



# Candidate Pack

## Vice Principal, Quality of Education

Campion School and Language College



**Campion School & Language College**

The best in everyone™

Part of United Learning



# Welcome to Champion School

Dear Prospective Candidate,

It is my pleasure to extend a warm welcome to you as you consider the exciting opportunity of joining our leadership team at Champion School. As the Interim Principal of this remarkable school, I am incredibly proud of the vibrant, inclusive community that we continue to nurture. Our mission is simple yet powerful: to cultivate an environment where every student flourishes, develops their skills and character, and achieves academic excellence. Together, we strive to **create brilliant futures for all our students**.

As you explore the role of Vice Principal I hope you will gain a true sense of the values that define Champion: **Ambition, Respect, Integrity, and Resilience**. These values are not just words but are embedded in everything we do. We set high expectations for both our staff and students, and we pride ourselves on providing rich, challenging learning experiences within a supportive and caring environment.

On a daily basis, I have the privilege of witnessing passionate, dedicated staff members who are fully committed to delivering the highest standards of education. I see our students, eager and engaged, working hard to reach their potential. Visitors often comment on the welcoming, purposeful atmosphere within the school, where relationships between staff and students are founded on mutual respect and a shared commitment to personal and academic growth.

We are thrilled to have been graded **Good** in all areas by Ofsted in November 2021, a testament to the exceptional progress the school has made. The inspection team praised the high expectations set for all pupils, including those in our Sixth Form, where students show impressive maturity, independence, and a strong track record of success in securing places at their first-choice universities, including places at Oxford and Cambridge and other Russell Group Universities. We are particularly proud of the strides we've made in improving provisions for students with Special Educational Needs and Disabilities (SEND), ensuring that all students have equal access to the curriculum and are achieving alongside their peers.

Our vision is to **Create Brilliant Futures**, and we are committed to ensuring that all students develop the knowledge, skills, and values needed to thrive as global citizens. Whether preparing for university, further education, or the world of work, our students leave Champion with the foundation of independent learning and a lifelong love of learning.

We are deeply committed to providing a safe, supportive environment for all of our students, where respect for individuality is celebrated and where physical, mental, and emotional well-being are prioritised. Through our well-structured pastoral care system, a rich variety of extracurricular activities, and opportunities for leadership, teamwork, and personal growth, we ensure that every child has the chance to flourish.

I am also excited to share that this is our second year as part of the **United Learning Trust**, a significant milestone in Champion's journey. Being part of a national network of schools provides us with exciting opportunities for collaboration, professional development, and the sharing of best practices. United Learning is renowned for its commitment to raising standards and providing excellent educational experiences for all students. As part of the Trust, we have access to a wealth of resources, expertise, and leadership support, all of which enhance our ability to provide the very best education for our students. The Trust's ethos of ambition, integrity, and respect aligns perfectly with our own values, and we look forward to continuing to benefit from this partnership in the years to come.

The opportunity to become a Vice Principal at Champion is an exciting one. You will be joining a team of like-minded professionals, all dedicated to ensuring that every student has the opportunity to achieve their best. We are looking for a leader who shares our ambition, embodies our values, and can work alongside us to continue to drive Champion forward to even greater heights.

I hope that as you learn more about Champion you will feel inspired by our commitment to excellence. If you would like to see us in action, I would be delighted to invite you to visit the school and experience first-hand the vibrant community we have created.

Thank you for your interest in joining our school, and I look forward to the opportunity to meet you.

Warm regards,

**Mrs Kim Bradley-Smith,**  
Interim Principal, Champion School and Language College



# Our Ethos

Our approach to education is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people. We believe in supporting our colleagues to achieve excellence and in acting with integrity in all our dealings within and beyond the Group. We believe the safety and welfare of all children and young people is paramount. We summarise this ethos as **'the best in everyone'** which underpins our core values:

**Ambition** – to achieve the best for us and others.

**Confidence** – to have the courage of our convictions and to take risks for the right cause.

**Creativity** – to imagine possibilities and make them real.

**Respect** – of ourselves and others in all that we do.

**Enthusiasm** – to seek opportunity, find what is good and pursue talents and interests.

**Determination** – to overcome obstacles and achieve success.

As a single organisation, we seek to bring together the best of independent and state sectors, respecting both traditions and learning from each other. We believe that each of our schools is and should be distinctive – committed to developing its own strengths and identity while sharing our core values to promote service, compassion and generosity.

## Continuing Professional Development

We believe that successful organisations make a priority of developing their staff; all the more so in education, where the people of the organisation are its most important asset. While the development of all staff is important, we make the support and professional development of Heads and senior leaders a particular priority, given the impact that leaders have on the life of staff and pupils alike.

We work on the basis that each of us, however effective, can always improve. The successful candidate of Champion School and Language College will be set personal development objectives with the Regional Director each year and will be supported to achieve them.

The Principal will also be asked to take a role in supporting the leadership of the whole organisation, working with other Principals in the Group, and sharing ideas and practice with one another.

They will also have the benefit of accessing a range of networks, including the Group Education Forum, which brings together Heads from across the Group six times a year. United Learning are passionate about staff development, for example we provide 360-degree feedback as part of professional development, and we have also commissioned training programmes from major universities.

We believe that schools are at their best when they are autonomous and able to develop a distinctive ethos, reflecting the needs of their pupils and the context within which they work. The Group can get behind the work of Heads and leaders in schools through creating strong networks, providing outstanding educational support and professional development, and by taking the strain of professional functional support. We aim to ensure that the technology, finance, HR and data support is provided more effectively and efficiently than would otherwise be possible, so that Principals can focus on educational leadership.

The newly appointed Vice Principal, Quality of Education at Champion School and Language College will also benefit from a comprehensive induction programme which has recently been reviewed to ensure its effective and to promote success.

# Our Framework for Excellence

To achieve our mission, our schools prioritise five key principles:

- 1 The best from everyone
- 2 Powerful Knowledge
- 3 Education with character
- 4 Leadership in every role
- 5 Continuous improvement

‘Our aim is to bring out ‘the best in everyone’. So, we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child’s potential?’

# Our Framework for Excellence

## **'The best from everyone'**

Our aim is to bring out 'the best in everyone'. So, we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child's potential? So, we expect unreasonably – we constantly challenge children to do what they think they can't, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

## **'Powerful knowledge'**

Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

## **'Education with character'**

Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty;

to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

## **'Leadership in every role'**

Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead.

All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

## **'Continuous improvement'**

However good we are, we can be better. We constantly look for improvements and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. We aim for high leverage, high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.





# Job Description

**Campion School is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments.**

**Post:** Vice Principal, Quality of Education

**Responsible to:** Principal

**Hours of work:** Full time and permanent

**Salary:** Competitive

**Purpose:** To provide strong leadership for driving standards at the school and ensuring outstanding provision and outcomes for every student including, but not exclusively, curriculum, teaching and learning, and quality assurance.

**Safeguarding:** To uphold the School's policies in respect of Safeguarding and Child Protection and ensure the safety and wellbeing of all learners.

**Line management:** Line manage and review named Assistant Principals and other staff, in consultation with the Principal.

## Key responsibilities

**This list is not meant to provide a narrow definition of specific responsibilities but to serve as guidance and should be seen as enabling rather than restrictive.**

- Ensure our vision for the quality of education at Campion School is clearly communicated, with a particular focus on quality first teaching, curriculum intent and implementation and quality assurance
- Working with other Senior Leadership Team members, lead, manage, co-ordinate and evaluate whole School monitoring, evaluation and review to ensure the highest standards of teaching and learning, attainment, progress and behaviour
- Lead the drive for improvement in the quality of teaching and learning
- Working with the other Senior Leaders, lead, manage, co-ordinate and evaluate whole academy monitoring, evaluation and review to ensure the highest standards of teaching and learning, attainment, progress and behaviour
- Oversee the process of drawing together priorities for development from external reports, self-evaluation and performance management into an effective plan for training and development

- Create and maintain an agenda of aspiration and achievement for the School, working with staff to do so
- Contribute to the development and review of all strategic plans and policies within the School
- Liaise closely with parents regarding pupil progress
- Provide a consistent team approach to routine and behaviour/ethos matters, including School Leadership Team duties
- Securing the achievement of Key Performance Targets identified in the Academy Strategic Plan
- Develop and communicate a clear vision for Continuing Professional Development for all staff

## Strategic managements

- In consultation with staff and governors maintain the ethos, vision and aims of the School including the drafting of relevant policies
- Securing the achievement of Key Performance Targets identified in the School Strategic Plan
- Ensuring that School systems and accountabilities are delivered according to the key principles of simplicity, efficiency and effectiveness
- Planning and delivering School policy in key areas.



## Accountability

- Advising and reporting to the Governing Body and Trust as required
- Working in accordance with statutory policy
- Liaising with officers, inspectors and other outside agencies
- Developing relationships between the School and its local community
- Contributing to the process and completion of any self-evaluation processes
- Being accountable for the delivery of key strategic objectives as determined in negotiation with the Principal and the Senior Leadership Team as a whole

## Leadership and management of people

- Deputising for the Principal as required
- Providing an approachable, authoritative and visible presence in and around the School to provide support for staff, students, parents and the local community
- Developing a strong sense of teamwork and common purpose among staff
- Carrying out performance management of key leaders and managers
- Performing other duties determined in discussion with the Principal
- Training, coaching, supporting and directing staff as required to ensure a positive, professional and achievement focused ethos is maintained

## General

### All School staff are expected to:

- Work towards and support the School's vision and the objectives
- Communicate effectively to all members of the team and work collaboratively with other staff
- Support and contribute to the School's responsibility for safeguarding students
- Uphold the School behaviour policy
- Work within the School's Health and Safety policy to ensure a safe working environment for staff, students and visitors
- Work within the School's Community Cohesion and Equal Opportunities policies to promote equality of opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Adhere to School policies, procedures and core values as set out in the documentation available to all staff
- Ensure that the confidentiality of sensitive information and data is not compromised
- Keep up to date with developments relating to their role
- Develop and maximise the use of ICT
- Meet in accordance with calendared meetings and with line managers as required
- Other responsibilities as reasonably requested and commensurate with the grading of the post
- Any such duties that may from time to time be reasonably assigned by the Principal.

This job description will be reviewed annually as part of the performance management process and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties, including the provision of high quality teaching and learning across the School and the pastoral care of the pupils in their charge.

Elements of this job description and changes to it may be negotiated at the request of either the Principal or the incumbent of the post.

# Person Specification

The successful candidate will possess all or most of the following attributes:

E = Essential D = Desirable  
Assessed by: I = Interview A = Application

| QUALIFICATIONS                                                                                                                                                                                                                                           | Criteria | Selection |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|
| A good honours degree                                                                                                                                                                                                                                    | E        | A         |
| Qualified Teacher Status                                                                                                                                                                                                                                 | E        | A         |
| NPQH                                                                                                                                                                                                                                                     | D        | A         |
| EXPERIENCE                                                                                                                                                                                                                                               |          |           |
| Experience of teaching in at least two schools                                                                                                                                                                                                           | D        | A/I       |
| Experience of leading teaching and learning/curriculum/raising standards at senior leadership level                                                                                                                                                      | E        | A/I       |
| A track record of effectively leading/motivating pupils and staff and developing team approaches                                                                                                                                                         | E        | A/I       |
| Minimum of two years' leadership experience                                                                                                                                                                                                              | E        | A/I       |
| Demonstrable experience of improving student outcomes                                                                                                                                                                                                    | E        | A/I       |
| Excellent understanding of high-quality approaches to teaching and learning, curriculum implementation, CPD and quality assurance                                                                                                                        | E        | A/I       |
| Outstanding teacher                                                                                                                                                                                                                                      | E        | A/I       |
| Developing, leading and monitoring initiatives using technology to support evaluation                                                                                                                                                                    | E        | A/I       |
| In-depth knowledge and understanding of National Educational priorities/developments                                                                                                                                                                     | E        | A/I       |
| Experience of implementing new initiatives that lead to notable impact and student outcomes                                                                                                                                                              | E        | A/I       |
| PROFESSIONAL DEVELOPMENT                                                                                                                                                                                                                                 |          |           |
| Evidence of a commitment to own professional development                                                                                                                                                                                                 | E        | A/I       |
| Evidence of keeping up to date with educational thinking and knowledge                                                                                                                                                                                   | E        | A/I       |
| A strong commitment to the quality of professional development of staff                                                                                                                                                                                  | E        | A/I       |
| The drive to develop others' capabilities and help them realise their full potential                                                                                                                                                                     | E        | A/I       |
| Willingness to work in a coaching environment and having coached staff                                                                                                                                                                                   | E        | A/I       |
| Experience of having worked in a coaching environment and having coached staff                                                                                                                                                                           | D        | A/I       |
| PROFESSIONAL KNOWLEDGE AND UNDERSTANDING                                                                                                                                                                                                                 |          |           |
| Knowledge and understanding of recent legislation, development and initiatives in secondary education                                                                                                                                                    | E        | A/I       |
| Knowledge of the latest developments in teaching and learning                                                                                                                                                                                            | E        | A/I       |
| Knowledge of Performance Management and review                                                                                                                                                                                                           | E        | A/I       |
| Ability to analyse data effectively                                                                                                                                                                                                                      | E        | A/I       |
| Ability to use and present data to drive school improvement, improve student progress and the quality of education                                                                                                                                       | E        | A/I       |
| Good understanding of the skills and attributes required for effective leadership                                                                                                                                                                        | E        | A/I       |
| A thorough understanding of the OFSTED Framework regarding effective leadership, management and self-evaluation                                                                                                                                          | E        | A/I       |
| An understanding of the personal qualities required for effective leadership in learning, as well as the most effective methods of training staff to the required standard                                                                               | E        | A/I       |
| Good understanding of the needs of pupils who are vulnerable and be able to use this knowledge to inform policy and practice                                                                                                                             | E        | A/I       |
| Experience of policy writing and devising schemes of work                                                                                                                                                                                                | E        | A/I       |
| An excellent understanding of approaches to training and staff development                                                                                                                                                                               | E        | A/I       |
| A thorough knowledge of approaches to support, motivate and challenge staff                                                                                                                                                                              | E        | A/I       |
| Knowledge of effective strategies to meet the needs of all students                                                                                                                                                                                      | E        | A/I       |
| A good understanding of positive effective strategies for whole school behaviour management                                                                                                                                                              | E        | A/I       |
| To understand the Principals of Equalities intervention and whole school initiatives                                                                                                                                                                     | E        | A/I       |
| To have a good working knowledge and understanding of school's statutory responsibilities regarding the needs and care of pupils with SEN to include pupils on school action, school action plus and pupils with statements of special educational needs | E        | A/I       |
| An understanding of the personal qualities required for effective leadership in learning, as well as the most effective methods of training staff to the required standard                                                                               | E        | A/I       |

| PROFESSIONAL KNOWLEDGE AND UNDERSTANDING - CONTINUED                                                                                                                                      |   | Criteria | Selection |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------|-----------|
| Good understanding of the needs of staff who are having difficulties in the classroom                                                                                                     | E |          | A/I       |
| Experience of working with outside advisors and agencies to develop approaches that secure high quality practice in the classroom                                                         | E |          | A/I       |
| Experience of securing excellent teaching quality from staff                                                                                                                              | E |          | A/I       |
| A good understanding of positive effective strategies for securing improvement in teacher practice, including structured action-planning for improvement.                                 | E |          | A/I       |
| To have a good knowledge of how to work with student voice and student council members to listen carefully to the student body on what works for them in the classroom and in the Academy | E |          | A/I       |
| PRACTICAL AND INTELLECTUAL SKILLS                                                                                                                                                         |   | Criteria | Selection |
| Ability to establish a positive ethos with an accent on high achievement for all                                                                                                          | E |          | A/I       |
| Ability to empathise with the needs of pupils and to be firm but fair and consistent                                                                                                      | E |          | A/I       |
| Ability to prioritise and manage time effectively                                                                                                                                         | E |          | A/I       |
| An effective communicator and motivator of pupils and staff                                                                                                                               | E |          | A/I       |
| Ability to enable and empower others                                                                                                                                                      | E |          | A/I       |
| A team player with the ability to establish good working relationships with staff, pupils and parents                                                                                     | E |          | A/I       |
| The ability to communicate clearly and concisely both verbally and in writing at all levels                                                                                               | E |          | A/I       |
| The ability to set clear expectations and parameters and to hold others to account for their performance                                                                                  | E |          | A/I       |
| The ability to challenge underperformance                                                                                                                                                 | E |          | A/I       |
| PERSONAL QUALITIES                                                                                                                                                                        |   |          |           |
| Fully subscribe to our school values of Ambition, Respect, Integrity and Resilience                                                                                                       | E |          | A/I       |
| The tenacity to see things through and secure, where necessary, 100% compliance from staff and students                                                                                   | E |          | A/I       |
| Willingness to engage carers to encourage close involvement in their child's education                                                                                                    | E |          | A/I       |
| Flexibility in approach                                                                                                                                                                   | E |          | A/I       |
| Enjoyment in overcoming challenges                                                                                                                                                        | E |          | A/I       |
| Good communication skills                                                                                                                                                                 | E |          | A/I       |
| Ability to manage workload effectively                                                                                                                                                    | E |          | A/I       |
| Ability to enthuse and motivate others developing strong partnerships                                                                                                                     | E |          | A/I       |
| Willingness to share expertise and knowledge with others                                                                                                                                  | E |          | A/I       |
| Willingness and ability to run academy training sessions                                                                                                                                  | E |          | A/I       |
| Good health and an appreciation of work life balance                                                                                                                                      | E |          | A/I       |
| A sense of humour, warmth, energy, stamina and resilience                                                                                                                                 | E |          | A/I       |
| The professional respect of colleagues                                                                                                                                                    | E |          | A/I       |



# Terms & Conditions of Employment

## Employer

United Learning

## Position

Vice Principal, Quality of Education, Campion School and Language College with responsibility for the whole school

## Reporting Line

Principal

## Location

Campion School and Language College or such other nearby place operated by the school or to which the school may relocate.

## Start Date

September 2025

## Starting Salary

The salary will be commensurate with the significance and importance of the post and the experience of the successful candidate.

## Holidays

You are entitled to take holidays during the normal school holidays except where your presence is required for proper execution of your duties as Vice Principal, Quality of Education. United Learning would expect you would not have less than six weeks of the year without any work involvement.

## Teachers' Pension Scheme

The Vice Principal, Quality of Education is eligible to be a member of the TPS.

## Ill Health

United Learning's sick leave and pay policy will apply. The policy allows for a three years' sliding qualification period, at the end of which you will be entitled to full pay for 100 working days and half pay for 100 working days.

## Relocation

Assistance with relocation is negotiable and may be available.

## Safeguarding

United Learning is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This appointment will be subject to an enhanced DBS Check, medical clearance, online checks and employment references, all of which are satisfactory to United Learning.

# How to Apply

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion please contact Neil Massie at our recruitment partner Academicis on [nmassie@academicis.co.uk](mailto:nmassie@academicis.co.uk) or by phone on 07818 875514 / 01223 907979

Visits to the school are warmly encouraged, please contact Academicis for further information.

All applications should be submitted via our recruitment partner Academicis. Further details can be found via [www.academicis.co.uk/apply/](http://www.academicis.co.uk/apply/)

The closing date for receipt of completed applications is Monday 24th March 2025

## The Selection Process

We will treat all enquiries, formal and informal, in confidence.

The selection process will be as follows:

All applications will be acknowledged by email.

The selection process is to be on Thursday 3rd April at Campion School and Language College.

Candidates will be offered full feedback on their application and/or interview.

*United Learning's normal terms and conditions of employment apply for the position of Vice Principal, Quality of Education. The final detailed terms and conditions are subject to agreement between United Learning and the successful candidate and will be reflected in the formal employment contract.*