaviour policy, ensuring it is clear, inclusive, compliant with statutory guidance and consistently applied by all staff.
- Line manage the Assistant Principal – Behaviour and the Assistant Principal – Character, Culture and Attitudes, ensuring behaviour, character and attitudes work is coherent and consistent.
- Drive a culture where positive behaviour and character are explicitly taught, modelled and reinforced, promoting high expectations, respect, self-discipline and positive relationships.
- Ensure staff consistency through clear routines, scripts and expectations, and monitor the fidelity of implementation through learning walks, data, staff feedback and pupil voice.
- Lead responses to behaviour concerns so that they are predictable, proportionate, restorative and alert to the needs that may sit behind a pupil's behaviour.
- Oversee suspensions, permanent exclusions, managed moves, alternative provision and reintegration, ensuring decisions are lawful, fair and well documented.
- Lead regular review and refinement of behaviour systems, routines and sanctions.



Lord Grey Academy

Lord Grey Can



4. Safeguarding

- Line Manage the Academy's Designated Safeguarding Lead (DSL), leading child protection and safeguarding in line with statutory guidance, including Keeping Children Safe in Education, and the Academy and Trust policies.
- Support the DSL and deputy DSLs and the safeguarding team, ensuring cover, supervision and effective recording, case management and information-sharing.
- Ensure all staff and volunteers receive appropriate safeguarding training and updates, and understand that "it could happen here".
- Monitor behaviour, attendance and welfare data for safeguarding indicators, including bullying, peer-on-peer abuse, sexual harassment, online harm and pupils missing from education.
- Promote a culture where pupils feel safe to report concerns, are listened to and are taken seriously.
- Report on safeguarding to the Principal, Governors, the Trust and external bodies as required.

5. Pupil Welfare, Pastoral Systems and Wellbeing

- Lead and quality assure the pastoral structure, including Heads of Year and tutors, ensuring roles are clear, practice is consistent and tutor time is purposeful.
- Ensure every pupil is well known by trusted adults, with clear pathways to seek help and for concerns to be identified early and acted on promptly.
- Lead the Academy's whole-school approach to mental health and wellbeing, and ensure targeted support (for example mentoring, counselling or therapeutic provision) is high quality and its impact evaluated.
- Work with the Vice Principal – Quality of Education and Personal Development to ensure the personal development and PSHE/RSHE curriculum, enrichment and tutor programme support pupils' welfare, relationships and wellbeing.
- Ensure effective support through key transitions, including entry to the Academy, between key stages and post-16 progression.
- Work with parents and carers and external agencies to ensure support for pupils is coordinated and effective.
- Contribute to a culture that supports staff wellbeing, reduces unnecessary workload and promotes work-life balance.

6. Data, Monitoring and Impact

- Lead the strategic use of attendance, behaviour, safeguarding and wellbeing data to inform decision-making.
- Analyse patterns relating to attendance and punctuality, suspensions and exclusions, behaviour and pastoral records, referrals to support, and vulnerable groups (SEND, disadvantaged pupils).
- Use data to identify trends and systemic issues, evaluate the impact of interventions, and inform governors and senior leaders.
- Ensure data leads to action and improvement, not just reporting.

7. Staff Development and Accountability

- Line manages the Assistant Principals for Attendance and Admissions, Behaviour, DSL and the Heads of Year, ensuring high-quality leadership of pastoral teams.



Lord Grey Academy

Lord Grey Can



- Lead and coordinate high-quality CPD on safeguarding, attendance, behaviour management, de-escalation, inclusive practice and supporting pupils' wellbeing.
- Coach, mentor and challenge staff to maintain high standards of care, culture and behaviour.
- Hold staff to account where expectations are not met, providing support and intervention as required.
- Quality assure provision across all four areas through monitoring, evaluating and reviewing practice.

9. Partnerships and National Impact

- Build positive and respectful relationships with parents and carers, the local community and partner agencies, and represent the Academy as required.
- Contribute to the Academy's work as a DfE Lead School – Attendance and Behaviour hub, supporting other schools to develop their practice.

General Leadership Team responsibilities include:

- Providing clear strategic vision and leadership for the academy which achieves the highest quality educational provision and 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.
- Promoting good student discipline and supporting staff, especially in dealing with sudden crises and emergencies
- Contributing to academy activities including assemblies, and break and lunchtime supervision.
- 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).

Tove Learning Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties and responsibilities.

Tove Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff & visitors to share this commitment.

Sign _____ Date _____





VICE PRINCIPAL – PERSON SPECIFICATION

Vice Principal – Pupil Welfare, Culture and Wellbeing

Education and Training	Essential	Desirable	How evidenced
Good honours degree	✓		A
Qualified Teacher Status	✓		A
Designated Safeguarding Lead training, or the ability to complete it before taking up post	✓		A I
Professional development with respect to additional needs		✓	A
Further relevant professional training e.g. NPQs		✓	A I
Training in mental health and wellbeing		✓	A I

Knowledge and Understanding	Essential	Desirable	How evidenced
Well-informed about current developments and initiatives in education	✓		A I R
Understanding of the use of data to monitor trends and patterns in attendance, behaviour, safeguarding and inclusion, and to put in place appropriate actions	✓		A I
Experience of working with challenging students and pupils with complex needs	✓		A I
Secure knowledge of statutory safeguarding requirements (including Keeping Children Safe in Education) and child protection procedures	✓		A I R
Secure knowledge of attendance legislation and DfE guidance, and of behaviour, suspension and exclusion guidance	✓		A I R
Secure knowledge of the SEND Code of Practice and the Equality Act, and of trauma-informed approaches to inclusion	✓		A I R



Lord Grey Academy

Lord Grey Can



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 demonstrable impact	✓		A I
Proven success in improving attendance and/or leading a positive behaviour culture, with demonstrable impact	✓		A I R
Experience of leading safeguarding or child protection, including multi-agency working	✓		A I R
Experience of leading inclusion and supporting pupils with SEND and other vulnerable groups	✓		A I R
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
Work in more than two schools		✓	A

Professional Skills	Essential	Desirable	How evidenced
Strong data analysis skills	✓		A I
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
Skilled in handling sensitive and complex conversations with pupils, parents/carers and staff	✓		I R
Ability to work with staff, motivate teams and individuals to implement changes across the Academy	✓		A I R
Ability to see a job through to conclusion, deliver and demonstrate outcomes	✓		A I R
Ability to be a team player	✓		A I R
Strong communication skills orally and in writing in order to work with different audiences and report effectively	✓		A I
Ability to think strategically	✓		A I R
Quality assurance: strong monitoring, evaluating and reviewing practices	✓		A I R



Lord Grey Academy

Lord Grey Can



Professional Values and Practice	Essential	Desirable	How evidenced
High expectations with regard to all Academy standards and the ability to foster success in others	✓		A I R
High standards of professionalism and consistency of message in line with the Academy's ethos, values and expectations	✓		I R
Collaborative, collegiate and inclusive leadership, sharing effective practice in approaches and resources	✓		A I
Genuine interest in young people and their futures and a belief in the potential and ability of all	✓		A I
Commitment to the wellbeing of pupils and staff, and to a culture of belonging and inclusion	✓		A I
Commitment to all aspects of Academy life	✓		A I

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

A – Application form I – Interview R – Reference

