



Staffordshire University Academy
Vice Principal
Application Pack

“There is a strong sense
of community and
togetherness.”

Ofsted 2023



Principal Introduction

Thank you for showing an interest in joining Team SUA!

We are proud to be part of Staffordshire University Academies Trust (SUAT) whose family of twenty-one schools has a collective mission to 'Achieve Better Outcomes' for everyone.

At SUA, we have transformed our culture and approaches to education resulting in our academy achieving a 'Good' grading in all areas in our last full Ofsted inspection in November 2023.

We are at a really exciting stage in our history, we have rapidly growing student numbers and staff who are completely aligned to our vision in being relentless in our mission to achieve the best outcomes for our students.

Our students follow a simple RESPECT code which instils the right level of focus for the very best learning to take place. We underpin everything on our three academy values 'Aspire, Believe, Achieve!'

We are innovative in our approaches to teaching and learning, sourcing ideas from international practices. Successful learning is supported by having strong partnerships and we work to achieve this through excellent communication between the academy, parents, governors and the local community. We expect students to be engaged with the curriculum in a creative and innovative way, but not forgetting about the core values of education, ensuring they are equipped with the skills necessary for use in today's modern world.

For many years we have built a strong partnership with the Birmingham Repertory Theatre and with many local businesses who enrich the experiences of our students with once in a lifetime opportunities. We offer our students a range of residential, both locally and internationally, and we are constantly exploring other opportunities to provide additional enrichment for the whole of Team SUA.

We are delighted that you are interested in joining the team, if you are able to, please come and see us in action!

Mrs Rowena Hillier



Reasons to join SUA



Culture

We have an ethos of 'Culture Eats Strategy for Breakfast' – our positive culture is about the central mission of 'improving the life chances of our students'. Staff are friendly, positive and have brought around historical change at SUA through teamwork and innovation.



Wellbeing

Our staff satisfaction is excellent. Staff have access to a suite of wellbeing opportunities, such as daily tea and toast in our staff room, golden tickets, not meeting for meeting's sake, wellbeing days etc. but our approach is not tokenistic. We work as a team to reduce workload issues, such as marking, so that any growing pressures can be easily addressed.



Evidence Informed Practice

All of Team SUA (teaching and support) are evidence informed. Staff run year long projects as part of their own appraisal process. In September 2023 all of our work was published in Ross Morrison-McGill's book 'A Guide to Questioning' – an achievement we are all really proud of. The work that colleagues complete then influences policy and future plans for the academy.



Wider Opportunities

Our sponsor, Staffordshire University, supports our staff in pursuing further qualifications, such as a Masters in Education. Staff are encouraged to complete NPQs. We also have proud links with The Birmingham Repertory Theatre as well as with many local businesses. More recently we have launched our own in-house football academy



Quality of Education

We have a wide and varied curriculum which has a broad offer of the arts and languages. We don't prescribe pathways for students. Our drive for the curriculum is 'Teach to the Top,' we don't differentiate but ensure that the work is always pitched to the top with adaptive strategies to ensure all students, regardless of their need, continue to grow.



Typicality

We moved away from graded observations several years ago, which helped transform our developmental approach to teaching. We truly believe that no member of staff is the finished article. Staff at any stage in their career share typically great practice to constantly improve.

Contact us

info@suacademy.co.uk

01543 224700



Post: Vice Principal – Culture, Behaviour and Belonging

Why Here, Why Now?

Staffordshire University Academy are looking to recruit an experienced senior leader to the post of Vice Principal: Behaviour and Inclusion to work alongside our Vice Principal: Quality of Education. With increasing student numbers, we are looking for the right candidate to join our expanding staff team and help continue our drive to be a truly great academy. You will oversee a strong pastoral team which is arranged in key stages, and set the culture, vision and high expectations for all. We would welcome applications from colleagues who have a track record of impact in leading high-performing pastoral teams in a range of contexts.

Salary: L20 - 24 (£82,654 - £91,158)

Contract: Permanent

Start date: January 2027

Closing date: Monday 28th September, 9am

Interview date: Tuesday 6th and Wednesday 7th October 2026

Job Description

Job Title:	Vice Principal – Culture, Behaviour and Belonging
Responsible to:	Principal
Purpose of the post	- To lead a positive culture of RESPECT and belonging across the academy as a member of the senior leadership team - To contribute to the academy's vision, ethos and policies so that we can enable every child, whatever their background or their circumstances, to have the support they need to be healthy, stay safe, Aspire, Believe and Achieve - To make a positive contribution and enable positive outcomes through a drive for consistent practice across the academy - To deputise for the Principal in their absence
Roles and Responsibilities to be finalised upon appointment, these could include: <i>(those duties marked 'once role is finalised' to be discussed and confirmed with successful candidates)</i>	- Alongside the Principal and other Vice Principal shape the vision and culture within every aspect of across the academy - To share overall academy leadership as an active member of the Senior Leadership Team - To strategically lead on all aspects of the welfare and behaviour of all students, 11-19, so as to deliver upon the academy's culture of support and mutual respect - To have strategic oversight of the behaviour curriculum, including routines for learning - To have strategic lead of the attendance strategy, to be ever improving student attendance to school (inclusive of admissions, appeals and managed moves) - To have a strategic oversight of achievement of all students, 11-19, so as to deliver upon the academy's culture of high expectations - To have strategic lead of the Behaviour for Learning policy including the RESPECT code, attitude to learning and behaviour routines across the academy - To have oversight of the academy 'belonging' plan with other members of the senior leadership

	• To have strategic lead for the inclusion agenda across and within the academy including working closely with our neighbouring academies as a means to uphold excellent standards of behaviour and develop strong community links • To lead the vision for ensuring students are intrinsically and extrinsically motivated through a robust rewards system. • To act as line manager for Assistant Principal(s), and members of the support staffing team as appropriate including leading appraisal and being able to supportively challenge whilst holding colleagues to account. • Empowering senior colleagues responsible for all aspects of the pastoral agenda, whilst holding strategic overview of: ○ Student leadership; student and year group councils ○ Tutor system; including oversight of assemblies ○ Excellent working relationships with outside agencies involved in the pastoral/academic provisions of the students ○ Student attendance; maintaining the high profile of attendance ○ CHARACTER Education, the academy's SMSC/RSE/PSHE fulfilling all statutory requirements and are purposefully quality assured ○ High levels of aspirations through CEIAG, destinations and other opportunities • Strategic lead of the safeguarding culture within the academy, in liaison with the DSL • Through line management, ensure the academy's anti-bullying strategy is upheld whilst ensuring the eSafety strategy is clear and known by all keeping the website and pastoral team updated with up to date advice and guidance to keep all students safe • To lead meetings with parents to ensure student welfare/outcomes/intervention/alternative provision when appropriate • To have the strategic overview of internal and external alternative provision • In liaison with the Principal to ensure procedurally that suspensions and exclusions follow statutory guidance being the final layer of quality assurance for appropriate paperwork • Strategic oversight of the collaborative work between the Inclusion Team and Pastoral Team as part of the pastoral provision to enable student attendance, behaviour, attainment and progress are maximised • To work closely with the Principal and other Vice Principal to ensure parental engagement is paramount • Strategic oversight of the coordination of academy events such as Open Evening, Awards Evening, Transition Evening and other stakeholder public-facing events • To be fully involved in the life of the academy, taking assemblies, supporting all colleagues, being actively involved in coaching drop ins through use of Step-lab supporting the Quality of Education for all learners • To maintain a presence around the academy outside of lesson times leading and taking an active part in the duty system during all unstructured times • To foster and maintain links with further and higher education establishments • To have a keen interest in current educational research, and statutory guidance, around other aspects of academy life such as Quality of Education, Leadership and staff development • To have strategic leadership of Team SUA's wellbeing offer for both staff and students.
Teaching	• To undertake an appropriate programme of teaching • To support the development of leadership skills at all levels across the academy • To demonstrate and share highly effective practice with colleagues in and out of the classroom acting as a coach and line manager to subjects or groups of subjects as delegated by the Principal • To help others improve through promoting reflective and developmental practice in teaching, whole class feedback and in the delivery of effective student feedback • To support leadership of Quality of Education for all teachers to ensure there is increased consistency across the academy

	• To support in the monitoring, development and evaluation of the highest standards of teaching and learning across the academy through supportive challenge whilst encouraging risk taking to inspire the minds of learners from Year 7 through to Year 13 • To work in liaison with the other Vice Principal in all quality assurance processes across the academy to support the developmental approaches being used to enhance and strengthen consistent practice by all teachers
Additional Duties	• Contribute to encouraging, leading, supporting and coordinating the continuing professional development of staff, being an appropriate role model • Make a positive contribution to the wider life and ethos of the academy • To promote actively the Trust's policies and the academy's internal policies • To actively engage in the appraisal process system within the academy including the oversight of performance management of support members of staff including the completion of an annual evidence informed research project • To provide timely reports to the Local Academy Council and work with members of the LAC to coordinate link governor visits as appropriate • To prepare documentation in a timely manner for Senior Leadership Team meetings or meetings with external organisations that demonstrate clarity of both an ability to think strategically but also fundamentally underpin the core purpose of improving the life chances of all students at SUA • To ensure the website is kept up to date with materials that are essential to clear communication with all stakeholders pertinent to the role • To support the promotion of community and parental engagement via the use of social media • To undertake any other duty as specified by members of the Local Academy Council and the Principal

Personal responsibilities

- To continue personal professional development
- Work to a high professional standard and observe confidentiality as appropriate
- Comply and assist with academy policies and procedures and report all concerns to an appropriate person
- Set an example to students acting as a positive role model in all aspects including professional dress, presentation, attendance and punctuality
- Be prepared to work flexibly, both in and out of the academy day
- Participate in training and development appropriate to this post and participate in the academy's CPD programmes

This academy is committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. The successful candidate will be subject to all necessary pre-employment checks, including: an enhanced DBS; Prohibition check; Childcare Disqualification (where applicable); qualifications (where applicable); identity and right to work. All applicants will be required to provide two suitable references. As part of the recruitment process social media checks will also be undertaken.

Person Specification

Post: Vice Principal – Culture, Behaviour and Belonging

In your application, please demonstrate how you meet these criteria.

Attributes	Essential	Desirable	How identified
Qualifications	- Degree, teaching qualification in the specified curriculum area. - Recent record of appropriate in-service training		A
Work Related Experience and Associated Skills	- Successful classroom experience across the 11 – 16 range, with supporting data demonstrating good student progress against targets at all levels - Senior leadership experience - Effective approach to behaviour management - Strengthening and supporting the existing systems - Experience of being a team player, with good people skills and evidence of the impact of these on raising student performance - Experience of delivering teaching and learning, with impact, demonstrating strategic planning and task completion - Experience in the use of ICT and data to monitor and track achievement - Promotion of academy ethos, including participation and or coordination of extra-curricular and whole academy activities	- Successful classroom experience across the 11 – 18 range, demonstrating excellent student progress against targets at all levels - Senior leadership experience in more than one setting or leading a variety of areas in the same setting - Behaviour management experience - Background of teaching within more than one subject - Leading a teaching and learning initiative that has demonstrable impact	A/LO/I/R
Personal Skills/Specialist Knowledge	Learning & Teaching: - Strategies to improve student attainment and achievement - Ability to relate effectively to students, colleagues and parents - Demonstrate highly effective classroom practice - Obvious passion for your subject - Confident and competent in the use of ICT, literacy and numeracy to	- Interest of developing collaborative ways of working - Ability to lead and motivate students - ICT literate - Understanding more complex performance data and application of a range of effective intervention strategies	A/LO/I/R

	enhance learning, monitor progress and communicate Self-Management: • Self-critical, awareness of own strengths and development targets, and professional development requirements • Ability to work independently, using initiative, sticking to deadlines, completing tasks accountably Learning Relationships: • Have the ability to set and maintain high standards, and respond positively to feedback • Excellent subject knowledge, planning and delivery, classroom management and assessment practice • Understand the principles of highly effective learning, independent learning and intervention • Be a role model, promoting the academy's values • Ability to articulate, form and maintain appropriate relationships and boundaries with children and young people	• To have delivered staff CPD linked to teaching and learning	
Personal Qualities	• Professional, enterprising, personal impact • Outgoing, warm personality, approachable, inclusive. • Positive, adaptable • Energetic and enthusiastic. • Self-motivated, self-confident, reliable • Calm under pressure, emotionally intelligent • Sensitivity, fairness, tact and discretion • Commitment, generosity of spirit	• Commitment to contribute to academy life	I/R
A = Application I = Interview LO = Lesson Observation R = Reference			

Staffordshire University Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

An enhanced DBS check is required for all successful applicants.