



Active  
Learning  
Trust

## Candidate Pack

Vice Principal

April 2026



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# Dear applicant



*Thank you for your interest in joining the Active Learning Trust. I know that choosing where to build your career is a big decision, and before I share the details of the role, I want to tell you why this is such a special place to work.*

*At ALT, we do things differently. We are a values-led organisation that believes our people are our greatest strength. We invest deeply in the adults who work with us, because when we help our colleagues grow, our pupils thrive. Ours is a community built on trust, care and ambition – where every member of staff is encouraged to discover their strengths, take opportunities, and know that their work is shaping brighter futures for the children in our care.*

*We don't see education as just a system; we see it as a moral mission. Every day, our staff bring energy, compassion and commitment to their roles, united by the belief that every child deserves the very best. We stand alongside you with high expectations, professional development, and unwavering support so that together we can achieve extraordinary things.*

*If you share our values and our passion for making a difference, we would be delighted to hear from you. I look forward to the possibility of welcoming you into our Trust – a place where people matter, potential is nurtured, and purpose drives everything we do.*

*With warm regards,*



**Lynsey Holzer**  
Chief Executive Officer

# Active Learning Trust

## Overview

Our multi-academy Trust was originally established in 2012 and is currently made up of 1,600 staff across 21 schools in East Anglia, serving over 8,600 young people and their families. Our shared Trust mission of delivering excellence to ensure our young people can thrive and prosper is at the heart of everything we do.

Our trustees fulfil their duties through our Trust Leadership Team, which includes our central team and school leadership teams, working together as one unified organisation with joint accountability. We have an established central team that is not only knowledgeable but also driven by an imperative to deliver the very best for the young people in our care.

At Active Learning Trust, we are restless for excellence and improvement so that our children can thrive and prosper. Deeply rooted in the heart of our communities, people choose to join our trust because we make a difference. We explore the art of the possible to find the right solutions for our children, our people and the wider education sector.

## Our Team

Our team is made up of experts across all specialist areas, including education, finance, HR, communications and marketing, estates, governance, procurement, data and IT. Their skills allow us to deliver shared savings and, more importantly, provide essential services to schools, enabling school-based leadership to focus on improving outcomes for pupils in the broadest sense.

- We know our schools exceptionally well and we offer both honest reflection and evaluation of our strengths and areas for improvement.
- We have clear and appropriate plans for continuing to improve the quality of education and pupil achievement.
- We encourage and celebrate the individual characteristics of each of our schools and provide them with a good balance of autonomy central oversight and accountability.

## Our People-First Philosophy

At Active Learning Trust, we invest in you from day one. We love working with specialists that are united by their skills and passion for shaping the future of education. We provide tailored coaching, leadership training and clear progression pathways that turn roles into fulfilling, lifelong careers. Guided by our values of open dialogue, bold thinking and supportive teamwork, we put your growth and well-being at the heart of everything we do - so you can focus on making a real difference in our schools and beyond.

## Our Values

At the heart of our Trust are five core values that shape our culture and guide every aspect of our work. They influence our interactions, decisions and strategic direction, and they unite our school communities.



**I aspire, we achieve**



**We're curious, creative and bold**



**A family, not a house share**



**Comfortable being candid**



**Humour, humility, humanity**



“

*ALT creates environments where professionals can be bold and courageous in their practice, bringing about excellent outcomes for both students and staff. Our students receive the best standard of education from practitioners who are motivated to give their best as they are supported by a Trust that treats all with humanity, humility and humour!*

*More personally, I'm grateful for the CPD and career opportunities presented to me, that have allowed me to grow from an NQT into a Headteacher in 8 years.*

**Louise Creed**  
Headteacher, The Albert Pye  
and Ravensmere Schools Federation

# Our Schools

Active Learning Trust encompasses 21 schools across East Anglia – eight in Cambridgeshire, 12 in Suffolk and two in Norfolk.

Our schools fall naturally into three designated geographical sub-regions – Ipswich, Norfolk & North Suffolk, and mid Cambridgeshire. This allows the Trust to apply 'hub' level school-to-school support and collaborative working along with other mutually supportive arrangements. The synergy this creates has become a key way of working for our teams and continues to develop further over time.

For more information on our schools, please visit our website.

[View our schools](#)



# Job Vacancy

## Vice Principal

### **A senior leadership role with purpose, influence and impact**

Chantry Academy is seeking a Vice Principal who is motivated by moral purpose and ambitious for young people and communities. This is a pivotal senior leadership post, working in close partnership with the Principal to lead the academy's approach to behaviour, attendance and safeguarding, creating the conditions in which excellent teaching and learning can flourish. Chantry is building confidently on its strengths while continuing to raise the bar for inclusion, consistency and outcomes. We are looking for a leader with presence, judgement and heart, someone who can balance high standards with genuine care, and who is energised by working collaboratively within Active Learning Trust to shape what great education looks like in practice.

### **Summary of Key Responsibilities**

- Support the Principal in the strategic and operational leadership of the academy, contributing to vision, improvement planning and daily leadership
- Provide strategic leadership for behaviour, attendance and safeguarding, ensuring high expectations, statutory compliance and consistent practice
- Fulfil the role of Designated Safeguarding Lead, leading robust systems, training and multi-agency work to safeguard pupils
- Use data intelligently to evaluate impact, identify risk and drive improvement in behaviour, attendance and wellbeing
- Lead, support and challenge staff through professional development, line management and a visible leadership presence around the academy

### **Why Join Our Trust?**

- Belong to a compassionate and inclusive trust that values you and the role you play.
- Join an experienced group of people that are fully dedicated to delivering the best for our children.
- Gain access to our VivUp employee benefit system, Cycle to Work scheme and local government pension scheme.

### **Contact**

If you would like an informal discussion about the role, or for more info, please contact Dean Rosembert, Headteacher, at: [drosembert@chantryacademy.org](mailto:drosembert@chantryacademy.org)



### **Location**

Ipswich, Suffolk

### **Contract**

Full Time, Permanent

### **Salary**

Leadership Scale L19 – L23  
(£80,655 - £88,951)

### **Interview Date**

07 May 2026

### **Start Date**

September 2026

# Job description

## Vice Principal

**Salary:** Leadership Payscale L19 – L23

**Academy Site:** Chantry Academy

**Reporting to:** Headteacher

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### Main purpose

To support the Principal with the strategic and operational leadership of the academy.

### Duties and responsibilities

#### Strategic Leadership and Development

The Vice Principal will be required to work as a member of the Academy Leadership Team:

- To share direct accountability for the successful delivery of the vision for the Academy as a whole.
- To lead, plan, manage and ensure the successful delivery of the Academy vision for individual student achievement (in the Academy's broad definition that goes beyond academic achievement) that meets or surpasses expectation.
- To assist in the day-to-day running of the Academy and, as necessary, deputise for the Principal in their absence.
- To provide strategic leadership and direction to the Academy and its community to deliver high standards of achievement through a comprehensive programme of activities.
- To be a member of the Leadership Team taking a corporate view of policy implementation and an appropriate share of the many and various tasks required of Academy leaders.
- To ensure that all students across the full ability range have maximum support and opportunities to reach their full potential and achieve a position where they can become effective and valued stakeholders in modern society.
- To play a lead part in the community of the Academy.

### Behaviour

- Provide strategic leadership for the school's Behaviour Policy, ensuring it promotes high expectations, inclusion, and positive relationships across the community.
- Lead the development, implementation, and evaluation of whole-school behaviour systems, ensuring consistency and fairness in practice.

- Analyse behaviour data to identify trends, monitor impact, and inform strategic decision-making and targeted interventions.
- Oversee systems for rewards, sanctions, exclusions, and reintegration, ensuring compliance with statutory guidance and best practice.
- Champion a culture of positive behaviour, respect, and self-regulation through restorative and trauma-informed approaches where appropriate.
- Support and hold leaders to account for behaviour standards within their areas, providing guidance, coaching, and challenge.
- Work closely with SEND, safeguarding, attendance, and pastoral teams to ensure coordinated support for pupils at risk of poor behaviour or exclusion.
- Lead staff training and professional development related to behaviour management and pastoral care.
- Engage effectively with parents, carers, governors, and external agencies to support positive behaviour and student wellbeing.
- Regularly report to the Principal and governing body on behaviour outcomes, risks, and strategic priorities, driving continuous improvement.

## **Attendance**

- Provide strategic leadership for whole-school attendance, setting high expectations and promoting a culture where excellent attendance is the norm.
- Lead the development, implementation, and review of the school's attendance policy, ensuring compliance with statutory guidance and trust expectations.
- Oversee systems for monitoring attendance, punctuality, and persistent absence, ensuring accuracy, consistency, and timely intervention.
- Analyse attendance data to identify patterns, vulnerable cohorts, and barriers to attendance, using insights to drive strategic improvement.
- Lead targeted strategies and interventions to improve attendance for disadvantaged pupils, those with SEND, and pupils at risk of persistent or severe absence.
- Work closely with safeguarding, pastoral, SEND, and behaviour teams to ensure a coordinated, child-centred approach to improving attendance.
- Oversee engagement with families, promoting strong partnerships, and ensuring communication is supportive, effective, and appropriately challenging.
- Manage and coordinate work with external agencies, including the local authority and early help services, to support improved attendance and legal compliance.
- Lead and deliver staff training to ensure all staff understand their role and accountability in promoting and improving attendance.
- Report regularly to the principal, governors, and trust leaders on attendance performance, risks, and strategic priorities, driving continuous improvement.

## **Safeguarding**

- Provide strategic leadership for safeguarding and child protection across the school, ensuring the welfare and safety of all pupils is the highest priority.
- Fulfil the role of Designated Safeguarding Lead (DSL), maintaining oversight of all safeguarding concerns, referrals, and records in line with statutory guidance.
- Ensure safeguarding policies, procedures, and practice are robust, up to date, and consistently implemented across the school and wider trust.
- Lead, manage, and support Deputy Designated Safeguarding Leads (DDSLs), ensuring clarity of roles, effective communication, and high-quality case management.
- Oversee timely and effective engagement with external agencies, including children's social care, early help, police, health, and other safeguarding partners.

- Monitor safeguarding data and trends to identify risks, vulnerable cohorts, and emerging issues, using this information to inform strategic action.
- Ensure all safeguarding concerns are recorded, logged, and stored securely, maintaining accurate, confidential, and compliant systems.
- Lead whole-school safeguarding training, ensuring all staff understand their statutory responsibilities and remain vigilant to safeguarding risks.
- Work closely with attendance, behaviour, SEND, and pastoral leaders to ensure a coordinated, child-centred approach to safeguarding and wellbeing.
- Report regularly to the Principal and trust leaders on safeguarding effectiveness, risks, and priorities, ensuring accountability and continuous improvement.

### **Undertake a proactive part in:**

- Those activities that are part of the self-evaluation of the Academy
- Being a high-profile presence around school
- Appraisal, performance and line management systems
- Participate in training and other learning activities
- Student and parent voice activities
- Promoting the Academy in the local community to contribute to its positive reputation
- Set an example in undertaking a regular commitment to duties and the assembly rota
- Work as part of a team, submitting draft proposals and documents for further development by the Leadership Team, and accepting and supporting final Leadership Team decisions.

### **Teaching**

- Undertake a timetabled teaching commitment, where required, complying with the Teachers' Standards and modelling best practice for others.
- To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.
- To contribute to allocated subject/s Improvement Plan/s and their implementation.
- To contribute to the whole Academy's planning activities.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in the Academy and elsewhere.
- To assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To undertake assessment of students as requested by external examination bodies, subject area and Academy procedures.
- Teaching students whose teacher is not available to team them, as requested.
- Participating in all arrangements for public examinations
- To undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) not mentioned in the above.

### **Generic expectations of all members of the Leadership Team:**

- Act with professional integrity at all times
- Notwithstanding issues of confidentiality and tact, act with honesty and transparency with regard to your work
- Identify and improve those areas relevant to your role which need to improve
- Maintain the Academy's policies and procedures relevant to your area and update whenever required

- Be present when required at meetings, performances, other functions and events
- To actively support in the creation and development of an organisation in which all staff recognise that they are accountable for the success of the schools.

### **Generic responsibilities of all Active Learning Trust employees**

- To consistently uphold the Trust's Aims, Visions and Values.
- To work in a co-operative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the academies and Trust.
- To work with children and young people within the framework of the academy in a courteous, positive, caring, and responsive manner.
- To take an active and positive role in the Trust's commitment to the development of staff and review procedures, undertaking training as required.
- To act in a professional way that is consistent with the values and expectations of the Trust.
- To be responsible for promoting and safeguarding the welfare of children and young persons.

The Active Learning Trust is committed to safeguarding and promoting the welfare of all children and young people. We expect all staff to actively share this commitment. All adults working in our Trust in whatever capacity will be part of a thorough safer recruitment process. All appointments will be subject pre-employment checks including the taking of satisfactory references and enhanced criminal record clearance (via the Disclosure and Barring Service) in line with the need to create and maintain a safe culture.

*Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks expected to be carried out. It will be reviewed annually in conjunction with the appraisal process and planning for the next academic year. It will be reviewed, and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Trust at the reasonable discretion of the Reports to Manager.*

# Person Specification

## Vice Principal

E = Essential / D = Desirable

<b>Qualifications &amp; Training</b>		
Qualified teacher status (QTS)	E	
Designated Safeguarding Lead Training		D
Degree, or equivalent in appropriate subject	E	
Postgraduate level Qualification National College Awards NPQSL or NPQH or Leadership Pathways certification	E	
<b>Experience</b>		
Working at a Senior Leadership level	E	
Having significantly contributed to the work of a senior leadership team, which has resulted in positive, successful outcomes for all of the wider school	E	
Led a team in the development and implementation of a whole school system or initiative whole school level which had a sustained and demonstrable impact on student progress	E	
Delivering staff training and undertaking professional development of other teachers	E	
Experience of working closely with parents and the wider community		D
<b>Skills and Knowledge</b>		
Be an outstanding classroom practitioner, delivering results, which reflect this	E	
Ability to lead, inspire, motivate and manage diverse groups of people	E	

Proven high order leadership/management skills	E	
Demonstrates commitment and passion for ensuring the achievement of all students regardless of background and/or ability	E	
Data management skills and knowledge should be of a high order enabling you to audit, monitor and evaluate relevant data and information	E	
Conducts lesson observations and provides constructive feedback as a tool for improvement	E	
Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	E	
Knowledge and understanding of the latest legislation, future impending changes and current research in the areas of behaviour, safeguarding and attendance	E	
A comprehensive understanding of recent or impending curriculum changes including those relating to behaviour, attitudes and personal development	E	
The ability to demonstrate up-to-date awareness of current educational thinking, issues and initiatives – particularly as regards their own areas of professional expertise	E	
The ability to demonstrate clearly what makes an effective and dynamic senior leader in a school	E	
Leading by example when interacting with students showing unconditional, positive regard for all	E	
Can expound a clear understanding and vision for what makes a successful school	E	
Manage a classroom well and have the ability to teach outstanding lessons	E	
Can clearly demonstrate, with examples, the ability to initiate, lead and manage change to a successful conclusion	E	
Deliver a vision for behaviour that supports outstanding teaching and learning. Articulate your vision and secure commitment	E	
Create and promote strategies for challenging racial and other prejudices	E	
Demonstrate commitment to a school through involvement with extra-curricular activities		D
Demonstrate contribution to a school's wider community		D

<b>Personal Qualities</b>		
Embodies of the Active Learning Trust's values: <ul style="list-style-type: none"> <li>- I aspire, we achieve</li> <li>- We're curious, creative and bold</li> <li>- A family, not a house share</li> <li>- Comfortable being candid</li> <li>- Humour, humility, humanity</li> </ul>	E	
Commitment to uphold the seven principles of public life (the <a href="#">Nolan principles</a> ) at all times	E	
Commitment to maintaining confidentiality at all times	E	
An individual with energy and perseverance around the school - has a substantial presence and personal impact	E	
Self-confident, can take difficult decisions and have an inner strength and resilience	E	
Very strong interpersonal skills	E	
Works well in a team, supportive of colleagues. Open to advice and constructive criticism	E	
High integrity - honest, trustworthy and reliable	E	
Diplomatic and tactful	E	
Creative, analytical with a good sense of humour	E	
<b>Equal Opportunities</b>		
Commitment to inclusion, equality and diversity	E	
<b>Safeguarding</b>		
Commitment to safeguarding and promoting the welfare of children and young people.	E	

# Application Process

## How to Apply

You can browse and apply for all Active Learning Trust vacancies by clicking the link below to access our recruitment platform. Once you have found the corresponding vacancy, click on the 'Apply Now' button to begin your application. You can save your application and return to it at any time. Please ensure you have completed and submitted your application before the deadline shown on the job advert.

[View current vacancies](#)

## Hints and Tips

To increase the chance of your application being considered for the role, please follow these steps:

- Use the Person Specification document to write your application. Consider using the headings and give examples where possible.
- Check for punctuation and grammar errors.
- Ensure your first referee is from your current or most recent employer. If you are employed within a school or academy, ensure you list your Headteacher as your first referee.
- All gaps in employment history must be explained. This should start from the date you left full-time education, including the summer holiday.



## Useful Information

As an equal opportunities employer, we welcome applications irrespective of race, gender, religion, disability, sexual orientation and/or age. We value the individuality and creativity that every worker potentially brings to the workforce.

No CVs are accepted in line with requirements of Keeping Children Safe in Education, therefore all applications are required to be completed using the MyNewTerm platform.

The Active Learning Trust reserves the right to interview and appoint prior to the advert closing date. With this in mind, we encourage you to apply as soon as possible.

The Active Learning Trust is committed to safeguarding and promoting the welfare of all children and young people. We expect all staff to actively share this commitment. All adults working in our Trust in whatever capacity will be part of a thorough safer recruitment process. All appointments will be subject to pre-employment checks including the taking of satisfactory references and enhanced criminal record clearance in line with the need to create and maintain a safe culture. Please be advised that references may be requested prior to interview for roles within our academies, where permission has been given to do so via MyNewTerm.

Candidates are advised that, if shortlisted for interview, they will be subject to an online search of information in the public domain.

This post will come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.



[www.activelearningtrust.org](http://www.activelearningtrust.org)