



CHRIST'S COLLEGE

*Emmanuel Schools Foundation*

AVP Inclusion

VALUED, CHALLENGED, INSPIRED





# WELCOME

Dear Applicant

I am delighted that you are interested in applying for the role of Assistant Vice Principal (Inclusion) at Christ's College. Christ's College is a Christian ethos school of character for the whole community and is one of six schools in the North of England that make up Emmanuel Schools Foundation. We are an all-through school welcoming children from Reception through to Year 11 and are described by Ofsted as a "caring and nurturing environment" with a "calm and purposeful atmosphere." (Ofsted section 5 report: October 2023). We believe that all members of our school community are infinitely precious and welcome children of all faiths and backgrounds. Our school is fully inclusive serving the local community of Pennywell in Sunderland and beyond, and we have seen a rapid growth in numbers on roll in recent years. We are now full in most of KS2 AND KS3, with a waiting list in some year groups, and numbers on our school roll now over 790.

We have high expectations for all students, encouraging their pursuit of personal best, providing a rich and broad curriculum based on high aspirations for all. We are passionate about character education, wanting purpose and our students to flourish and to contribute to their community both now and in the future. We provide a plethora of opportunities for students to lead and to serve. We believe that our students are gifted for a purpose and encourage them to discover their gifts and talents and to then use them for the benefit of others. We also believe that all are morally responsible, and thus take seriously our responsibility to encourage students to make good decisions and support them to put things right if they make unwise choices.

Our staff team is exceptionally welcoming and supportive, and you would be joining a school that continues its rapid journey of improvement with fantastic support from the wider trust team. Whilst our secondary provision is much smaller than average, the benefits of a smaller setting are numerous. "Staff know pupils well. Relationships between staff and pupils are caring, warm and courteous" (Ofsted section 5 report: October 2023). We have strong systems and routines for behaviour and the successful applicant will ensure that we maintain a thorough and robust application of our Positive Behaviour policy, whilst ensuring that our students are well supported and nurtured.

As leaders we are committed to lead with care, clarity and consistency in order to forge a strong professional culture of personal growth and flourishing. Leaders and staff strive to model our core virtues of love wisdom, integrity, humility, self control and fairness, and recognise that we are all on a journey of character development. We seek to forge a supportive, reflective and purposeful school environment where staff love to work , and where our students love to attend. We welcome applicants who are aligned to our ethos and are committed to joining us on this exciting journey.

Mrs Julie Normanton  
Principal, Christ's College





# MISSION

## CHARACTER EDUCATION

We build good character. We learn about good character, why it matters and how to develop it.

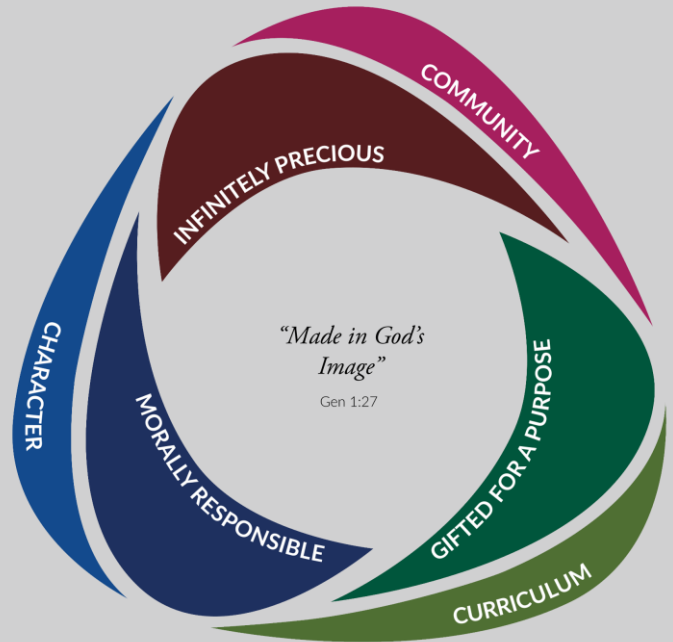
## CURRICULUM EXCELLENCE

We are determined to achieve a personal best. We provide a broad ambitious curriculum that ensures excellent student learning, progress and future destinations.

## COMMUNITY ENGAGEMENT

We serve with gratitude. We use our gifts to benefit the community and the environment.

## OUR CORE VIRTUES





“

ALL PEOPLE ARE INFINITELY  
PRECIOUS, MORALLY  
RESPONSIBLE AND GIFTED  
FOR A PURPOSE”



A photograph of three students in school uniforms walking towards the camera on a paved path. In the background, there is a school building with a classical facade featuring columns and a pediment. Other students are visible in the background, some standing and some walking. The lighting suggests it is daytime.

“

SUPPORTING STUDENTS  
AND STAFF TO BECOME  
THE PERSON THEY HAVE  
THE POTENTIAL TO BE”

# THE ROLE

The AVP (Inclusion), working under the oversight of the Principal, is responsible for ensuring that the school has strong routines and systems for identifying and addressing barriers to learning, focusing on student learning gaps, attendance and behaviour.

The role will be based in our Secondary Phase, serving as a bridge between pastoral, SEND and academic teams, ensuring that there is analytical use of data to identify patterns and trends and to respond with whole school approaches as well as targeted intervention.

Working with the Vice Principal Pastoral, along with the non-teaching Heads of House, attendance and behaviour data will be monitored, analysed and tracked so that timely interventions can be put in place to support students.

The post holder will support the AVP SEND in ensuring that systems are in place to identify need and ensure that students are on an appropriate intervention pathway in order to create and maintain a truly inclusive school environment. They will lead on a project to develop the role of “Inclusion Mentor” who will be tasked with establishing catch up and mentoring programmes, alongside developing pathways for raising aspiration and addressing other identified barriers to engagement.

This post will be for fixed term, for one year initially, given the focus on initiating, establishing and embedding systems, and to provide extra capacity during a phase of maternity leave.

# THE PERSON

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Bachelor's Degree or equivalent</li> <li>• Teaching qualification (secondary)</li> <li>• Qualified teacher status (QTS)</li> </ul>	<ul style="list-style-type: none"> <li>• Further training in leading behaviour and culture e.g. NPQ;</li> <li>• further training in the areas of attendance and behaviour.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of middle or senior leadership role with whole school responsibility;</li> <li>• experience of leading others;</li> <li>• experience of working strategically with data.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrable impact of strategies to improve attendance and behaviour whole school.</li> <li>• experience of working strategically with attendance and behaviour data.</li> </ul>
<b>Knowledge and Skills</b>	<ul style="list-style-type: none"> <li>• Awareness and understanding of the statutory guidance and frameworks governing attendance, behaviour, suspensions and exclusions</li> <li>• the ability to articulate how a Christian ethos could be developed and the capacity to contribute to this;</li> <li>• strong communication skills and high levels of literacy;</li> <li>• excellent organisational skills;</li> <li>• high energy levels and a willingness to work hard;</li> <li>• confidence in using technology, both within the classroom and beyond;</li> <li>• willingness to participate in co-curricular activities;</li> <li>• commitment to being part of our wider school community</li> </ul>	<ul style="list-style-type: none"> <li>• Expert understanding of the statutory guidance and frameworks governing attendance, behaviour, suspensions and exclusions.</li> </ul>
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Be committed to student learning and raising achievement of all students through his/her teaching;</li> <li>• have very high expectations for the learning and achievement of all students;</li> <li>• be enthusiastic with the ability to inspire our students;</li> <li>• demonstrate consistently the qualities of an outstanding learning practitioner through his/her own professional work;</li> <li>• demonstrate commitment, reliability and integrity;</li> <li>• have energy and resilience;</li> <li>• be flexible and adaptable to changing circumstances and new ideas;</li> <li>• have the ability to get things done with imagination, vision, drive, strength and character;</li> <li>• be a model of professionalism, through his/her conduct in and around the workplace and when representing the school;</li> <li>• exemplify excellence in his/her relationships with, and attitudes to pupils, parents, colleagues, governors and other professionals with whom they have contact as part of their role</li> </ul>	







# APPLICATION DETAILS

## Vacancy Details

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Salary: L5 – L10

Start date: April 2026

Location: Christ's College, Pennywell Road, Sunderland

Working Terms: Fixed Term

Closing date: **Monday 3<sup>rd</sup> March at 9am**

Interviews to be held Thursday 6<sup>th</sup> March 2026

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## How to apply:

Please apply via My New Term

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We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post will involve daily contact with children and is subject to an enhanced DBS check. In addition, as part of the shortlisting process, and in accordance with statutory guidance, we may carry out an online search (for publicly available material) to help identify any incidents or issues that have happened which we may want to explore with shortlisted applicants at interview.

Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements or expectation.



