

Secondary

Academy
Transformation
Trust

Vice Principal

Application Pack

The Queen Elizabeth Academy
Witherley Road
Atherstone
CV9 1LZ

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01. Welcome from the CEO

Welcome from the Chief Executive

Thank you for your interest in joining Academy Transformation Trust. Choosing the right next step in your career is an important decision, and I am delighted that you are considering doing so with us.

At ATT we are driven by a simple but profound belief: every child can and should become capable, competent, and confident. Our purpose is to transform lives through education, and our strategy, ATT2030, sets out how we will achieve this for every pupil, every colleague, and every community we serve.

We know that people are at the heart of everything we do. Our trust thrives because of the talent, dedication, and values of our colleagues. If you choose to join us, you will become part of a high-trust, high-accountability organisation where principals are empowered to lead, colleagues are supported to grow, and everyone is united in the moral purpose of education.

We are ambitious for our pupils and ambitious for our people. Across the trust you will find a culture of collaboration, professional excellence, and deep care for one another. We celebrate hard work, integrity, and teamwork, and we create opportunities for everyone to flourish.

I wish you every success with your application. Whether or not you go on to join us, I hope you will recognise that ATT is a community committed to excellence, to belonging and becoming, and to ensuring that all of us – pupils and adults alike – leave more capable, more competent, and more confident than when we arrived.

With best wishes,



Mark McCourt
Chief Executive Officer



02. About Academy Transformation Trust

About Academy Transformation Trust

At Academy Transformation Trust (ATT), our ambition is that every person who passes through our schools and colleges becomes an educated person – able to take a rightful place in the community of educated people and to join what Robert Maynard Hutchins called “the Great Conversation.” An ATT education stresses history, the scientific mode of thinking, the disciplined use of language, a wide-ranging knowledge of the arts and religion, and the continuity of human enterprise. We aspire for everyone, regardless of their starting point, to leave us capable, competent, and confident.

Our Values

ATT2030 sets a values-driven culture that is explicit about how we work and lead:

- **Belonging & Becoming:** we meet each child where they are and refuse to leave them there – giving them both roots and wings.
- **Integrity & Excellence:** we act ethically, celebrate excellence, and pursue high standards in all that we do.
- **High Trust, High Accountability:** decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people – pupils and adults – we are forming:

- **Capable:** equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.
- **Competent:** possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.
- **Confident:** feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.



Our Nine Aims (by 2030)

These goals translate into nine aims that define success for ATT by 2030:

Capable

1. Professional Excellence – skilled professionals delivering consistently high standards.
2. Fluent Learners and Thinkers – confident, curious learners fluent in communication and technology.
3. Multiple Pathways to Success – diverse routes that recognise varied talents and passions.

Competent

4. Purposeful, Knowledge-Rich Learning – rigorous, meaningful learning that enriches lives.
5. Unwavering Focus – purposeful use of time and energy on what matters most.
6. Strength Through Challenge – resilience built by tackling challenge and learning from it.

Confident

7. Valued and Empowered Individuals – everyone known, valued, and supported to be their best.
8. Leading with Integrity, Celebrating Excellence – values-led leadership and cultures that recognise excellence.
9. Moments That Shape Us – deliberate rites of passage and significant experiences that foster growth and self-discovery.

Our Approach to Working Together

We are building a high-trust, high-accountability organisation. Principals are empowered as strategic leaders of their academies; the central team provides expert challenge, support, tools, and evidence; accountability is reframed as professional dialogue aimed at continuous improvement, not blame. This is how we ensure that every child leaves us capable, competent, and confident.



03. Academy Information



The Queen Elizabeth Academy

Based in Atherstone, Warwickshire, The Queen Elizabeth Academy is part of the Academy Transformation Trust family of academies.

TQEA is an 11-16 mixed comprehensive academy with a vibrant learning atmosphere, a dedicated and supportive network of staff and exciting plans for the future. With a brand new school building, which opened in November 2016, this really is a great place to work.

The academy's vision is for all students to realise their full potential, equipping them with the skills and qualities required for success in the competitive 21st century. We are committed to raising standards and providing students with exceptional opportunities to support learning. We look for a number of outstanding qualities in our staff: an innovative and creative approach to their work; enthusiasm, positivity and an unfaltering commitment to our students' success, along with an open-minded, proactive attitude to working within a team. We want individuals who want to go the extra mile for our community and have an absolute commitment to safeguard our students.

Teamwork is at the heart of everything we do and by working together we aim to secure a successful future for all. We encourage those interested in joining our school to spend some time with us to gain a real understanding of our ethos and what we have to offer. The dedication of the staff and the enthusiasm of the students, coupled with the support of our parents and carers, makes this a very special place.

To find out more, please visit: tgea.attrust.org.uk



04. Job Description

Job Description

Vice Principal

Job Purpose

The Vice Principal, under the direction of the Principal, will take a significant role in:

- Formulating the priorities and objectives of the Academy to ensure continual improvement.
- Establishing policies for achieving these priorities and objectives.
- Managing staff and resources to that end.
- Monitoring progress towards the achievement of the school's aims and objectives.
- Ensuring that the Academy's culture and ethos is embedded in the 'lived experience' of students and staff.
- The Vice Principal will deputise for the Principal in his absence, fulfilling the professional responsibilities of a Principal, as set out by Academy Transformation Trust and in line with the School Teachers' Pay and Conditions Document (STPCD).

Key Responsibilities and Duties:

Qualities and Knowledge

Under the direction of the Principal:

- Provide exceptional levels of professional challenge and support to leaders and staff.
- Support with the day-to-day management of the Academy.
- Communicate the Academy's vision, purpose and values in a compelling way and support strategic leadership.
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all students.
- Provide strategic leadership and direction to the Academy and its community to ensure the delivery of an exceptional education evidenced by high levels of achievement and progress.
- Build positive relationships with all members of the Academy community, showing positive attitudes to them.
- Keep up to date with developments in education, and have a good knowledge of education systems locally, nationally and globally.

- Seek out and build collaborative relationships with external partners for the benefit of students and staff.
- Work with political and financial astuteness, translating policy into the Academy's context.
- Seek training and continuing professional development to meet own needs.

Pupils and Staff

Under the direction of the Principal:

- Demand ambitious standards for all students, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes.
- Ensure all students across the full ability range have the support and opportunities required to fulfill their potential and achieve a position where they can become effective and valued change makers in modern society.
- Line manage assigned members of the Senior Leadership and Middle Leadership Team.
- Ensure consistently effective teaching in the Academy, including through training and development for staff.
- Establish a culture of 'open classrooms' as a basis for sharing best practice.
- Create an ethos within which all staff are motivated and PD which supports the develop their professional skills and knowledge is valued.
- Identify emerging talents, coaching current and aspiring leaders.
- Hold all staff to account for their professional conduct and practice.

Systems and Processes

Under the direction of the Principal:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose.
- Provide a safe, calm and disruption free learning environment for all students and staff, focused on safeguarding pupils and developing exemplary behavior.
- Implement systems for managing staff performance which are rigorous, address underperformance, support staff to improve and value excellent practice. Ensure objectives clearly link to the staff personal development priorities and whole Academy development priorities.
- To have responsibility for the development of a specific range of whole academy policies to be agreed annually.
- Engage in the process of appointing new staff including the interview and assessment process.
- Work with the Trust and Local Academy Committee to support Academy improvement.
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources.
- Support a model distributed leadership throughout the Academy.
- Lead on the management of student disciplinary incidents, including making recommendations to the Principal regarding exclusions and facilitating the process of student re-integration.
- Participate in duties during lunch breaks, before school and after school.
- Contribute to the planned assembly programme.

The Self-Improving School System

Under the direction of the Principal:

- Create an outward-facing Academy which collaborates with other schools and external partner organisations to secure excellent outcomes and opportunities for all students.

The Self-Improving School System

- Play an active role in developing the Academy as a system leader within the Academy Transformation Trust.
- Develop effective relationships with fellow professionals.
- Model entrepreneurial and innovative approaches to Academy improvement and leadership.
- Inspire and influence others to believe in the fundamental importance of education in young people's lives and to promote the value of education.
- To participate in the performance management process; to support the Principal and perform the role of Team Leader in the implementation of the Performance Management policy.
- To lead staff in professional development activities and evaluate the outcomes.
- To take full advantage of any relevant training and development available and undertake any necessary professional development as identified in the Academy Improvement Plan and the performance management process.
- To contribute to academy development by sharing professional learning, expertise and skills with others in the team.
- Contribute to the development of teachers and teaching assistants.
- Work with students and newly qualified teachers where appropriate, to offer mentoring, induction and support.

Other Areas of Responsibility

- Specific areas of responsibility will be agreed following appointment. These areas of responsibility will be regularly reviewed in line with Academy priorities and need.
- The Vice Principal will be required to safeguard and promote the welfare of children and young people, promote equality, and follow school policies and the staff code of conduct.

Health and Safety

- To comply with procedures on all matters concerning health, safety and welfare in accordance with the Academy Transformation Trust's policies and procedures.
- To take responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions.

Academy Ethos

- To play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To promote actively the Academy's corporate policies.

- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Vice Principal will carry out. The postholder may be required to undertake other duties appropriate to the level of the role, as directed by the Principal.

This job description may be reviewed and subsequently amended or modified in negotiation with the post holder and should be read in conjunction with the Conditions of Service and main scale teachers' job.

05. Person Specification

Person Specification

Vice Principal

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	<ul style="list-style-type: none"> DfE recognised Qualified Teacher Status Good honours degree 	<ul style="list-style-type: none"> Evidence of CPD training courses 	<ul style="list-style-type: none"> Application Form/Checking and Original Copy evidence
Experience	<ul style="list-style-type: none"> Experience in ensuring excellent outcomes for young people at KS3, GCSE and A level. Teaching has been judged to be typically 'good' or better Successful educational leadership experience of staff and the curriculum Previous evidence of strategic planning with evidence of impact. Proven experience of impactful leadership, management and teaching. Evidence of effective behaviour management to develop a positive ethos and maximise progress and achievement. 	<ul style="list-style-type: none"> An understanding of the needs of a rapidly changing academy. Experience in liaising with other schools/agencies to develop partnerships. Ability to build and maintain effective quality assurance partnerships. Experience in liaising with partner schools from KS 2-3 	<ul style="list-style-type: none"> Application Form Interview References
Competencies	<ul style="list-style-type: none"> Can lead, motivate, enthuse and inspire staff and students. Can plan, organise and delegate effectively. Ability to improve numeracy across the academy. Use of data and information to effect improvement. Clear evidence of building an effective team. Ability to work with all staff as a team member and demonstrate excellent communication skills to a wide range of people (including parents and other external stakeholders) 	<ul style="list-style-type: none"> To have a full working knowledge of data systems eg 4Matrix, SISRA Knowledge of financial management and planning and prioritise objectives within budget. Experience of leading Professional Develop 	<ul style="list-style-type: none"> Application Form Interview References

	Essential	Desirable	How will this be demonstrated
Personal Qualities	<ul style="list-style-type: none"> • The personal stature, charisma and presence to act as an example and source of leadership to both the teaching team and to students, and to engage positively with parents and external agencies. • Ability to challenge expectations, approaches and performance in a positive manner (staff and students). • Strength of character to be approachable and caring, to listen, take advice, review and balance issues, and to communicate and inspire appropriate action and confidence. • Ability to take difficult decisions and convey outcomes fairly and sensitively. • Ability to develop the appropriate ethos and ownership with all parties to maximise achievement. 		<ul style="list-style-type: none"> • Interview • References
Specific Requirements	<ul style="list-style-type: none"> • Commitment to making a positive contribution to the whole school community. • Willingness to develop new skills and consider new approaches to teaching and learning. 	<ul style="list-style-type: none"> • Support and be involved in all aspects of academy life including the values, extracurricular and enrichment activities. 	
Values	<ul style="list-style-type: none"> • Upholds ethics and values, demonstrates integrity and promotes and defends equal opportunities • Commitment to the safeguarding and welfare of all pupils. • Willingness to ensure that facilities are kept to a standard that complies with health and safety guidelines. 	<ul style="list-style-type: none"> • 	

This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.



06. Onboarding

Recruitment & Selection

You can expect the following from the Recruitment & Selection process:

Prior to Interview

- Adverts & Candidate packs that give the full detail of the role (responsibilities, pay, development etc)
- A point of contact for the vacancy within the Trusts recruitment team to advise on each step of the recruitment process
- A full and comprehensive vetting process, that meets and exceeds the requirements of Keeping Children Safe in Education 2025 [Keeping children safe in education 2025](#)
- An applicant tracking system that allows you to enter details with ease and receive updates to the progress of you application and or pre-employment checks
- Selection for Interview based upon the Job Description and Person Specification

Interviews

- The opportunity to prepare with enough notice for interview processes
- A meet and greet at the place of work (Academy or Office) with members of the panel. If the Interview is held on Teams an opportunity to meet at later date
- The opportunity to ask questions and have a full interview with discussion around the role

Following the Interview

- You will receive notification as to whether you were or were not successful
- You will be given an opportunity to obtain feedback
- If successful further safer recruitment checks will take place
- You will receive a conditional offer of employment and contracts of employment will not be issued until all checks are received and are satisfactory

Induction

- You will receive a Trust Induction and a localised induction which will give you further information on policies, process and procedures that impact your role
- You should expect regular opportunities to meet with your line manager to address any issues or concerns you may have or to plan any required training you may need
- You should expect to have all the equipment you need to begin your role
- You will have access to the Trusts benefit platform VivUp from day one of employment



07. ATT Institute

What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey

Personal Development (PD) Opportunities for our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise



08. How to Apply

Vice Principal



Applying:

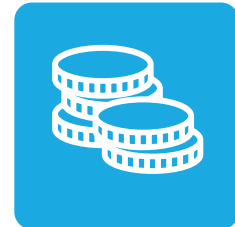
For all our Trust Vacancies, please follow the link here: [Vacancies - Academy Transformation Trust](#)

Status: Permanent

Full time

Salary:

Salary Scale: L18 - 22
Actual Salary: £78,702 - £86,803 per annum



Closing Date:

Monday 18th May 2026 at 9:00am or sooner should we receive sufficient applications

Start Date:

01 September 2026



Interviews:

To be confirmed

We utilise an application tracking system which will require data from you in order to complete the application process. If you are struggling to access this system or wish to have an informal conversation regarding the role, please reach out to the contact on the advert and they will be able to support you.





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