



TRINITY ACADEMY

Emmanuel Schools Foundation

Assistant Vice Principal – Key Stage 4

VALUED, CHALLENGED, INSPIRED



WELCOME

Dear Applicant

At Trinity Academy we are always delighted to hear from people who share our passion for delivering an excellent all-round education to young people. I am thrilled to see your interest in applying for the role of Assistant Vice Principal – Key Stage 4.

We recognise that the success of our school depends on the dedication and enthusiasm of our staff. In return we can offer an exceptional working environment, excellent resources and the opportunity for professional development.

Emmanuel Schools Foundation has an inter-denominational Christian ethos, and we welcome applications from all sections of the community. What unites all people in the Foundation is our mission and core virtues, and we believe these values are relevant to all people, whatever their background.

The role represents an incredibly exciting opportunity for any candidate who is eager to be a part of an organisation that seeks to secure the very highest educational standard for every student. Likewise, our staff team benefits from excellent CPD and support which can be personalised to your particular needs and experience.

If you are passionate about supporting students and dedicated to educational excellence, and ready to make a difference in the lives of young people, we welcome your application for the role of Assistant Vice Principal – Key Stage 4. Join us in our mission to create a brighter future for all learners.

Mrs V E Gibson
Principal

MISSION

CHARACTER EDUCATION

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

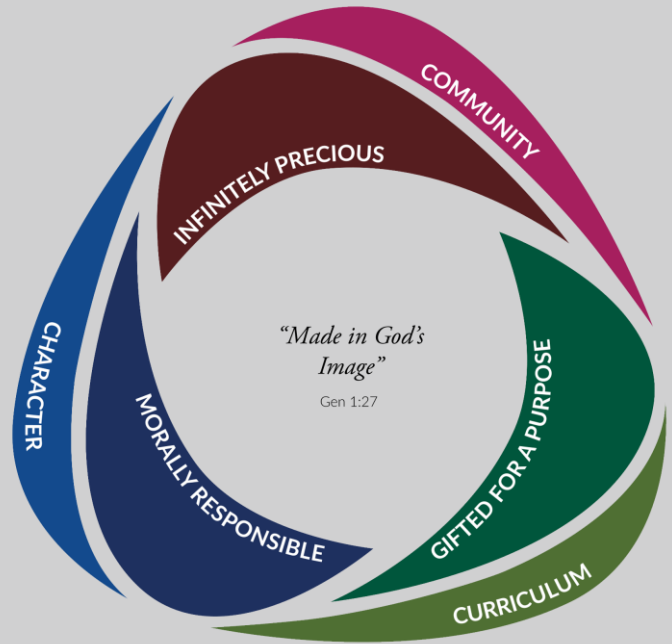
CURRICULUM EXCELLENCE

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”



“

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

THE ROLE

The Assistant Vice Principal – Key Stage 4 will play a pivotal leadership role in securing excellent academic outcomes for all students within Key Stage 4. The postholder will lead the strategic development, implementation, and continuous improvement of provision across Years 10 and 11, ensuring that teaching, learning, intervention, and pastoral support are aligned to maximise student achievement. Working closely with curriculum and pastoral leaders, they will drive high standards of classroom practice, promote a culture of aspiration and accountability, and use data-informed approaches to monitor progress and address barriers to success. The role will champion targeted strategies to raise attainment, close achievement gaps, and ensure that all students are well prepared for examinations, further education, employment, and future success.

Key Responsibilities

Responsible to the Vice Principal Pastoral for:

Leading and securing outstanding pastoral and academic outcomes for all KS4 students (Year 9 (transition into KS4, Years 10–11), ensuring high standards of achievement, behaviour, attendance and personal development, with an emphasis on:

- driving rapid progress and strong attainment outcomes for all KS4 learners, including disadvantaged students
- leading the strategic direction, quality assurance and impact of KS4 academic and pastoral provision
- line managing the Heads of Year 9, 10 and 11, ensuring effective leadership of behaviour, attendance, welfare and student support systems
- monitoring and improving attendance, punctuality, behaviour and safeguarding outcomes across KS4

- leading data analysis, tracking and intervention strategies to ensure students meet or exceed expected progress measures
- overseeing exam readiness, assessment preparation and outcomes for Year 11, including mock and final examinations
- ensuring effective implementation of whole-school policies within KS4, particularly relating to behaviour for learning and safeguarding
- working closely with curriculum leaders and teaching staff to raise standards of teaching, learning and student achievement
- leading KS4 student support, including interventions for vulnerable learners and coordination of external agency support where required
- supporting transition from KS3 to KS4 and from KS4 to post-16 destinations, ensuring effective progression routes for all students
- contributing to whole-school leadership, improvement planning and safeguarding culture as part of the senior leadership team
- undertaking any other reasonable duties as directed by the Principal

The successful postholder will be a key member of the Senior Leadership Team, providing visible leadership and accountability for outcomes, standards and student welfare in KS4.

THE PERSON

Qualifications & Training

- Qualified teacher status (QTS) – essential
- Degree or equivalent qualification – essential
- Evidence of further professional development in school leadership or management –essential/desirable
- NPQSL/NPQH or equivalent leadership qualification – desirable
- Safeguarding Level 3 training – desirable

Experience

- Successful senior or middle leadership experience in a secondary school – essential
- Proven track record of improving student outcomes at GCSE/KS4 – essential
- Experience of leading whole-school or phase behaviour, attendance or pastoral systems –essential/desirable
- Experience of line managing middle leaders (e.g. Heads of Year or Heads of Department) –essential
- Experience of using data effectively to drive improvement and intervention strategies –essential
- Experience of working with external agencies to support vulnerable students – desirable
- Experience of exam systems, assessment frameworks and KS4 accountability measures –essential

Skills & Knowledge

- Strong understanding of KS4 curriculum, assessment and accountability measures - essential
- Deep knowledge of effective behaviour for learning and pastoral systems - essential
- Ability to analyse complex data and translate it into clear action plans - essential
- Strong leadership, communication and interpersonal skills - essential
- Ability to lead, motivate and hold staff to account effectively - essential
- High level of organisational and strategic planning ability - essential
- Strong IT skills, including use of data tracking systems and Microsoft 365 – essential

Personal Attributes

The successful candidate will:

- be a visible, aspirational and highly motivated leader with a strong moral purpose
- demonstrate unwavering commitment to improving outcomes for all students, particularly the most vulnerable
- have high expectations of behaviour, attendance, effort and achievement
- be resilient, calm and decisive under pressure
- build strong, respectful and effective relationships with staff, students, parents and external partners
- be reflective and committed to continuous improvement of self and others
- be able to influence, inspire and secure accountability across teams
- demonstrate integrity, professionalism and consistency in all aspects of leadership
- be solution-focused, proactive and able to manage competing priorities effectively
- be committed to safeguarding and promoting the welfare of children and young people





APPLICATION DETAILS

Vacancy Details

Annual Salary: Leadership Pay Scale 14 – 18 (£71,355.00 - £78,729.00)

Start date: September 2026

Location: Trinity Academy, Thorne, Doncaster, DN8 5BY

Working Terms: Full time, Permanent

Deadline

Closing date: 9.00am, Monday 22 June 2026

How to apply:

For further information and to apply, please visit [WORK WITH US | Trinity Academy](#) or email recruitment@trinityacademy.org.uk. A CV may be submitted to supplement your application but will not be accepted instead of a completed on-line application

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.



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