



Job Description

Vice Principal – Behaviour Systems and Culture

Reporting to: Principal

Contract: Permanent

Salary: Highly competitive, negotiable based on experience (L18 – L21 plus UL)

Start Date: September 2026

Role Purpose

The Vice Principal for Behaviour Systems and Culture will provide strategic and operational leadership to secure an orderly, calm and purposeful learning environment where high expectations of behaviour, conduct and attendance enable excellent learning and personal development for all students.

The postholder will lead whole-school behaviour systems and processes, the Attendance and Behaviour Hub, and pastoral leadership structures, ensuring consistency, fairness and inclusion. The role plays a key part in system leadership within and beyond the academy.

Key Responsibilities

Strategic Leadership of Behaviour and Culture

- Provide visible, authoritative leadership that models and reinforces clear, high expectations of behaviour, routines and conduct.
- Lead the strategic development, review and refinement of behaviour and attendance systems so that they are simple, understood and consistently applied.
- Ensure behaviour practice reflects strong safeguarding principles and promotes inclusion, belonging and personal development.

Behaviour Systems and Processes

- Lead and maintain all whole-school behaviour systems and routines, including:
 - Standards of behaviour and conduct
 - Behaviour rotas (duty, reflection, detention)
 - Line-ups, transitions and movement around the site
 - Student planner/journals
 - Early identification of concern
 - Timely intervention
 - Sustained reintegration
 - Ensure reintegration at Tier 1 and Tier 2 is purposeful, structured
- Hold strategic oversight and accountability for:
 - Internal Exclusions (IE)

Principal: Mr Leon Lima

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- Off-site directions
- Managed moves and alternative provision pathways
- Suspensions and statutory processes
- Ensure decision-making is transparent, consistent and evidence-informed, aligned with statutory guidance and inspection expectations.
- Quality-assure implementation through regular review of routines, practice and impact.

Attendance and Behaviour Hub Leadership

- Provide strategic leadership and oversight of the Attendance and Behaviour Hub, ensuring delivery aligns with Department for Education expectations.
- Ensure both regional and enhanced partner schools receive high-quality, timely and appropriate support as part of the DfE Behaviour Hubs programme.
- Establish and oversee systems to collate, track and evaluate KPI data throughout the programme, ensuring impact is measurable and evidence-informed.
- Lead on partner school engagement, support, review and the completion of all required evaluation and impact processes.
- Oversee all grant applications, compliance requirements and the completion of termly monitoring and financial reports.
- Lead the planning and delivery of Open Days and Excellence Days, working closely with internal teams and external partners to exemplify best practice.

Pastoral Leadership and Line Management

- Line manage Heads of Year and senior pastoral leaders, ensuring clarity of role, accountability and high professional standards.
- Develop pastoral leadership capacity to secure strong year-group culture, identity and routines.
- Ensure behaviour leadership is proactive rather than reactive.

Behaviour Data and Impact

- Work closely with the Data Team to co-ordinate behaviour dashboards.
- Ensure the production and use of weekly behaviour KPIs to:
 - Identify trends and emerging risks
 - Evaluate the effectiveness of systems
 - Inform leadership decisions and intervention strategies
- Use data intelligently to support inspection readiness and continuous improvement.

Behaviour for Learning and Quality of Education

- Liaise closely with the Quality of Education team to ensure behaviour systems actively enable Behaviour for Learning.

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- Support staff with clear classroom expectations, routines and consistency that underpin strong teaching.
- Contribute to professional development focused on behaviour, culture and classroom climate.

Rewards, Induction and Reintegration

- Lead the development of a **whole-school rewards strategy** that reinforces expectations and promotes positive culture.
- Oversee student induction processes to ensure rapid understanding of routines and standards.
- Ensure reintegration following suspension or alternative provision supports sustained improvement.

Safeguarding and Inclusion

- Work in close partnership with the DSL team to ensure behaviour systems align fully with safeguarding priorities.
- Act as a senior decision-maker in complex or high-risk cases.
- Ensure vulnerable students are supported without lowering expectations.

Wider Leadership and System Contribution

- Be an active, visible member of the Senior Leadership Team.
- Contribute to self-evaluation and improvement planning, particularly in relation to Behaviour and Attitudes and Personal Development.
- Support the academies' role as a Hub, modelling best practice and supporting other schools.

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