



GRACE COLLEGE

Emmanuel Schools Foundation

ASSISTANT VICE PRINCIPAL: BEHAVIOUR AND STANDARDS

VALUED, CHALLENGED, INSPIRED

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READING FOR INFORMATION



Reading is the gateway skill that makes all other learning possible. If you know how to read then the whole world opens up to you.

READING FOR INFORMATION



Without books is like a man without a soul.

Tullius Cicero

READING FOR COURAGE

One child, one teacher, one book, one pen can change the world.

Malala Yousafzai



READING FOR ADVENTURE



READING FOR KNOWLEDGE

Books are a friend, books are an escape, books are a means to empowerment and books are a means to understanding yourself. They are everything.

Emma Watson



READING FOR UNDERSTANDING



READING FOR UNDERSTANDING

The more you read, the more you will know. More learning, more places.

Dr Seuss



WELCOME

Dear Applicant,

I am delighted that you are interested in applying for the role of Assistant Vice Principal: Behaviour and Standards at Grace College.

Grace College is a Christian ethos school of character for the whole community, everyone is welcome whatever their educational background, faith position, social or ethnic background. We serve students in the Low Fell and central areas of Gateshead, and we are passionate about transforming the lives of young people by supporting them to achieve their personal best and grow in character. We want our college to be a place of welcome, safety and opportunity for all students. We have high expectations of student behaviour and conduct, therefore, applicants to this post should be committed to upholding these and supporting the college to continue its rapid school improvement journey in doing so.

We are seeking to appoint an experienced or new to post senior leader who is passionate about supporting all students to have the best possible experience of school by working directly with the Vice Principal to ensure that all areas relating to standards of behaviour are characterised by high expectation and high care. We want students to thoroughly enjoy coming to school each day and therefore the successful candidates will work with other senior staff to ensure that barriers to this are identified and removed at the earliest opportunity and the best possible support is put in place. We firmly believe that young people flourish when we have high expectations of what they can do and achieve and this means that we expect standards of uniform, readiness for learning, behaviour in lessons and outside of lessons to be the very best they can be.

Grace College is on a rapid school improvement journey. We are very pleased about the progress that has been made so far, including a 60% reduction in suspensions and 70% reduction in low level behaviour incidents, however there is more to do to ensure that the school day is never disrupted. This includes working with other senior leaders to support teachers to ensure their practice in the classroom is both inclusive and ambitious and that every lesson is characterised by high expectation.

Therefore, we are seeking to appoint a dynamic and relational leader who can lead the functions relating to behaviour, oversee the delivery of quick and effective intervention for students through the behaviour support and welfare team and support teachers to be the leader of learning for every child. Many of our pupils face challenges and compound disadvantage which means we need to ensure their experience is the very best it can be, so they feel that they belong to Team Grace, attend well and behave well consistently so the postholder will play a vital role in our ongoing school improvement journey.

The school improvement journey

Grace College was adopted by Emmanuel Schools Foundation in 2019, and much progress was achieved despite the impact of the pandemic. Between May 2023 and July 2025, I co-led the school with Mr M Waterfield who as Executive Principal provided a wealth of experience and knowledge of school leadership having led Emmanuel College, an outstanding Gateshead secondary school since 2015. In July 2025 I was appointed as the Principal of Grace College and feel privileged to lead such a vibrant school community. I have worked with Emmanuel Schools Foundation since 2019 previously as Vice Principal of Emmanuel College. I am motivated by the desire to see all of the 2800 young people of Gateshead that Emmanuel Schools Foundation serve have access to an outstanding education.

In July 2023 Ofsted carried out a section 5 inspection of Grace College, the first since being adopted. I am particularly pleased that inspectors recognised that 'Leaders and those responsible for governance have an ambitious vision for the school. They are making the school a better place for pupils. They also commented on our drive to improve standards stating, 'Leaders are raising expectations of pupils' behaviour at Grace College' and that 'Pupils are safe at Grace College'.

They further commented on the work that has taken place recently to improve students' attitudes towards each other stating that 'Leaders place a high priority on promoting tolerance and kindness among pupils.' The report reflects our ambition to ensure all students have an excellent quality of education stating, 'Leaders have high ambitions for what pupils should learn' and that 'Leaders are making some important improvements. These are beginning to gain traction'. The inspection report represents a significant milestone on our journey towards outstanding and recognises the school improvement work that leaders have been engaged in since 2019. Inspectors also recognised that the current senior leadership had only been in place for a short period of time, but they were confident to be able to state that leaders are making the school a better place for pupils.

Since this inspection Grace College has transformed and is now a school that is calm and welcoming where students can make personal best progress. Our exam results in the summer of 2025 represented the best results the school has ever achieved. The results of pupils studying the EBAC saw us placed in the top 3% in the northeast for 4+ and top 7+ for 5+.

However, Emmanuel Schools Foundation recognises that further investment in teaching staff and leaders is required to ensure the school improvement journey continues at pace, as we seek to be recognised by Ofsted as a strong school in all areas. The appointment to this role will provide crucial capacity to support this work.

Rachael Hooker
Principal

MISSION

CHARACTER EDUCATION

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

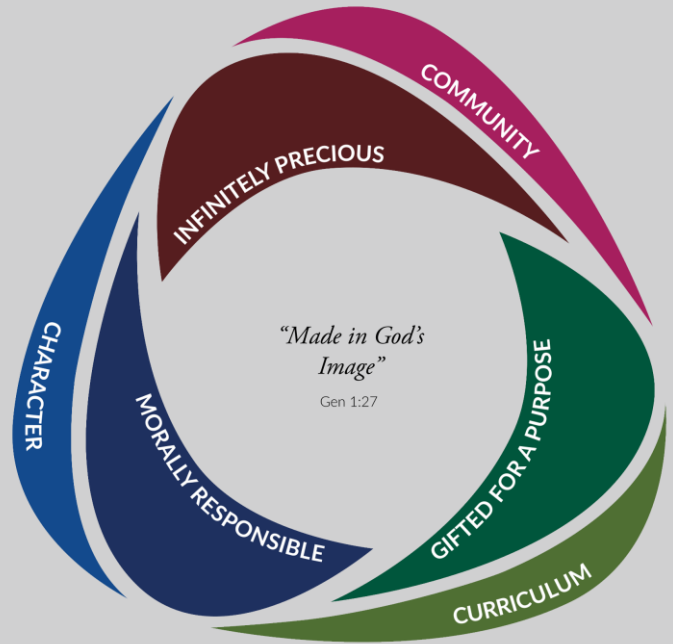
CURRICULUM EXCELLENCE

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





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

GRACE COLLEGE
All our work is done with
purpose and intention

COURAGE
We are determined to achieve
even in the face of difficulty.

HUMILITY
We avoid arrogance, being real
strengths and weaknesses.

INTEGRITY
We are honest with ourselves
our words and actions agree.

VALUES CHALLENGED. INSPIRED





“

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

THE ROLE

Responsible to the Vice Principal (Student Experience) for:

1. Ensuring the climate in college is safe, welcoming and characterised by high expectations and standards for all students through the leadership and management of relentless routines, and social time procedures with a particular emphasis on:

- Ensuring that all staff uphold high expectations of uniform and that students wear uniform smartly and with pride, ensuring students and families are supported to meet these expectations when this is required.
- Organising and leading duties at the start and end of the day, ensuring students arrive and leave the site safely, calmly, and with a strong sense of welcome and belonging, supported by consistently visible and positive staff presence.
- Implementing and upholding consistent routines during lesson transitions and at the start of the day, managing corridors to support punctuality, address lateness appropriately, and maintain a climate of high expectations and mutual respect.
- Leading and overseeing social time procedures to ensure they are consistently followed and that student conduct is calm, safe and respectful. Leading a consistent approach to addressing instances of poor behaviour effectively, reinforcing expectations and supporting positive change.

2. Ensuring that all students consistently show respect for all and exercise self-discipline including before and after the college day with a particular emphasis on:

- Working with other senior leaders to ensure that staff consistently celebrate and recognise when students meet high expectations so that there is a culture of relentlessly positivity, creating a climate where self control is the norm.
- Working with teachers and heads of department to ensure that teaching staff have the skills they need to be the leader of learning for every child and use their skills to create an excellent climate for learning.
- Overseeing the student intervention rooms so what when these spaces are used to address student behaviour or welfare needs the climate is characterised by high expectations and that intervention, reflection and restoration are used to prevent further behaviour incidents occurring and promote personal character growth.
- Leading the detention systems to ensure high attendance, and actively promoting positive behavioural change, so that students are motivated to reflect on their actions and make amends, contributing to their long-term character development.

THE ROLE

3. Reducing suspension and exclusion through the provision of exemplary personalised intervention and support for behaviour, with a particular emphasis on:

- Analysing behaviour data each day to ensure that appropriate action is being taken to address poor behaviour, strategically deploying behaviour and welfare support officers to work with students when needed.
- Using data to ensure that when student behaviour is not exemplary over time, that a staged response addressing welfare and behaviour needs, is used to address this and includes personalised intervention through line management of behaviour and welfare support officers. Reporting regularly to the senior leadership team on behaviour data, improvements and actions required to address this.
- Building strong relationships with parents and carers when students regularly demonstrate behaviour that is not exemplary and work with them to create intervention plans, reporting to the senior leadership team on the efficacy and impact of these strategies.

4. Supporting the Principal to lead the strategic aims and objectives of the trust and school ensuring that:

- Policies and procedures reflect the objectives and values of the organisation, ensuring they are implemented consistently and effectively;
- Managing resources and monitoring progress towards achieving objectives taking swift action to address areas for improvement;
- If the Principal or Vice Principals are absent or unavailable carry out the duties and responsibilities as requested. Fulfil any other duties reasonable required by the Principal including an appropriate amount of classroom teaching.

THE PERSON

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





APPLICATION DETAILS

Vacancy Details

Salary: Leadership Spine Point 13-19

Start date: September 2026

Location: Grace College, Gateshead

Deadline

Closing date: 7th May 2026

Interviews to be held: To be confirmed

How to apply:

For further information, please visit www.esf-web.org.uk or call HR on **0191 442 2000** or . A CV may be submitted to supplement your application but will not be accepted instead of a completed on-line application

[APPLY ONLINE HERE](#)

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.

