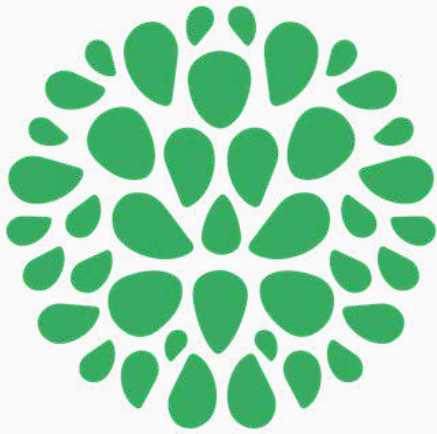




ADVANTAGE
SCHOOLS



THE STOCKWOOD
PARK ACADEMY

OUR LEADERSHIP

Dear Applicant,

Thank you for your interest in the Vice Principal for Behaviour, Culture and Ethos at The Stockwood Park Academy (TSPA), part of Advantage Schools. This is a rare opportunity and the first time this post has been advertised in over six years.

I am immensely proud of the work we do to serve our community and to help shape and improve life outcomes for our students. That said, we are relentlessly ambitious to improve even further.

At TSPA, we do not chase fads or quick fixes. Instead, we believe in the power of hard work, deep curricular thinking, and high-quality professional learning. Across Advantage Schools, we value colleagues who are intellectually curious, academically minded, and committed to excellence in their profession.

The successful applicant will build on the strong foundations already in place. They will model The Advantage Way by leading teams to ensure systems are clearly understood and implemented consistently by all. This will secure the highest standards of behaviour and attendance and will continue to shape a strong, positive culture across our school.

The Stockwood Park Academy is a joyful place to work. It is a genuine privilege to work with our students, and our high levels of staff retention reflect that the adults in the building feel the same way. TSPA is an environment that promotes excellent attendance, punctuality, attitudes to learning, and behaviour. Traditional values and good manners matter deeply to us. It is extremely important to me that every student experiences academic and personal success during their time at The Stockwood Park Academy, regardless of their starting point.

Make no mistake - this is a fantastic opportunity for the right person, but it is also a challenging role that places significant demands on the successful candidate. We are looking for someone with proven experience in this area and a demonstrable track record of leading teams to make a real and measurable impact.

I believe that education opens the door to endless possibilities - a message given to me by my mother - and I want every student at our school to have the same opportunity to aspire to the very highest levels of academic achievement. This role is central to making that belief a reality.

I would warmly encourage interested candidates to contact the school to arrange a visit. I look forward to receiving your application.

Yours sincerely,

Mr Humayun



I aim to recruit staff who:

- Are excited by their role and by the prospect of working with young people, even those who are less motivated
- Love the processes of learning and teaching and are keen to continually develop their own skills
- Recognise that teaching can be a demanding job but react positively to those demands rather than complaining
- Will subscribe to the ethos of the trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people
- See break duty as an opportunity to talk to children
- Are quick to praise and slow to criticise and are not afraid to admit to seeing themselves as potential leaders of the future



INTEGRITY, AMBITION, EXCELLENCE

Welcome to Advantage Schools; a high-performing family of ten schools.

We unashamedly believe in high attainment. Our schools seek to transform the life-chances of the young people in our care. We do this through very high expectations – of behaviour and conduct, of hard work and of determination and perseverance – alongside the very best knowledge-based curriculum.

At Advantage Schools, we commit to ensuring that pupils will be able to learn in an environment that is free from disruption so that they can chase their dreams and fulfil the aspirations they share with parents and colleagues. A broad curriculum places pupils in a strong position to question and debate the world around them, making them intellectually resilient and prepares them for citizenship in a democratic society. We believe this is a right of all pupils and one which is empowering.

We also pride ourselves on the additional opportunities available to pupils outside of the classroom. Our extensive extra-curricular programmes include residentials, sports and music so that we develop well-rounded young people.

Our schools work together to provide teachers and support staff with the best possible training. In partnership with families, we work hard to ensure that pupils have the widest possible opportunities in their lives.

Our schools' doors are open in every sense:

- we are in the centre of our communities, inviting them in regularly and celebrating the richness of our local area and those we serve;
- we collaborate with other professionals and schools, sharing our work to benefit pupils across the country;
- we celebrate what we do while maintaining humility in accepting feedback so that we can continue to improve.

We run our schools in the best interests of the pupils, guided by our principle that *"it must be good enough for our own children or those that we care deeply about to be good enough for our pupils"*.

**“EDUCATING
CHILDREN,
SERVING THE
COMMUNITY,
ACHIEVING
EXCEPTIONAL
OUTCOMES.”**

STUART LOCK CEO



WHY WORK FOR US?

ABOUT US

At Advantage Schools, we aim to provide all children with the highest quality of teaching of an excellent curriculum, which enables them to become highly educated and active participants of society.

You'll be working alongside an expert team of fellow Principals within a forward thinking, collaborative and supportive trust.

We provide sector-leading professional development offer and extensive networking opportunities, and excellent opportunities to develop and grow in a successful and expanding trust.

There are many reasons why colleagues choose to work at The Stockwood Park Academy, rooted in a strong culture, shared values, and a relentless focus on doing what is right for pupils and staff.

First and foremost, behaviour is taken extremely seriously. Clear expectations, consistent systems, and strong relationships ensure that both staff and pupils feel safe, supported, and able to focus on learning. This calm and purposeful environment allows teaching to thrive and gives colleagues the confidence that standards are upheld fairly and consistently.

The academy is also firmly committed to using evidence to inform practice. Colleagues are encouraged and supported to engage with research and use evidence-based approaches, ensuring that decisions about teaching and learning are grounded in what works best. This culture of professional curiosity helps staff refine their practice and deliver the highest possible quality of education for pupils.

Ambition is another defining feature of life at The Stockwood Park Academy. The school is unapologetically ambitious for pupil outcomes and staff development alike, believing that all learners can succeed with the right support and high expectations. This shared drive creates a focused, forward-looking environment where continuous improvement is the norm.

Importantly, the academy is also a happy and positive place to work. Regular celebration events recognise success and effort, while day-to-day teamwork between staff and pupils builds a strong sense of community. Collegiality, mutual respect, and shared purpose underpin everything the school does.

Finally, colleagues benefit from being part of an aligned and supportive trust. The wider trust family of ten schools shares the same aims and values, working collaboratively to support one another. This extended network provides opportunities for professional development, shared expertise, and a genuine sense of belonging beyond the individual school.

SAFEGUARDING

"The safeguarding and welfare of children is paramount and all our staff share this view. Applicants must be willing to undergo safeguarding and child protection checks including with past employers and the Disclosure and Barring Service.



HERE'S WHAT OUR STUDENTS HAVE TO SAY

"Stockwood can be very eventful in a good way. I have lots of fun times with both staff and students"

"I like The Stockwood Park Academy because I learn challenging topics and the teachers are supportive."



ABOUT THE STOCKWOOD PARK ACADEMY

Providing the very best education for all our students is the simple goal for The Stockwood Park Academy. Whilst firmly rooted in traditional values, we have made our school a vibrant and exciting place with a positive ethos that runs throughout the school. We want our children to flourish and develop into decent, disciplined, well-educated and employable adults.

We have an innovative curriculum, which makes the transition from primary to secondary education an enriching and enjoyable experience and enables students to follow a personalised route to success. Our students are achieving the highest standards in the classroom, on the sports field and among the community.

Our state of the art building offers cutting edge facilities that are benefiting students even further. Our hardworking and motivated staff are providing outstanding lessons and are given the best possible support. We work closely with parents and carers, encouraging their children to achieve and ensuring that excellent progress is made. We also have Phoenix (our inclusion support unit), a gym and a reflection room for staff and students.

With the rigorous use of data, constant assessment of student progress and quality assurance methods, together, we are achieving more than we ever thought possible. We instantly respond if students experience difficulties. Dialogue with teachers is encouraged as a framework for students to develop ideas, ask questions think about their learning.

TEACHER TESTIMONIAL

MICHELLE LEA-WATTS, DIRECTOR OF ENGLISH

Since joining The Stockwood Park Academy in September, and even prior to my arrival, I have been absolutely staggered by how friendly this school is. While I could describe how colleagues have been exceptionally supportive, I think it's most important to note just how lovely our students are because it is so refreshing to join a school and feel welcomed by the young people. This has a lot to do with the trusting nature of our students, but also the warm approach to behaviour management advocated and encouraged by the leadership.

As an English teacher it has also been amazing to see a school which has not only said it will raise the profile of reading, but is acting upon its word. All students regularly receive books as gifts and the emphasis on reading for pleasure is very strong. The renovations to the school library and investment in specific reading programmes have made it clear that reading is valued here and is a priority. I have found the leadership team to be highly involved at all levels with a great presence throughout the school – from break duty to teaching; there's a strong sense that we are all working together which is not always the case in other schools.

VALUES



INTEGRITY, AMBITION, EXCELLENCE

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve the very highest standards.

At Advantage Schools, we provide exceptional opportunities for all to be knowledgeable with experiences that broaden horizons. We ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well- rounded, self-respecting people.

Our commitment to this vision can be demonstrated by our values.

INTEGRITY

We provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be.

We act honestly and transparently, advocating for pupils even when this causes difficulties.

We work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff.

We focus on the development of all our colleagues through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression.

AMBITION

We provide exceptional lessons enabling our pupils to be highly successful.

We share the most impactful approaches to teaching, curriculum and assessment, ensuring an interesting, inclusive and challenging education is on offer in each of our schools.

Our aim is to guarantee excellent 2-19 provision, with clear progression routes for all. You can expect excellent behaviour and conduct at all times, allowing all to make progress and achieve.

EXCELLENCE

We enable all of our pupils to develop and flourish, through close working and regular communication with our families and local community.

Our Cross-Trust focus is to ensure children are supported to meet ambitious targets and to provide exciting opportunities both inside and outside of the classroom.

STAFF BENEFITS

We offer a fantastic range of benefits across our trust, supporting our staff in a variety of ways. From an extensive **Wellbeing package**, to an onsite car wash, you can be reassured that we have your best interests at heart.



Whole trust training events



Free eye test vouchers



Refer a friend £500 bonus scheme



Staff recognition with reward shopping vouchers



Enhanced pension employer's contribution & death in service payment



We are in the process of a big benefit review. Watch this space!



Support for all staff with an experienced licensed counsellor



Cycle to work scheme

EDUCATIONAL PARTNERSHIPS



CAREER PROGRESSION

At Advantage Schools, we are committed to helping every colleague grow, thrive, and achieve their full potential. Supporting career progression is at the heart of what we do.

To empower our staff, we provide fully funded opportunities to study for NPQs, along with tailored middle leader training for eligible colleagues.

Additionally, we offer a wide range of CPD training through various partnerships and platforms, giving all staff access to an extensive selection of professional development courses.

Join us and take your career to the next level with our exceptional development opportunities!



All colleagues have access to Perkbox, our Employee Benefits Programme, offering them a huge range of perks from vouchers, hot drinks, cinema tickets, gym classes and so much more. It also offers a substantial **wellbeing package**.



MEDICAL

Perkbox also provides 24/7 access to GP appointments, confidential support and guidance through the Employee Assistance Programme.

Colleagues have access to a team of fully qualified counsellors and advisors, with support for a range of emotional, legal and financial issues, along with a wellbeing portal, full of resources and videos

At The Stockwood Park Academy, we believe that daily high-quality teaching, grounded in high expectations and disruption free classroom environments are the key to success for our students. We believe in an evidence-based approach to teaching and use the evidence research to support our development.

TEACHING AND LEARNING AT TSPA

At TSPA all lessons, centre around our 5 Principles of Effective Teaching (Retrieval practice, presenting new materials, guided practice, shed loads of practice and the best possible ending to your lesson). We recognise the importance of a high quality, challenging curriculum which must underpin what happens in the classroom and the value of feedback at all stages of teaching and learning. We are proud to make use of key strategies found in 'Teach Like a Champion' and 'Walkthrus' as they provide practical methods to implement Rosenshine's Principles of Instruction. We do not encourage unnecessarily elaborate approaches to lesson planning and delivery. We trust that our teachers are experts in their subject areas and allow them to design and deliver lessons to a high standard.

CLASSROOM ROUTINES

All of our classrooms have visualisers and classroom countdown timers. We expect lessons to be purposeful with opportunities for guided and independent practice. Our teachers regularly show what excellence looks like with the expectation that students are given the opportunity to produce work of a similar high standard.

FEEDBACK

Our feedback policy utilises Live Marking to support teachers in recognising common strengths and areas of the curriculum where students require extra support or reteaching. We assess our students regularly but are considerate of the impact this has on our teacher's workload. We recognise the value of feedback for our teachers too. Teachers work closely with our internal teaching coaches where feedback and professional dialogue is central to the ongoing development of each of our colleagues. Faculty areas also have regular opportunities to work collaboratively as part of our generous directed time policy.



SEE MORE AT

WWW.ADVANTAGESCHOOLS.CO.UK

Vice Principal for Behaviour, Culture & Ethos

About this role

The Vice Principal for Behaviour, Culture and Ethos is a key role at any school, but particularly for us at The Stockwood Park Academy. The successful candidate will be responsible for shaping and sustaining a calm, inclusive, and aspirational school culture where pupils can thrive academically and personally.

We are ambitious beyond measure. Our school is driven by a vision of **Striving for excellence and contributing to society** - we want all students to leave Stockwood Park with a fantastic set of GCSE and A-Level outcomes, as well as character-defining enrichment experiences that make them ready to meaningfully contribute to society. Our vision is underpinned by our shared values of **excellence, responsibility, and compassion**. We are looking for a visible, value-led leader with extensive experience who is aligned with our ambition.

The successful candidate will be systems-focused, understanding that consistency builds trust and culture sustains improvement. Above all, you will see the joy in what we do, recognising that this work matters deeply, and that done well, it changes lives. The role is rooted in attention and affection: knowing students well, holding exceptionally high standards, and ensuring that every interaction has a cumulative effect on student outcomes.

The post holder will work closely with the Principal and Senior Leadership Team, to provide the strategic and operational leadership to ensure the highest levels of behaviour, attendance, positive relationships with a shared sense of community across the school. At TSPA, part of Advantage Schools, we do not believe in fads or quick fixes. We believe in the power of hard work, deep curricular thinking, and high-quality evidence-based professional learning. The role involves leading and embedding clear systems and expectations, supporting staff to deliver consistent practice and to drive continuous improvement.

The role offers the right candidate an exceptional opportunity to mould and shape the school into something truly extraordinary. However, this role will also ask a great deal of you. It requires someone with a clear vision and a deep understanding of what exemplary behaviour and more so, how it is achieved. You will lead through others, ensuring your impact is felt not just through policy, but through the culture that is lived every day.

The successful candidate will:

- Be an experienced senior leader with a strong track record of shaping culture and delivering sustained improvement.
- Be a confident, visible presence, comfortable leading in the public domain and successfully delivering whole-school priorities.
- Will have significant expertise in behaviour leadership, with a clear understanding of how exemplary behaviour is built and sustained.
- Be a strategic thinker able to diagnose challenges, solve problems, and translate vision into action.
- Be a leader with a clear and ambitious vision for raising outcomes, recognising the central role of culture and behaviour.
- Be inspirational and credible, able to motivate, develop, and empower others to deliver collective impact.
- Be professionally curious and informed, keeping up to date with educational, legal, and national developments.
- Be reflective and well-read, with a commitment to innovation and continuous improvement.
- Be an excellent classroom practitioner with strong credibility in teaching and learning.
- Be deeply committed to outstanding learning and to the transformational power of education.

Please view the Advantage Schools prospectus here: [Overview - Advantage Schools](#)

School visits and discussions with the Principal are warmly welcomed.



THE STOCKWOOD
PARK ACADEMY

Why work for Advantage Schools?

- The opportunity to lead a school to achieve the highest of standards as part of an ambitious trust.
- Be valued as a high-profile leader within the trust, benefitting from the collaborative support of our network of principals and the wider trust education team.
- You'll be working alongside a collaborative, forward thinking leadership team.
- Unparalleled CPD opportunities.
- A fantastic school ethos where children, staff and parents/carers are highly supportive.
- Staff benefits that make a difference to your work life balance.

Job Specifics

Start Date: 1st September 2026

Salary: AS Leadership 20-24 £83,429-£92,012

Job role: Permanent, Full time

The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

Job Description

Post: Vice Principal – Behaviour, Culture and Ethos
Reporting to: Principal
Salary: AS Leadership 20- 24

Role Purpose

The Vice Principal for Behaviour, Culture and Ethos is a senior leadership role with responsibility for securing exemplary standards of behaviour, attendance, inclusion, and pastoral care so that all pupils achieve highly. The post holder will provide strategic and operational leadership to ensure a calm, consistent, and inclusive culture in which learning can flourish and staff and pupils feel known, safe, and valued.

The role requires a highly visible, values-led leader who understands that strong systems, implemented with consistency and care, sustain culture and drive improvement at scale.

Strategic Responsibilities

The Vice Principal will:

- Act as the strategic and operational lead for behaviour, attendance, culture, and ethos, ensuring clear alignment with the school's vision, development plan, and Trust approaches.
- Design, embed, and quality-assure rigorous, fair, and transparent systems for behaviour, attendance, and inclusion, ensuring policies are translated into consistent daily practice.
- Lead the development of a strong rewards and recognition culture, aligned with whole-school values and high expectations.
- Ensure behaviour and attendance strategies directly support strong academic outcomes, particularly for vulnerable and disadvantaged pupils.
- Provide clear strategic leadership for SEND and inclusion, ensuring high-quality provision, early intervention, and effective use of internal and external support.
- Lead and oversee alternative provision, ensuring quality, accountability, safeguarding, and positive reintegration pathways.
- Contribute significantly to whole-school self-evaluation, inspection readiness, and Trust quality assurance through accurate reporting and evaluation of impact.

Leadership and Management

The Vice Principal will:

- Line manage and hold to account pastoral and inclusion leaders, including Assistant Principals, Senior Heads of Year, Attendance Lead, SENDCo, Alternative Provision leads, and pastoral support staff.
- Build leadership capacity by setting clear expectations, providing professional development, and ensuring impact is realised through the work of others.



- Design and lead a comprehensive pastoral training programme for staff, ensuring shared understanding and consistent practice across the school.
- Oversee key budgets related to behaviour, attendance, and inclusion, ensuring resources are deployed strategically and effectively.
- Assume responsibility for the Principal when required and contribute fully to the collective leadership of the school.

Culture, Inclusion, and Community

The Vice Principal will:

- Champion high expectations with care, ensuring that behaviour systems promote dignity, responsibility, and positive relationships.
- Play a leading role in the school's disciplinary processes, including exclusions and parental complaints, ensuring decisions are robust, lawful, and values-driven.
- Lead assemblies and support pastoral teams to reinforce shared values, character development, and community identity.
- Build and sustain strong relationships with parents, feeder schools, external agencies, and local partners to support attendance, inclusion, and enrichment.
- Act as a senior representative of the school at Trust, Local Authority, and partnership meetings as required.

Teaching and Professional Conduct

The Vice Principal will:

- Teach a timetable commensurate with the role, maintaining credibility as an excellent classroom practitioner.
- Model the highest standards of professional conduct, pastoral care, and commitment to safeguarding.
- Participate fully in senior leadership meetings and strategic planning sessions.
- Undertake any reasonable duties requested by the Principal in line with the seniority of the role.

Safeguarding

The Vice Principal will uphold the school's statutory duty to safeguard and promote the welfare of children, ensuring that safeguarding systems are effective, concerns are acted upon promptly, and all staff feel confident in raising and addressing issues in line with agreed procedures.

This list is by no means exhaustive; it is more of a guide of expected duties. The post holder may therefore be directed by the Principal to undertake any other duties commensurate with this role.



Person Specification

Criteria	Essential/ Desirable:	Evidence:
Qualifications		
Qualified Teacher Status	E	S
Post-qualification study relevant to post	D	S/I
NPQH/NPQSL	D	S
Professional Development		
Child Protection Training	D	S
Committed to safeguarding and promoting the welfare of children and young people	E	S
To have undertaken recognised safeguarding training	E	S
Evidence of recent professional development and commitment to the development of others	E	S
Participation in work with other academies/agencies	D	S
Experience of leading in-service activities for others	E	S
Experience		
Working in more than one school	D	S/R
Experience of change management in a school setting	D	S
Successful track record in behaviour management, pastoral care and leadership	E	S
Excellent understanding and use of assessment, including target setting and tracking	E	S
Extensive knowledge and understanding of MIS system to track behaviour management, safeguarding and attendance	E	S/R/I
A minimum of three years' successful experience on a school senior leadership team	E	S/R
Experience of having successfully led whole school initiatives (with impact evidenced)	E	S
Experience of monitoring and evaluating teaching	E	S/R/I
Leadership		
Demonstrates behaviours that inspire and motivate others	E	S/R
Aspirational on behalf of the students, the school and its role in the community	E	S/I
Able to contribute to school ethos, vision and discipline structures via daily duties/assemblies/disciplinary meetings etc.	E	S/I
A visible leader with whole school presence	E	I
Strategic thinker	E	S/I
Able to support and articulate a shared educational vision	E	S
Experience of working with a governing body/trustees	E	S/R
The ability to nurture and develop outstanding teaching & learning in others	E	S
Ability to lead and manage decisively within a collaborative ethos	E	S
Demonstrate commitment to extra-curricular enrichment	D	S
Achievement in developing links with external partners e.g. feeder primary schools and the wider community	D	S



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Experience of promoting school activities within a community	D	S
Experience of successful parental involvement	E	S
Leadership of the professional development of staff	D	S

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.