

Candidate Pack

Vice Principal, Quality of Education and Raising Standards

Campion School

Campion School
The best in everyone™


SIXTH FORM

Welcome to Campion School

Dear Prospective Candidate,

Thank you for considering Campion School as the next step in your professional journey. I hope that, as you explore this recruitment pack, you begin to understand what makes Campion such a special place to work, learn and grow, and why I am so proud to be its Principal.

Our mission is simple: **Creating Brilliant Futures.** This ambition underpins everything we do. We believe that every young person, regardless of their starting point or circumstances, should be encouraged to dream big, develop the knowledge, skills and character to succeed, and aspire to futures beyond what they may have thought possible. Our responsibility is to broaden horizons, open doors and create opportunities that empower every student to pursue ambitious next steps and shape a future in which they can thrive.

We are a school with a strong sense of community, a commitment to inclusion and an ambitious vision for the future. Our values of **Respect, Integrity, Resilience and Ambition** shape our relationships, the expectations we set and the way we work together. We want every member of our community to feel that they belong, that their contribution matters and that they can achieve great things.

In April 2026, we welcomed Ofsted to Campion for our inspection under the new inspection framework. We were pleased that the inspection recognised the many strengths of our school, with the expected standard achieved across six categories and strong standards in our Post-16 provision. Inspectors described Campion as a school where pupils experience a "calm, welcoming and purposeful school environment", feel "understood, valued and included" and benefit from "strong, positive relationships between staff and pupils." These findings reflect the culture we work hard to create every day: a school where high expectations sit alongside care, support and a genuine sense of belonging.

Our commitment to safeguarding and wellbeing is fundamental to this culture. Inspectors recognised an "open and positive culture of safeguarding" in which "pupils are made safer and feel safe." We know that young people thrive when they feel secure, understood and supported, and we work collectively to ensure that every student is known as an individual and given the opportunity to succeed.

We are ambitious for our students and passionate about the quality of education they receive. Our curriculum is "ambitious, broad and balanced", and our teachers bring strong subject knowledge and a commitment to helping students build secure understanding over time. We believe that excellent teaching, high expectations and a rich curriculum open doors and create opportunities that can transform lives. We are equally committed to ensuring that students who need additional support receive it effectively, with inspectors recognising our work to help pupils close gaps in essential knowledge, including reading.

This ambition extends into our Sixth Form, where our strong Post-16 provision reflects the high expectations we hold for every student. Inspectors recognised "ambitious expectations for all post-16 students" and "carefully designed study programmes". Our students achieve above national averages and are very well prepared for their next steps in education, employment or training. We are proud to help young people develop the confidence, independence and resilience to pursue their aspirations.

At Campion, inclusion is not an add-on; it is central to who we are. We recognise that our students bring different experiences, strengths and needs, and we work hard to remove barriers to learning and participation. Inspectors highlighted how leaders involve pupils and parents when designing support, ensuring that individual needs are understood and that support is shaped around the young person. We want every student to know that they matter, that their voice is heard and that they have a place in our community.

We also know that the best schools are built by the people who work in them. We want Campion to be one of the best places to work as well as one of the best places to learn. Our recent inspection recognised that staff feel valued and take pride in working at the school, alongside a "strong culture of professional development through high-quality, evidence-informed training." We are committed to creating an environment where colleagues can develop their expertise, learn from one another, collaborate with purpose and feel empowered to make a difference. We want our staff to be supported, challenged and encouraged to fulfil their own potential, just as we expect them to do for our students.

We are proud of the progress we have made, but we are equally clear about the work still to do. We are a school that reflects honestly, learns from experience and refuses to stand still. Our ambition is to build on our strengths, continue to improve the experience and outcomes of every student, and ensure that Campion continues to flourish. We believe that the strongest schools are those in which people share a clear purpose, take collective responsibility and remain open to new ideas and better ways of working.

Joining Campion means becoming part of a community with a clear purpose, strong foundations and a genuine ambition for the future. We are looking for colleagues who believe in the potential of every young person, embrace our values and are excited by the opportunity to help shape the next chapter of our school's journey.

I hope that, as you explore this recruitment pack, you will gain a sense of the opportunities available at Campion and the difference you could make here. More importantly, I hope you will want to come and experience our community for yourself.

Thank you for your interest in Campion School. I look forward to the possibility of welcoming you to Team Campion and working together to create brilliant futures for our students and colleagues.

Mrs Kim Bradley-Smith
Principal
Campion School

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 Campion School 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 and Raising Standards at Campion School 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.

#proudtobeCampion



Job Description

Post: Vice Principal, Quality of Education and Raising Standards
Responsible to: Principal
Hours of work: Full time and permanent
Salary: Competitive

Purpose: To provide strategic leadership for driving standards and securing outstanding educational provision and outcomes for every student. The Vice Principal will lead a rigorous, evidence-informed approach to school improvement, using detailed analysis of performance data to identify strengths, diagnose underperformance, establish priorities and secure sustained improvements in the quality of education and student outcomes across all key stages.

The postholder will ensure that data analysis is purposeful, forensic and closely connected to the quality of teaching, curriculum implementation, assessment, student progress and the impact of intervention. They will ensure that decisions are informed by robust evidence and that improvement strategies result in measurable gains in achievement for all students.

A central responsibility of the role is to provide high-quality strategic line management of Assistant Principals, establishing a culture of professional challenge, accountability, collaboration and continuous improvement. Through clear strategic direction, purposeful monitoring, coaching and evaluation, the Vice Principal will ensure that Assistant Principals lead their respective areas effectively and make a demonstrable contribution to the school's priorities and outcomes.

The postholder will work closely with the Principal and Senior Leadership Team to establish high expectations, secure consistently high standards and ensure that the school delivers an ambitious, inclusive and high-quality education for all learners.

Safeguarding and child protection

To uphold the School's policies and procedures in respect of safeguarding and child protection, ensuring the safety and wellbeing of all learners.

Line management

To provide strategic leadership and line management for named Assistant Principals and other designated staff, in consultation with the Principal. This will include establishing clear priorities and expectations, evaluating the impact of leadership, providing professional challenge and support, and holding colleagues accountable for the quality of provision and outcomes within their areas of responsibility.



Key responsibilities

Strategic leadership of data, standards and school improvement

- Establish and lead a rigorous, forensic approach to the analysis of student performance, progress and attainment data across all key stages, subjects, year groups and relevant student groups.
- Interrogate assessment, examination, progress and other relevant school data to identify patterns, trends, anomalies, underperformance and differences in outcomes, ensuring that the underlying causes are understood rather than simply describing the results.
- Ensure that data analysis informs strategic decision-making, school improvement priorities, curriculum development, teaching and learning, targeted intervention and the allocation of resources.
- Evaluate performance against ambitious targets, prior attainment, national benchmarks and relevant internal measures, identifying where expectations are not being met and establishing clear, time-bound actions to address gaps.
- Lead the systematic tracking and evaluation of student progress throughout their educational journey, ensuring that emerging concerns are identified early and addressed effectively.
- Analyse differences in outcomes between key stages, subjects, cohorts and student groups, including disadvantaged students and students with SEND, to identify barriers to achievement and secure equitable outcomes.
- Work with Assistant Principals and other senior leaders to translate data analysis into precise Raising Standards improvement plans, with measurable success criteria, clear accountability and regular review points.
- Ensure that interventions are evidence-informed, appropriately targeted and rigorously evaluated for their impact on student progress and attainment. Discontinue, adapt or strengthen approaches according to the evidence of their effectiveness.
- Triangulate quantitative data with qualitative evidence, including lesson visits, work scrutiny, student voice, curriculum evaluation and staff feedback, to develop an accurate understanding of the quality of education.
- Establish a culture in which data is used intelligently to challenge assumptions, test the effectiveness of existing practice and drive sustained improvements in standards.
- Ensure that leaders at all levels can interpret, interrogate and act upon data effectively, developing their analytical expertise and capacity to improve outcomes.

Strategic line management of Assistant Principals

- Provide high-quality, strategic line management of Assistant Principals, ensuring that their work is aligned with the school's strategic priorities and contributes directly to improved educational provision and student outcomes.
- Establish clear expectations, measurable objectives and individual leadership priorities for each Assistant Principal, with explicit links to whole-school improvement planning and their areas of responsibility.
- Hold regular, structured line-management meetings focused on strategic progress, the evaluation of impact, analysis of performance data, emerging risks, barriers to improvement and agreed actions.
- Provide rigorous professional challenge and support, ensuring that Assistant Principals demonstrate a secure understanding of performance within their portfolios and can articulate the impact of their leadership using reliable evidence.
- Scrutinise the quality of each Assistant Principal's analysis, evaluation and improvement planning, ensuring that conclusions are evidence-based, actions are appropriately prioritised and progress is measurable.
- Ensure that Assistant Principals take ownership of their areas of responsibility, identify underperformance promptly, implement effective improvement strategies and demonstrate measurable impact over time.
- Coach, mentor and develop Assistant Principals to strengthen their strategic thinking, analytical skills, leadership behaviours, decision-making and capacity to lead sustainable improvement.
- Evaluate the effectiveness of leadership through the systematic review of agreed objectives, performance information, implementation milestones and the quality of provision within each portfolio.
- Promote a coherent and collaborative Senior Leadership Team in which Assistant Principals share effective practice, work collectively on whole-school priorities and maintain consistent expectations across the school.
- Identify leadership development needs and succession-planning opportunities, supporting the development of leadership capacity and professional expertise across the organisation.
- Ensure that accountability is proportionate, purposeful and focused on improvement, combining high expectations with appropriate support and professional development.

Quality of education, teaching and learning

- Ensure a consistently high standard of teaching and learning across the school, with a clear focus on curriculum intent, implementation and impact.
- Hold strategic oversight of the evaluation of the quality of education through a coherent programme of monitoring, including lesson visits, work scrutiny, assessment review, student voice and analysis of outcomes.
- Use the findings from monitoring and performance analysis to identify strengths, areas for development and priorities for improving classroom practice.
- Work with the Senior Assistant Principal for Teaching and Learning and other senior leaders to ensure that teaching strategies, assessment approaches and curriculum provision respond effectively to identified student needs.
- Secure high expectations for achievement, engagement, behaviour and learning across all key stages.
- Ensure that professional development is informed by evidence of need, linked to school improvement priorities and evaluated for its impact on teaching quality and student outcomes.
- Promote consistency in the quality of education while enabling leaders and departments to respond appropriately to the needs of their subjects and students.

Strategic planning, implementation and evaluation

- Lead and contribute to the development, implementation and evaluation of the School Improvement Plan, ensuring that priorities are informed by robust evidence and focused on improving standards.
- Establish clear baselines, success criteria, milestones and measures of impact for strategic initiatives.
- Ensure that improvement plans are practical, appropriately sequenced and supported by clear ownership, accountability and monitoring arrangements.
- Regularly evaluate the effectiveness of school improvement strategies, using performance information and qualitative evidence to determine whether intended outcomes are being achieved.
- Report accurately and strategically to the Principal, Senior Leadership Team and, where required, governors on progress against priorities, emerging concerns and the impact of improvement work.
- Ensure that resources, staff expertise and professional development are deployed strategically to address identified priorities and maximise their impact on student achievement.

Strategic management and accountability

- Work with the Principal and Senior Leadership Team to establish and maintain a shared vision of excellence, high expectations and continuous improvement.
- Secure the achievement of key performance targets identified in the Academy Strategic Plan and School Improvement Plan.
- Contribute to the development, review and implementation of school policies, ensuring that these support high-quality provision and improved outcomes.
- Ensure that systems and accountabilities are effective, proportionate and focused on the principles of simplicity, efficiency and impact.
- Maintain an accurate overview of standards across the school, identifying risks to performance and ensuring that appropriate action is taken.
- Support the school in meeting statutory requirements and maintaining the highest standards of professional practice, safeguarding and student welfare.

Accountability

- Advise and report to the Governing Body and Trust as required, presenting clear, accurate and evaluative evidence of school performance and the impact of improvement strategies.
- Work in accordance with statutory policy and requirements.
- Liaise with officers, inspectors and other relevant external agencies.
- Develop strong relationships between the school and its local community.
- Contribute to the process and completion of self-evaluation, ensuring that judgements are evidence-based, accurate and closely aligned with the quality of education and student outcomes.
- Be accountable for the delivery of key strategic objectives, working in partnership with the Principal and Senior Leadership Team.

Leadership and management of people

- Provide visible, approachable and authoritative leadership, maintaining a strong presence across the school and building confidence among staff, students, parents and the wider community.
- Develop a strong sense of teamwork, shared purpose and collective responsibility across the Senior Leadership Team.
- Lead the performance management and professional development of designated senior leaders, ensuring that objectives are ambitious, specific, measurable and linked to strategic priorities.

- Support colleagues to develop the knowledge, skills and confidence required to lead improvement effectively.
- Promote a culture of professional integrity, collaboration, accountability and high-quality practice.
- Undertake other duties as determined in discussion with the Principal.

General

All school staff are expected to:

- Work towards and support the School's vision and objectives.
- Communicate effectively with all members of the team and work collaboratively with colleagues.
- Support and contribute to the School's responsibility for safeguarding students.
- Uphold the School's behaviour policy.
- Work within the School's Health and Safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain confidentiality and comply with relevant data protection requirements.
- Engage in professional development and contribute to a culture of continuous improvement.

This job description will be reviewed annually as part of the performance management process and may be subject to amendment following consultation with the postholder. It is not a comprehensive statement of all duties but sets out the principal expectations and responsibilities 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 priori-ties/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 leader-ship	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 and Raising Standards, Campion School with responsibility for the whole school

Reporting Line
Principal

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

Start Date
January 2027

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 and Raising Standards. 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 and Raising Standards 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.

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.

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 Ross Laird at our recruitment partner Academicis on rlaird@academicis.co.uk or by phone on 07901 585959 / 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/

The closing date for receipt of completed applications is Sunday 29th November 2026

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.

We reserve the right to interview and appoint within the application window.

The selection process will take place Thursday 3rd December 2026 at Campion School.

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 and Raising Standards. 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.



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The best in everyone™