



VICE PRINCIPAL (PASTORAL) CANDIDATE PACK



Central Region
Schools Trust

Founded by the RSA

Principal's Welcome

We are seeking to appoint an Vice Principal (Pastoral) to who is aligned with our mission to support social justice through exceptional schools, our values and Our Distinctive Culture. You must have a passion for working in challenging circumstances, in an area of high deprivation and be keen to improve the life chances of all the students.

We are very excited to offer this opportunity for a senior leader to come and join us. The successful candidate will have responsibility for ensuring the school delivers the highest quality of pastoral care and support for all students but especially the disadvantaged and vulnerable ones. We welcome applications from talented Assistant Principals/Headteachers through to experienced Vice Principals/Deputy Headteachers as we believe that we have a tailored programme to meet your needs and to broaden your experience ready to become a Principal/Headteacher within 2-3 years.

Further information about the school can be found on our website. We are a rapidly improving school and Ofsted stated that 'Pupils and staff agree that Gospel Oak School is a school that is transformed. Pupils behave well. It is a calm place, where pupils feel safe. Relationships between staff and pupils are warm. Pupils' attendance is strong. Pupils welcome the changes to their school. They are proud that they have been a part of that change by meeting the school's expectations, developing positive attitudes and treating each other with respect.' (October 2025).



Stephen Brownlow
Executive Principal



ADVERT

Advert

Salary: L17-21

Hours: Full Time

Start Date: 1st September 2026

The details of the job description will be agreed after appointment.

Job Description

All Vice Principals play a critical role in the life of the school. They inspire confidence in those around them and work with others to create a shared strategic vision which motivates students and staff. They take the lead in enhancing standards of teaching and learning and value enthusiasm and innovation in others. They have the confidence and ability to make management and organisational decisions and ensure equity, access and entitlement to learning.

Line managed by: Principal

Leading Strategically

Creating and delivering a shared, corporate strategic vision, which motivates and inspires students, staff, governors and all members of the school community is critical to school leadership. The vision should be underpinned by shared values, moral purpose and principles of sustainability. It should drive the strategic plan and subsequent actions to secure continuous school improvement and quality outcomes for all students.

Knowledge and understanding of:

- developments in education at local, national and global levels
- models of effective leadership and organisational structures
- new technologies and their potential impact
- strategic planning processes, tools and techniques
- ways of achieving stakeholder and community engagement
- leading change, creativity and innovation
- ways of achieving social inclusion, diversity and access

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Skills:

- think strategically, analytically and creatively
- build capacity and achieve sustainability
- deal with complexity and uncertainty
- build a vision and communicate clear purpose and sense of direction
- model the vision and values of the school
- anticipate, lead & manage change
- use research to support and challenge practice
- inspire, challenge, motivate & empower others to attain challenging outcomes
- work strategically with governing body
- celebrate achievement and acknowledge excellence
- demonstrate political acumen

Leading Teaching and Learning

With the whole school workforce, school leaders play a central role in raising standards of teaching and learning. School leaders have a responsibility to set high expectations, create the conditions for effective teaching and learning to flourish and to evaluate the effectiveness of learning outcomes. Leaders acknowledge the high status, value and importance of teaching and learning and in creating a learning culture which enables students to become effective, enthusiastic and independent, life-long learners.

Knowledge and understanding of:

- curriculum design and management
- principles of quality learning, teaching and assessment including school review and self-evaluation
- ways of applying effective practice and research evidence to improve outcomes
- use of external support and expertise
- behaviour and attendance management
- new technologies to support learning and teaching
- political impact of external, community or family factors on learning
- strategies for improving outcomes and achieving excellence for all
- tools for data collection and analysis

Skills:

- design, develop and deliver the curriculum
- demonstrate equality and diversity in teaching and learning
- achieve the best possible learning outcomes for all
- use developmental models for teaching and learning
- engage parents in children's teaching and learning
- manage and use performance data
- develop whole school culture of best practice in teaching and learning
- create flexible and comprehensive learning opportunities for all students
- capitalise on appropriate sources of external support and expertise
- deploy technology to support teaching and learning
- develop and use effective assessment and moderation systems

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- evaluate, review and develop systems and structures

Leading the Organisation

School leaders should ensure that the school, with the people and resources in it, are organised and managed to provide an efficient, effective and safe learning environment. Using self-evaluation and problem solving approaches, school leaders should also seek to improve organisational structures and functions so the school remains fit for purpose. School leaders should build successful organisations by working collaboratively with others, building capacity across the whole workforce and ensuring resources are effectively and efficiently deployed.

Knowledge and understanding of:

- legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks
- development of and access to school buildings and facilities
- strategic financial planning, budget management and principles of best value
- organisational development, planning and implementing change
- employment market, effective recruitment, deployment and management of staff
- technology to enhance organisational effectiveness
- strategies to maximise contributions from the whole workforce
- accountability frameworks
- project management techniques

Skills:

- manage the school's financial, human and physical resources
- seek expertise and advice from within and outside the school
- establish structures and systems so operational decisions are based on informed discussion
- delegate, collaborate and distribute leadership
- manage others within an accountability framework
- create an environment which enables people to perform at their best and underpins effective employee relations
- develop and sustain a safe, secure and healthy school environment
- create a working environment which takes account of workload and work-life balance
- manage industrial relations

Leading People

As school leaders work with and through others, building and sustaining effective relationships and communication strategies are important. School leaders seek to improve their own performance through professional development. To enable others to develop and improve by creating a professional learning culture within the school. Through performance management and effective professional development practice, school leaders support all staff to achieve high standards. School leaders take account of issues surrounding work-life balance and recognise and value all staff and teams in the school.

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Knowledge and understanding of:

- significance of interpersonal relationships, including impact on teacher performance and student learning
- performance management, continuous professional development and sustained school improvement
- building motivation, including the importance of celebrating achievement
- building and sustaining a learning community within a diverse workforce
- own performance, ways of obtaining feedback and how to improve
- support and development systems for individuals and teams

Skills:

- create a culture which encourages ideas and contributions from others
- develop self-awareness, self-management and self-confidence and use effectively
- listen, reflect and communicate effectively
- negotiate and manage conflict, providing appropriate support
- give feedback and provide support to improve performance
- hold people to account and challenge under performance
- develop a culture of learning and continuous professional development
- receive and act on feedback to build on strengths and improve personal performance
- foster an open, fair and equitable culture
- motivate, develop, empower and sustain individuals and teams

Leading in the Community

With schools at the centre of their communities, school leadership has a crucial role to play in working with the community and other services to improve outcomes for, and the well-being of, all children. Placing families at the centre of services, schools and leaders should work with others to tackle all the barriers to learning, health and happiness of every child. School leaders share responsibility for the leadership of the wider educational system and should be aware that school improvement, community development and community cohesion are interdependent.

Knowledge and understanding of:

- multi-agency work (including the team around the child), benefits and risks of multi-agency working

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- extended service provision, commissioning and contracting
- the diversity of professional cultures and ways of working
- diversity and community cohesion issues
- collaboration and partnership working (including school, home, community and business partnerships)
- strengths, capabilities and objectives of other schools, services and agencies
- wider curriculum beyond the school and opportunities it provides

Skills:

- establish and engage in partnerships, including working with multi-agency teams
- collaborate and work within and across the community
- engage the community in systematic evaluation of the school's work and act on outcomes
- take a leadership role within and across the community
- consult, engage and communicate with staff, students, parents and carers to enhance children's learning
- engage in cross phase working and transition issues
- engage in school-to-school collaboration and contribute to leadership in the wider education system
- contribute to achievement of community cohesion
- broker and commission services

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Principal reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

All staff are responsible for promoting and safeguarding the safety and welfare of children and young adults.

Person Specification

Criteria	Essential	Desirable	Method of Assessment
 <p>Education and Qualifications</p>	<ul style="list-style-type: none"> • A good honours degree • DfE recognised qualified teacher status 	<ul style="list-style-type: none"> • Further relevant leadership and management qualifications-eg NPQH, NPQSL etc 	<p>Application form and certificates</p>
 <p>Experience</p>	<ul style="list-style-type: none"> • Successful experience of teaching to A-level • Outstanding classroom practitioner with the knowledge, understanding and practical application of effective teaching and learning strategies in order to raise standards • Proven track record as a teacher whose students reach high standards of learning and achievement • A track record demonstrating a commitment to high standards, continuous improvement and quality assurance • Successful leadership, management and development of a significant, recent initiative with measurable positive impact • Successful experience of strategic leadership and management • A proven track record in leading pastoral care, inclusion and personal development 		<p>Application form, references and interview</p>

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	<ul style="list-style-type: none"> • Clear vision for and proven track record of raising attainment and achievement at Key Stages 3, 4 and 5 and dealing with underachievement 		
 <p>Professional Development</p>	<ul style="list-style-type: none"> • Evidence of continual professional development • Evidence of keeping up to date with educational thinking and knowledge • A strong commitment to quality professional development of staff • The drive to develop the capabilities of others and help them realize their full potential 		<p>Application form, references and interview</p>
 <p>Knowledge and Skills</p>	<ul style="list-style-type: none"> • Suitability to work with young children • Able to form and maintain appropriate relationships and personal boundaries with children and young people • Positive attitude to the use of authority and maintaining discipline • Knowledge of the various leadership styles and practices and their effects in different contexts within schools • Knowledge and understanding of the implications of recent legislation, development and initiatives in secondary education • Knowledge of the curriculum at Key Stages 3, 4 and 5 • Knowledge of OFSTED requirements and self- 		<p>Application form, interview and references. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:</p> <ul style="list-style-type: none"> • motivation to work with children and young people • ability to form and maintain appropriate relationships and personal boundaries with children and young people • emotional resilience in working with challenging behaviours; and • attitudes to the use of authority and maintaining discipline

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	<p>evaluation</p> <ul style="list-style-type: none">• Ability to interpret and analyse school performance data• Knowledge and understanding of the use and potential of ICT to develop learning and raise standards• Expertise in making reliable and valid judgements with regard to the quality of teaching and learning• Ability to lead and manage people within and beyond the school community to work towards common goals• Ability to prioritise and manage own time effectively and work under pressure and to deadlines• Ability to maintain strictest confidentiality and integrity at all times• Ability to establish a positive ethos with an accent on high achievement for all• Ability to empathize with the needs of students and to be firm but fair and consistent• An effective communicator and motivator of students and staff• Ability to enable and empower others• A team player with the ability to establish good working relationships with staff, students and parents/carers• The ability to communicate clearly and concisely both verbally and in writing at all levels		
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	<ul style="list-style-type: none"> • The ability to set clear expectations and parameters and to hold others to account for their performance • The ability to challenge underperformance • Ability to deal with problems in a positive and systematic manner 		
 <p>Personal Qualities</p>	<ul style="list-style-type: none"> • A positive attitude to continuous improvement • A positive and practical approach to change and challenge • Willingness to challenge inefficiency, ineffectiveness or complacency • The ability to lead, inspire and motivate • A commitment to do everything possible for each student and to enable all students to be successful • Relentless energy for setting and meeting challenging targets • A healthy competitive attitude that shows a real desire for excellence • An unequivocal positive role model to staff and students • A commitment to justice, quality of opportunity and to comprehensive education • A capacity for hard work • A capacity to innovate, inspire and motivate • A sense of humour, warmth, energy, stamina and resilience • The professional respect of colleagues 		<p>Application form, references and interview</p>

Next steps

If you are excited by this role and believe you have the vision and values to fulfil this challenge, then please contact the HR department on GOSHR@gospeloakschool.co.uk or by calling us on 0121 556 1351.

A visit to the school and an informal chat with the Principal is welcomed and encouraged prior to making your application.

Closing Date: Monday 20th April 2026 @ 10.00am. Interviews will take place later in the week beginning 20th April 2026.

Want to know more about Gospel Oak School?

Please visit our website www.gospeloakschool.co.uk, the Central Region Schools Trust website www.centralregionschoolstrust.co.uk and don't forget to take a look at [our promotional video](#).

The Central Region Schools Trust is committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment. All our posts are subject to an enhanced DBS disclosure, 2 work references and other employment checks.



Please take a look at:

Our Distinctive Culture

Our termly publication to recognise the successes across the Trust, DesignEd





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