



Com.  
Opportu  
Respect  
Excell



# Castle Newnham Application Pack

## Senior Vice Principal



**BEST**  
BEDFORDSHIRE  
SCHOOLS TRUST



## CONTENTS

1. Introduction
2. About BEST
3. About Castle Newnham
4. How to Apply
5. Job Description
6. Person Specification

[www.bestacademies.org.uk](http://www.bestacademies.org.uk)



# INTRODUCTION

Welcome to Castle Newnham and the Bedfordshire Schools Trust. Thank you for expressing an interest in our current vacancy.

We have collated this application pack to provide you with all the information you should need to enable you to apply for this role.

However, if you would like any further information or would like to make a visit to our academy, please contact:

**Alison Austin**  
**Operations Manager**  
[AAustin@bestacademies.org.uk](mailto:AAustin@bestacademies.org.uk)  
**Tel: 01462 413512**

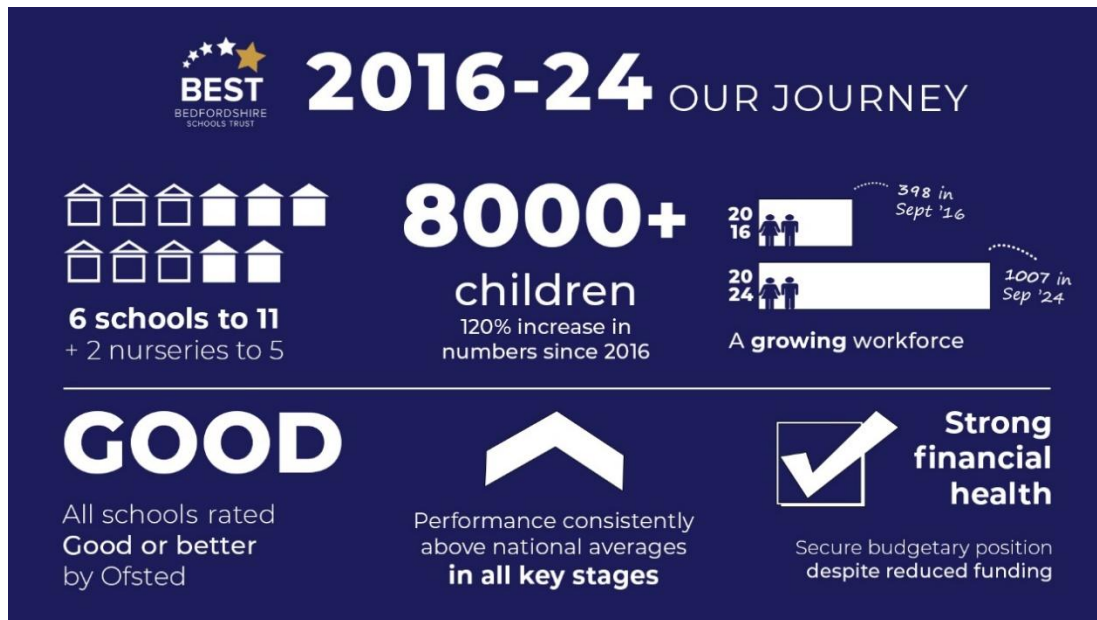
**Bedfordshire Schools Trust**  
Shefford Road, Clifton, Shefford, Bedfordshire SG17 5QS  
[www.bestacademies.org.uk](http://www.bestacademies.org.uk)



# ABOUT BEST

The Bedfordshire Schools Trust (BEST) is a multi-academy trust providing exceptional education across our community of 11 schools and five nurseries.

Since forming in 2016, we have grown significantly into one of the largest trusts in the county. We now educate 8,000 children across the area, from nursery age to advanced level study, and have over 1,000 members of staff.



Our mission is 'to grow the *BEST* in everyone', and we believe in fostering high expectations, hard work, and a collaborative community of schools. Together, our schools add value, strive for excellence, and continually improve.

We will:

- Always put children first
- Collaborate to support and compete to challenge
- Provide community-based provision
- Have the courage to be compassionate



Our aims can only be achieved if we recruit, retain and develop the highest quality workforce – and we want those we employ to be valued in the workplace.

As a single employer, we are able to offer all our staff a fantastic range of benefits, including an excellent working environment, opportunities for career development and training, and discounts and deals that will help save you money.

Full details can be found in our BEST People staff benefits brochure, available for download from our MyNewTerm careers page, or on our website at [www.bestacademies.org.uk/jobs](http://www.bestacademies.org.uk/jobs)

The formative years of BEST have been a real success story – and we are looking forward to an exciting future, too.



# ABOUT CASTLE NEWNHAM

Castle Newnham is an all-through school with approximately 1,400 pupils located in the county town of Bedford.

Its most recent Ofsted inspection saw the school's secondary provision judged as Good (April 2024). Its primary provision is awaiting its first inspection for EYFS-Year 6 (the previous Outstanding grade was given to Castle Lower School in 2013).

At Castle Newnham, ambition and care for all pupils are at the heart of everything we do. Our aim is to serve the needs of our local community for high standards and a coherent and smooth transition throughout each child's 'one journey'.

Knowing pupils throughout their time in education and close working with families is a central component of our vision.

Castle Newnham is well thought of in the community and both school sites are set relatively close to the centre of Bedford in a pleasant suburb. The South site is situated in a listed Victorian building on Goldington Road, while the North site is a short walk away on Polhill Avenue near the University of Bedfordshire, with whom we are a lead school in a very well-reputed teacher training partnership.

We hope this application pack, alongside our school website, will give you a flavour of the wide and growing range of opportunities our pupils enjoy and participate in.

Our senior leaders, teachers and support staff are a committed and dedicated team and our pupils are a source of great pride in their enthusiasm, courtesy and care for others. They demonstrate our traditional values of hard work, good behaviour and kindness on a daily basis.





# HOW TO APPLY

We use an application form, rather than asking for CVs, for most vacancies. This ensures all applicants present their information in the same standardised format and tell us only what we need to know.

Apply online via the MyNewTerm website at [www.mynewterm.com](http://www.mynewterm.com) before the closing date.

**Closing date:** 9am, Wednesday 28<sup>th</sup> January 2026

**Interview date:** Wednesday 4th February 2026

BEST is an equal opportunities employer and we are committed to encouraging equality, diversity and inclusion among our workforce.

We are committed to safeguarding and promoting the welfare of children. All offers of employment will be subject to satisfactory pre-employment checks and references, including enhanced Disclosure and Barring Service (DBS) clearance.

Strictly no agencies.

We look forward to receiving your application.



# JOB DESCRIPTION

<b>Job Title</b>	Senior Vice Principal
<b>Based at</b>	Castle Newnham School
<b>Salary/Grade Range</b>	Leadership Scale – ISR L23 to L27
<b>Responsible to</b>	Principal

We are seeking an exceptional candidate for the post of Senior Vice Principal, effective Easter 2026. This role presents a unique opportunity to play a pivotal part in our journey toward becoming one of the leading all-through schools in the country.

The successful candidate will be deeply committed to inclusive education, from Reception through to Year 11. We are looking for an experienced leader who embodies 'human leadership' - someone with the ambition to challenge the status quo, develop innovative ideas, and inspire staff and students at all levels. You will be an innovative professional, fully aligned with the school's ethos and strategic vision. Furthermore, you must possess the capability and confidence to lead the school in the Principal's absence.

As the Senior Vice Principal, you will be the strategic leader of our "Inclusion Umbrella," unifying Safeguarding, Behaviour, and SEND into a single, cohesive force for student success. You will champion the philosophy that high-quality inclusion is not a separate initiative, but the primary driver of attainment. By ensuring that our most vulnerable students are safe, ambitious, and expertly supported, you will remove the barriers to learning and raise aspirations and academic performance. Your leadership will demonstrate that a rigorous, inclusive environment creates the stability and high expectations necessary to propel students toward exceptional outcomes, proving that when we get inclusion right, excellence in attainment naturally follows.





To lead in the following areas:

### 1. Strategic leadership of Inclusion

- Visionary strategic leadership for inclusion, ensuring that every student from Reception to Year 11 - regardless of their starting point - accesses an ambitious and supportive learning environment.
- Responsible for fostering a culture where diversity is celebrated and barriers to learning are systematically dismantled.
- Drive data-driven insights and evidence-based interventions, you will lead a cohesive cross-school strategy that harmonises inclusion throughout the school.

### 2. Cultivating a Culture of Belonging

- Beyond policy and procedure, you will be the primary visionary of a school culture where 'human leadership' translates into a genuine sense of belonging for all.
- You will work closely with all key stakeholders across all phases to ensure that our inclusive ethos is felt in every classroom and corridor.
- You will build a community that proactively identifies and supports the needs of our most vulnerable learners, ensuring they are empowered to participate fully in the rich, all-round life of the school.

### 3. Driving Excellence through Data and Accountability

- You will utilise sophisticated data analysis to monitor the progress and well-being of diverse student cohorts, ensuring no child is left behind.
- You will hold staff to the highest standards of accountability, using evidence-based research to refine our graduated response to SEND and pastoral care.
- By identifying trends and gaps in achievement early, you will design and implement high-impact strategic interventions that narrow the attainment gap and ensure that our commitment to inclusion leads to measurable, high-quality outcomes for every pupil.
- You will have specific lines of accountability for KS4 outcomes with a focus on raising the attainment for all learners in English and mathematics.



#### 4. Empowering Staff through Innovative Practice

- As the core lead of our inclusive vision, you will foster an environment where staff at every key stage feel empowered to move beyond traditional conventions and implement innovative pedagogical practices.
- Your leadership will move staff beyond policy compliance, inspiring them to become active stakeholders in a culture where inclusion is the defining principle of our daily practice.
- Your goal is to inspire a staff body that feels deeply invested in a shared sense of belonging, ensuring that innovative practice is always synonymous with inclusive excellence.

#### 5. Strategic leadership of Achievement and Outcomes at KS4

- Serving as a driving force for our KS4 provision, you will move beyond the scrutiny of data to an academic framework that secures excellent progress across our entire student body.
- You will implement rigorous, evidence-informed interventions that dismantle barriers to attainment.
- By fostering a high-accountability, high-support culture, you will empower middle leaders to become drivers of excellence of their own departmental outcomes, ensuring that data is used as a proactive tool for equity.
- Your leadership will ensure that our KS4 results are not just a reflection of ability, but a testament to a unified ethos where exceptional Progress 8 scores and student well-being are inextricably linked.

#### 6. Leadership of the whole school in the Principal's absence

- As the SVP you will provide seamless leadership continuity in the Principal's absence.
- You will embody a presence that inspires confidence across the entire all-through community, making high-stakes decisions with clarity and maintaining an unwavering focus on the safety, well-being, and academic progress of all students.
- By modelling "human leadership" at the highest level, you will ensure that the school's culture is not dependent on a single individual but is a unified front that thrives under your guidance.



## Duties and Responsibilities

- Deputise in the absence of the Principal.
- Develop, implement and keep up-to-date relevant CNS and BEST policies and procedures.
- Ensure that Health and Safety policies and practices, including Risk Assessments, are in line with national requirements and regularly updated - liaising with the CNS Health and Safety representative and the BEST Chief Operations Officer where necessary.
- Contribute to a strong and supportive culture and ethos across CNS and BEST.
- Work with the Local Committee of the Board and the BEST Board of Trustees to ensure that they are fully briefed on all significant strategic developments.
- To promote teamwork and to motivate staff to ensure effective working relationships.
- To work within the allocated CPD funds and appraisal processes to ensure that staff development needs are identified and that appropriate programmes are designed and implemented to meet such needs.
- To organise and participate in regular observations of Teachers using the CNS lesson observation feedback systems and forms.
- To undertake appraisals of line-managed staff at CNS.
- To participate in the formal interview process for posts as required.
- To ensure new staff and staff new to post are inducted in line with CNS and BEST procedures, providing feedback on progress as appropriate.
- To participate in CNS and BEST's ITT activity and ECT programme as appropriate.

### **ADDITIONAL DUTIES:**

- Carry out the duties expected of a member of the Senior Leader Team, including duties and evening events.
- Regularly meet with the Principal and other CNS and/or BEST staff when required or directed.
- Attend meetings of the Local Committee of the Board.



*Please note, while every effort has been made to explain the duties and responsibilities of the post, each individual task undertaken may not be identified.*

*Employees will be expected to comply with any reasonable request from the line manager/Principal to undertake work of a similar level that is not specified in this job description.*



# PERSON SPECIFICATION

Job Title: Senior Vice Principal

Attributes	Essential	Desirable
<b>Education &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Relevant Degree</li> <li>• Professional Development in preparation for senior leadership</li> <li>• Level 3 Safeguarding</li> </ul>	<ul style="list-style-type: none"> <li>• Postgraduate qualifications</li> <li>• NPQs</li> <li>• SENDCO Award</li> </ul>
<b>Relevant Leadership &amp; Management Experience</b>	<ul style="list-style-type: none"> <li>• Experience as a senior leader in a school setting and demonstrated the ability to work strategically with impact</li> <li>• Safeguarding experience within a secondary school setting, Knowledge of and commitment to the implementing of the safeguarding agenda</li> <li>• Working successfully with external agencies, link partners and other educational providers</li> <li>• Strategic experience of leading safeguarding, SEND and Behaviour</li> <li>• Proven experience and strong track record of having excellent impact on student outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Successful experience in Ofsted inspections</li> <li>• Experience as a DSL or within a safeguarding team</li> </ul>
<b>Shaping the Future</b>	<ul style="list-style-type: none"> <li>• Evidence of strategic thinking that builds, communicates and carries forward a coherent and shared vision</li> <li>• Evidence of having successfully planned, led and evaluated significant change, leading to whole-school improvement</li> <li>• Ability to advise on the latest policy, new government initiatives and best practice</li> </ul>	



<b>Securing Accountability</b>	<ul style="list-style-type: none"> <li>• Demonstrates a clear understanding of the principles and practice of quality assurance systems, including self-evaluation and appraisal</li> <li>• Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging performance</li> <li>• Significant experience holding individuals and teams accountable for student learning outcomes</li> </ul>	
<b>Developing Self &amp; Working with Others</b>	<ul style="list-style-type: none"> <li>• Promote high expectations for the behaviour and values of students and staff</li> <li>• Understands the significance of interpersonal relationships and strategies for promoting individual and team development</li> <li>• Knows how to promote an open, fair and equitable culture</li> <li>• Has a clear understanding of using different leadership styles in individuals and organisations</li> <li>• Experience in delivering whole-school CPDL</li> </ul>	
<b>Managing the Organisation</b>	<ul style="list-style-type: none"> <li>• Successful experience in the delegation of leadership responsibilities and management tasks as appropriate and monitoring their implementation</li> <li>• Successful experience establishing and sustaining effective organisational structures, systems, policies and practices</li> <li>• Experience in day-to-day monitoring and usage of information management systems, such as CPOMS</li> <li>• Experience of whole school leadership, including deputizing for a Headteacher/Principal</li> </ul>	





<b>Strengthening Community</b>	<ul style="list-style-type: none"> <li>• Understands the importance of listening to, reflecting and acting on community feedback</li> <li>• Experience of strategies that encourage parents and carers to support their children's learning</li> <li>• Experience in building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of students</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Inspire, challenge, motivate and empower teams and individuals to achieve their goals</li> <li>• Demonstrate personal enthusiasm, resilience and commitment to leadership aimed at making a positive difference to children and young people</li> <li>• Demonstrate personal and professional integrity, including modelling the values and vision</li> <li>• Think analytically and creatively and demonstrate initiative in solving problems</li> <li>• Be aware of their strengths and areas for development and listen to, act and reflect constructively upon feedback from others</li> </ul>	
<b>Relevant Teaching Experience</b>	<ul style="list-style-type: none"> <li>• Demonstrate outstanding, sustained and successful experience as a teacher</li> <li>• Substantial experience of teaching students up to Key Stage 4</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of teaching students across all key stages 1 to 4</li> </ul>
<b>Physical</b>	<ul style="list-style-type: none"> <li>• Ability to perform all the physical duties of the post.</li> </ul>	
<b>Other</b>	<ul style="list-style-type: none"> <li>• Values and respects the views and needs of children and young people</li> <li>• Post is subject to obtaining appropriate DBS clearance (after offer made).</li> </ul>	<ul style="list-style-type: none"> <li>• Clean driving license and ability to travel independently to other academies within the Trust</li> </ul>

We are committed to the safeguarding and promotion of children's welfare and offers of employment are subject to DBS clearance

