

University Academy Holbeach

UNIVERSITY ACADEMY
HOLBEACH



UNIVERSITY OF
LINCOLN



Job Application Pack: Vice Principal – Behaviour and Inclusion

Salary: Leadership 17 to Leadership 21

Start date: 1st September 2026

Principal's Welcome

Welcome to University Academy Holbeach (UAH). I am delighted that you are interested in applying for the position of Vice Principal – Behaviour & Inclusion with us.

UAH is an 11-18 secondary, serving young people in the surrounding towns and villages. This is a unique school with a strong vocational offer that enables youngsters to study traditional GCSEs alongside courses such as Motor Vehicle, Brickwork, Electrical Installations and Hair & Beauty.

We have over 1390 pupils on roll, including over 200 students within our Sixth Form, studying a combination of A-Levels, T-Levels and Vocational & Technical qualifications.

We uniquely offer an Apprenticeship programme, supporting local employers and providing training for an average of 130 learners at one time.

Our ethos is built on mutual respect, underpinned by an understanding of the benefits of hard work. We encourage all our learners to make the best of their ability and to strive for the highest possible standards.

Our curriculum is broad and balanced, ensuring our learners experience high quality teaching in state-of-the-art classrooms and suites.

We invite you to explore our website to gain a deeper understanding of the life at UAH, and we look forward to welcoming dedicated, passionate professionals who share our commitment to cultivating a culture of high expectations, ambition, and success for all.

If you require further information, please visit our website, www.universityacademyholbeach.org or email us at enquiries@uah.org.uk

For further information about our Trust, University of Lincoln Academy Trust (UOLAT), please visit www.uolat.co.uk



Sheila Paige **Principal**

A message from the new Principal, Jenny Brassington:

I am delighted to introduce myself as the Principal designate of University Academy Holbeach, taking post in September. This role comes about due to the appointment of the current postholder as Principal in another of our Trust schools. This is a crucial role for UAH and provides an exciting opportunity for an exceptional leader to build on the strong progress that has already been made and to shape UAH's strategic direction for the next phase of its journey. I look forward to working with the successful candidate and wish you the best of luck for your application.



About the Role

We are seeking an exceptional and committed Vice Principal – Behaviour and Inclusion to lead a culture of high expectations, positive conduct and strong relationships across the academy. The successful candidate will play a pivotal role in shaping behaviour, attitudes and personal development, ensuring all learners are able to succeed in a calm, purposeful and aspirational environment.

Alongside strategic leadership responsibilities, the role includes a teaching commitment, enabling the postholder to model excellent classroom practice and promote a love of learning that sits at the heart of our ethos.

The successful candidate will be responsible for ensuring that all pupils – particularly the most vulnerable – are supported to engage, attend and succeed. Working closely with the Principal, senior leadership team and external agencies, you will oversee Inclusion and drive inclusive behaviour systems, support staff in maintaining high standards, and ensure that every student is supported to achieve their full potential—academically, socially and morally.

Interested candidates will have:

- An inspirational and visible leadership style, with a strong track record in improving behaviour and culture
- An openness to change and be willing to embrace new ideas
- High expectations of all learners and staff, with a commitment to excellence and inclusion
- A passion for classroom practice, and be able to deliver engaging and effective teaching
- The ability to build positive relationships with students, staff, parents and the wider community
- Experience of leading behaviour, pastoral or inclusion strategies that secure impactful outcomes
- Commitment to developing students' social, moral and cultural understanding, in line with the academy's values.
- The ability to design and evaluate – both strategic and operationally astute.
- The belief that every learner can succeed and has a relentless focus on continuous improvement.



How to Apply

If you wish to know more about this opportunity, need further information or would like to arrange an informal discussion, please contact Sheila Paige using sheila.paige@uolat.co.uk who will arrange this.

Closing Date: Monday 29th June 2026 (9am)

We will interview on a rolling basis and reserve the right to close the advert early.


mynewterm

Apply on My New Term and complete all sections in full.

Interviews: On a rolling basis

References will be obtained after shortlisting and prior to interview. Please ensure that contact details are accurate.

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**Vice Principal- Behaviour and
Inclusion**

Job Description

Ambition | Inclusion | Integrity

Job Title: Vice Principal – Behaviour and Inclusion
(with teaching responsibilities)

Salary: Leadership Scale L 17 to L 21

Start Date: 1st September 2026

Reports to: Principal

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Job Purpose & Key Responsibilities

UAH is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

The Role

- Provide strategic leadership of behaviour, attitudes, attendance and culture across the academy, ensuring a safe, calm and purposeful learning environment.
- Establish and maintain consistently high expectations of student conduct, staff practice and overall academy standards.
- Lead the development, implementation and evaluation of behaviour systems that support outstanding student outcomes.
- To deputise for the Principal or Senior Vice Principal when required to do so.
- Promote a positive and inclusive culture where all students are supported to thrive academically, socially and personally.
- Support and develop staff to deliver effective behaviour management including support on managing suspensions and exclusions and build strong relationships with learners.
- Contribute to the strategic leadership of the academy as a member of the Senior Leadership Team.
- Model excellent classroom practice through a teaching commitment, promoting high-quality teaching and learning.
- Ensure safeguarding, wellbeing and personal development are central to all aspects of the academy's work.
- Oversee attendance, inclusion (including provision for pupils with SEND), safeguarding and personal development through line management of Senior Leaders.
- Oversee effective communication and interaction between the Academy and Pupil Referral Team (Lincolnshire)

Specific areas of responsibility and key tasks

Main responsibilities, tasks and duties

- Employ a strategic approach to improving behaviour and attendance, ensuring pupils consistently demonstrate high levels of self-discipline, respect and positive conduct and that barriers to success are identified and addressed.
- Establish and sustain a calm, safe and orderly environment in which all pupils can learn effectively and without disruption.
- Promote a strong culture of high expectations and consistency, ensuring staff apply behaviour systems fairly and rigorously.
- Ensure that all pupils, including disadvantaged and vulnerable groups, experience equitable support and inclusive practice.
- Contribute to whole-school leadership and senior leadership meetings, ensuring behaviour and personal development are central to school improvement priorities and self-evaluation.
- Model high-quality teaching, reinforcing strong routines, high expectations and positive relationships in the classroom.
- Develop, implement and monitor behaviour systems that ensure low-level disruption is not tolerated and learning time is maximised.
- Use behaviour, attendance and exclusion data to identify trends, evaluate impact and implement targeted interventions.
- Support staff to establish clear routines and expectations ensuring pupils understand and meet behavioural standards.
- Lead strategies to improve pupil attitudes to learning, including motivation, resilience and pride in achievement.
- Implement and monitor effective rewards and sanctions systems that promote positive behaviour and reinforce expectations. Oversee pastoral and intervention systems that support pupils' personal development, wellbeing and readiness for the next stage of education.
- Work with safeguarding, SEND and pastoral teams to ensure pupils receive timely and appropriate support.
- Deliver high-quality staff training
- Ensure all pupils feel safe, respected and supported, in line with safeguarding and welfare responsibilities.
- Promote pupils' personal development, including their confidence, resilience and respect for others.
- Engage effectively with parents and carers to support positive behaviour, attendance and pupil wellbeing.
- Undertake duties around the academy to ensure visibility, consistency and proactive behaviour management.
- Carry out any other reasonable duties as directed by the Principal in support of high standards of behaviour and pupil development.
- Support, co-ordinate, and quality assure the day-to-day interactions between the Academy and external agencies, such as Pupil Referral Team (Lincolnshire)

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| <p>Line management and quality assurance</p> | <ul style="list-style-type: none"> ➤ A rigorous, organised and systematic approach towards line management of senior inclusion leads (including attendance, safeguarding, behaviour and SEND/PP) ➤ To demonstrate excellent strategic leadership and oversight of behaviour, attendance, safeguarding and SEND/PP teams. ➤ To design, implement, review and quality assure whole school systems in relation to behaviour, attendances, safeguarding and SEND/PP through effective day-to-day collaborative work with senior leaders linked to these areas. ➤ To lead and coordinate inclusion practice at the academy and meetings between senior leaders linked to this area. ➤ To inspire excellent daily practices of team members linked to areas of inclusion, including attendance, behaviour, safeguarding and SEND/PP. |
| <p>Knowledge and skills</p> | <ul style="list-style-type: none"> ➤ Strong knowledge of effective behaviour systems and strategies that secure high standards of behaviour, attitudes and attendance across a secondary setting. ➤ Secure understanding of the Ofsted Renewed Inspection Framework. ➤ In-depth knowledge of safeguarding, child protection and inclusive practice, including working with vulnerable and disadvantaged pupils. ➤ Proven ability to analyse and interpret behaviour, attendance and exclusion data to drive improvement. ➤ Excellent understanding of high-quality teaching, learning and assessment, with the ability to model outstanding classroom practice. ➤ Ability to design and implement whole-school strategies that improve behaviour, engagement and pupil outcomes. ➤ Strong leadership skills, with the ability to influence, challenge and support staff to ensure consistent practice. ➤ Highly effective communication and interpersonal skills, with the ability to build positive relationships with pupils, staff, parents and external agencies. ➤ Skilled in coaching and developing staff, particularly in behaviour management and classroom practice. ➤ Ability to remain calm, resilient and solution-focused when dealing with challenging situations. ➤ Strong organisational skills, with the ability to prioritise, manage workload and meet deadlines in a fast-paced environment. ➤ Commitment to promoting high expectations, equality, diversity and inclusion for all pupils. |
| <p>Personal Qualities</p> | <ul style="list-style-type: none"> ➤ Demonstrates a strong commitment to high standards of behaviour, inclusion and safeguarding, with a clear moral purpose. ➤ A calm, resilient and visible leader who is decisive and effective in challenging situations. ➤ Builds positive relationships while maintaining high expectations and consistent standards. ➤ Leads with integrity, fairness and professionalism, holding others to account appropriately. ➤ Possesses strong emotional intelligence and judgement, particularly with vulnerable pupils and complex issues. |

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| | <ul style="list-style-type: none"> ➤ Driven, reflective and committed to continuous improvement, with the ability to prioritise and perform under pressure. |
| <p>Management of staff</p> | <ul style="list-style-type: none"> ➤ Lead, manage and develop staff with clarity and consistency, setting high expectations for behaviour, conduct and professional standards. ➤ Provide effective line management, coaching and support, building staff confidence and capability in behaviour management and inclusive practice. ➤ Hold staff to account through clear performance expectations, using data, observation and professional dialogue to drive improvement. ➤ Create a positive, professional culture that promotes collaboration, wellbeing and staff morale, while maintaining high standards. ➤ Support and challenge colleagues in managing complex behaviour and safeguarding issues, ensuring consistent application of policies. ➤ Contribute to staff development through training, modelling best practice and sharing effective strategies |
| <p>Professional development</p> | <ul style="list-style-type: none"> ➤ Lead and contribute to a strategic programme of professional development that strengthens staff expertise in behaviour, inclusion and safeguarding. ➤ Design and deliver high-quality training and coaching, ensuring staff are confident in managing behaviour consistently and effectively. ➤ Support the development of middle and senior leaders, building leadership capacity across the school. ➤ Promote a culture of continuous professional learning, encouraging reflection, collaboration and the sharing of best practice. ➤ Identify and address development needs through performance management, monitoring and feedback. ➤ Remain committed to personal professional development, modelling a reflective and research-informed approach to leadership |
| <p>Working in Partnership</p> | <ul style="list-style-type: none"> ➤ Community Relations: Forge constructive relationships beyond the school, working in partnership with parents, carers, and the local community. ➤ Collaboration: Commit the school to work successfully with other schools and organisations in a climate of mutual challenge and support to improve behaviour outcomes across the system. |
| <p>Requirements for all colleagues</p> | <ul style="list-style-type: none"> ➤ To promote and uphold the Academy’s Mission Statement, values and strategic objectives. ➤ To comply with the Academy’s policies and procedures, including those relating to health and safety, safeguarding, welfare and security. ➤ To work positively with colleagues, pupils, parents and other partners, regardless of their gender, ethnicity, sexuality, age or disability. ➤ To attend briefings and staff meetings as required. ➤ To participate in the Academy’s Performance Management Review scheme and undertake professional development and training as required. ➤ To be a positive role model and to take responsibility for promoting good standards of behaviour and conduct. ➤ To undertake other duties that are in accordance with the purpose and grade of the post as agreed with the Chief Executive Officer. |

Ethics and Professional Conduct

The Vice Principal is expected to demonstrate consistently high standards of principled and professional conduct, upholding the Seven Principles of Public Life (Nolan Principles): selflessness, integrity, objectivity, accountability, openness, honesty, and leadership.

The Vice Principal must:

- Serve in the best interests of the school's pupils.
- Build relationships rooted in mutual respect, observing proper professional boundaries.
- Uphold fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect, and tolerance of those with different faiths and beliefs.
- Know, understand, and act within the statutory frameworks which set out their professional duties and responsibilities.

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**Vice Principal – Behaviour and
Inclusion**

Person Specification

Ambition | Inclusion | Integrity



Vice Principal – Behaviour (with teaching responsibilities) Person Specification

| a) Training and qualifications | Essential | Desirable |
|---|-----------|-----------|
| Qualified Teacher Status (QTS). | Y | |
| A good honours Degree at 2:1 or above. | Y | |
| A relevant Higher Degree | | Y |
| Achieved or working towards NPQH or equivalent. | | Y |
| Commitment to safeguarding and promoting the welfare of all students and staff | Y | |
| Evidence of commitment to continuing professional and personal development of self (at Head or Dep. Head level in preparation for Headship) and of others | Y | |
| b) Experience | Essential | Desirable |
| Substantial and successful experience as a teacher in secondary education | Y | |
| Proven success in a senior leadership role (Assistant Headteacher or Vice Principal) within a secondary educational setting | Y | |
| Significant successful experience of leading and motivating a team to improve behaviour | Y | |
| Experience of working in more than one school at a senior level | | Y |
| Experience of teaching across all the secondary phases | | Y |
| A positive approach to, and proven success in managing change | Y | |
| Successful experience of implementing and overseeing school improvement (behaviour focused) initiatives leading to improved pupil attainment | Y | |

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| Experience of working in a Multi-Academy Trust context | | Y |
| c) Professional Knowledge and Skills | Essential | Desirable |
| Excellent leader with a proven track record in terms of implementing excellent behaviour strategies that impact on pupil progress and achievement. | Y | |
| Understanding of the Ofsted Process | Y | |
| Ability to inspire, motivate, support and challenge staff, students, parents and other key partners | Y | |
| A strategic thinker and influencer, with the ability to innovate and use initiative | Y | |
| Exhibits current knowledge and understanding of educational policy and practice, including evidence-informed behaviour and attendance practices | Y | |
| Promotes equality and inclusive practices | Y | |
| Demonstrates analytical understanding and uses quality assurance processes and data effectively to drive continuous school improvement for behaviour and attendance | | Y |
| Effective team work within a school, and ability to build networks and work with a range of partners, including parents and the local community | Y | |
| Able to establish and sustain effective organisational structures, systems, policy and practice, including safeguarding | | Y |
| Able to think creatively to anticipate and solve problems and demonstrate balanced and fair judgment | Y | |
| Able to consult and negotiate behaviour strategies to achieve the best possible outcomes for students and their families | Y | |
| Able to build and sustain effective relationships with all stakeholders that will enhance the education of all students | Y | |
| Able to work in partnership and accept appropriate support from all stakeholders | Y | |
| Excellent influencing skills, able to communicate sensitively and robustly with behaviour issues to ensure the best outcome for young people. | Y | |
| Excellent relationship management skills with the ability to work collaboratively in partnership with all stakeholders/partners | Y | |
| Team player, understanding the need to work with all levels of influence and seniority | Y | |
| Excellent personal and team time-management capabilities | Y | |
| Proven ability to successfully lead a team and line manage staff as well as influence and lead those not line managed by you directly | Y | |
| d) Personal Attributes | Essential | Desirable |
| Actively demonstrates a passion for the value of education | Y | |

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| Demonstrates honesty and integrity. Works to the Nolan Principles of Public Life. | Y | |
| Self-motivated, enthusiastic, optimistic and energetic | Y | |
| Display outstanding communication and interpersonal skills with the ability to build rapport with a range of audiences, including all stakeholders and external agencies. | Y | |
| Resilient / Emotional resilience | Y | |
| Ability to develop and maintain effective working relationships, including working as part of a team | Y | |
| Prioritises, meets deadlines and performs effectively under pressure | Y | |
| Flexible and positive approach to new challenges and opportunities | Y | |
| Ability to self-evaluate and reflect | Y | |
| Attention to detail and high standards of work | Y | |
| Ability to be respectful and promote equality of opportunity, inclusion and diversity at all times. | Y | |
| e) Safeguarding | Essential | Desirable |
| Knowledge of the statutory requirements of KCSIE together with experience of Child Protection, Safer Recruitment and Safeguarding procedures | Y | |
| A commitment to the welfare and safeguarding of children and young people | Y | |
| Promote the welfare of young people | Y | |
| Commitment to form and maintain appropriate relationships and personal boundaries with young people | Y | |

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested, prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.

We will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to outline the key duties and responsibilities of the role, it is not an exhaustive list. The duties and responsibilities of the role may vary from time to time, commensurate with and without changing the general character of the duties or the level of responsibility entailed and would not in itself justify a reconsideration of the grading of the post.



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