



# APPLICATION PACK

**POST REFERENCE: 2411**

**ROLE: ASSISTANT CURRICULUM LEAD OF SCIENCE**

**SALARY: MPS/UPS PLUS TLR 2A (£3,214)**

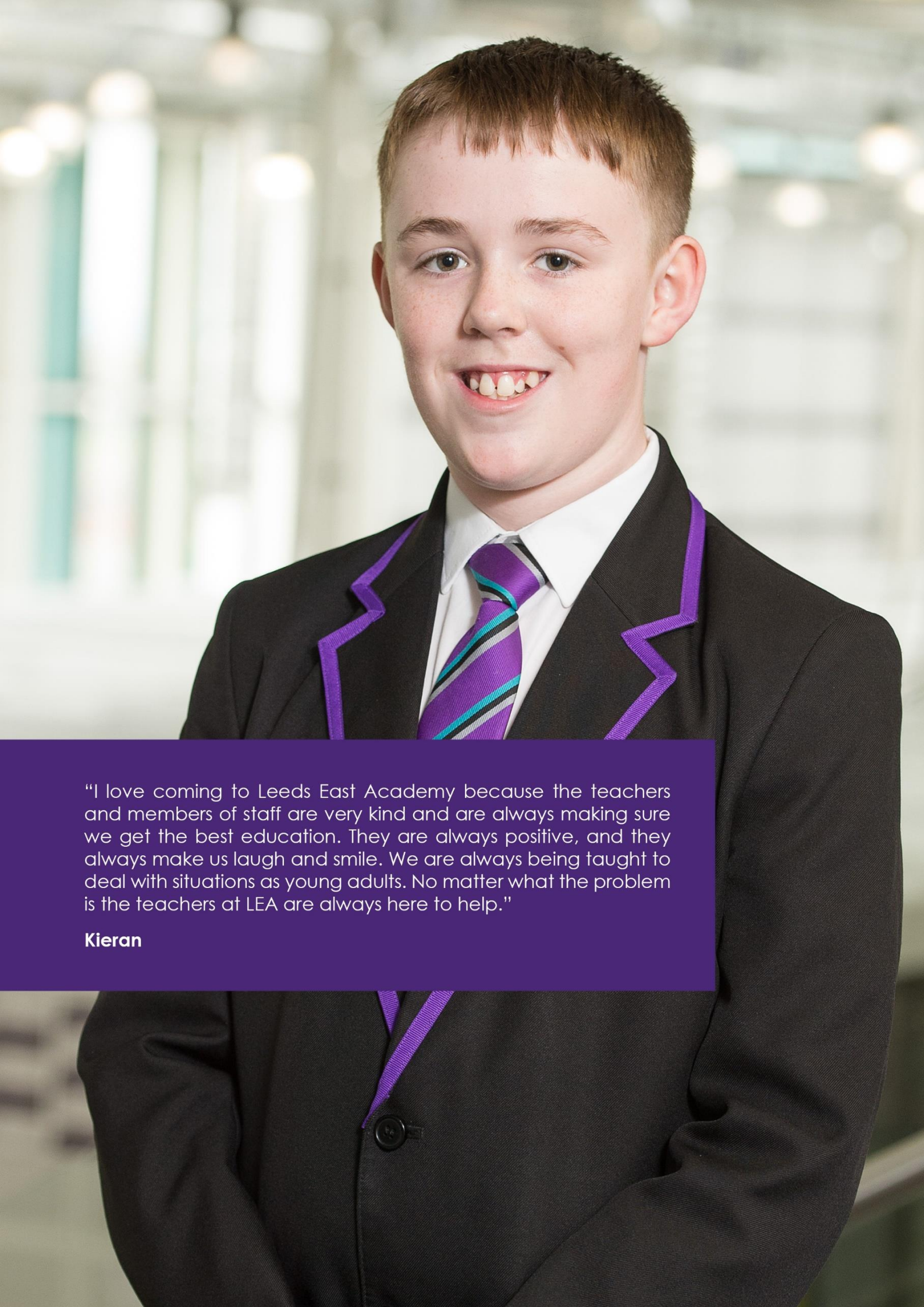
**HOURS: FULL TIME**

**Leeds East Academy**

South Parkway  
Seacroft  
Leeds, LS14 6HA

Telephone:  
0113 273 1964

Email:  
[recruitment@whiteroseacademies.org](mailto:recruitment@whiteroseacademies.org)



"I love coming to Leeds East Academy because the teachers and members of staff are very kind and are always making sure we get the best education. They are always positive, and they always make us laugh and smile. We are always being taught to deal with situations as young adults. No matter what the problem is the teachers at LEA are always here to help."

**Kieran**

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# MESSAGE FROM THE TRUST

Dear applicant,

We are delighted that you are considering applying for a role within the White Rose Academies Trust. Your interest comes at an important and exciting time in the development of the trust and our relentless implementation of our 2025 vision. At the heart of this vision is the aim for more young people and colleagues to benefit from our community-focused philosophy; the belief that the education we deliver regenerates our communities and transforms lives.

In December 2020, we reached our first milestone when our first primary joined our trust as a sponsored academy. Already, this truly community-focused academy, now named Alder Tree Primary, has enriched our trust and so, our vision is one step closer to becoming reality. Therefore, you could not be joining us at a more exciting point in our ongoing transformation.



The power of a vision is best measured by the number of detractors who claim it cannot be achieved. In our roles as Chief Executive Officer and Executive Principal of the White Rose Academies Trust, it has been a privilege to witness the drive and determination with which our staff have implemented our vision, to ensure that our academies provide:

- world-class levels of teaching and learning,
- bespoke pastoral care that nurtures our students' aspirations,
- inspiring learning environments where our students can make mistakes and overcome their personal fears to become the best version of themselves,

- industry-leading continuous professional development for all staff, as investing in our colleagues is always the right thing to do,
- local centres of community transformation.

The hard work has been recognised, and whilst we know our work is far from complete, we are proud to have reached several milestones:

- 'Good' Ofsted ratings at all three secondary academies in 2019, with an 'Outstanding' rating at Leeds City Academy for Leadership and Management.
- We welcomed our first primary in late 2020, Alder Tree Primary.
- We began an aspirational journey in 2021 by joining High Performance Learning's 'World Class' school transformation programme.

Our dedicated staff, incredible governors and amazing students are relentless in their shared aim to create truly world-class schools. The trust strives daily to empower its academy Principals to create schools that truly represent the communities they serve. We insist that our academies and our trust are externally focused, obsessive in their quest to learn from the very best, never leaving self-improvement to chance. We see vacancies such as this as an opportunity to attract talent, bringing the best practice into our trust. By joining us, you become a crucial part of the team that will deliver our powerful vision. Together, we will transform lives.



## THE WHITE ROSE ACADEMIES TRUST “WE SAID, WE DID”



Yours sincerely,



Mr Andrew Whitaker  
**CEO, White Rose Academies Trust**  
**Deputy CEO Teaching and Learning, Luminate Education Group**



Yours sincerely,



Sarah Carrie  
**Executive Principal**

# MESSAGE FROM THE PRINCIPAL

I am absolutely delighted to share this amazing opportunity at Leeds East Academy, as we seek to recruit another talented and aspirational professional to join our team.

I am sure that having read about the White Rose Academies Trust, Leeds East Academy, our students and our continued journey of transformation, I am confident you will be keen to become an integral part of building something remarkable.

Our core values of: Resilience, Integrity, Trust and Ambition are at the heart of everything we do, ensuring that our students receive an excellent academic and pastoral experience.

Leeds East Academy is a vibrant, diverse, and welcoming school community, which is currently making excellent progress. As part of the White Rose Academies Trust, Leeds East Academy has set its ambition to be rated Ofsted 'Outstanding' in the next two years. This is a challenge that both staff and students alike are determined and excited to meet.



I am delighted to report we are well on our way with this journey as in our recent Ofsted inspection the academy was judged to be 'good' in all areas of the Ofsted framework. This is a fantastic achievement for the school and our community, and we are very excited about commencing the next phase of our journey to outstanding.

Our ambition for all stakeholders is quite simply 'Everyone Exceptional'. As we continue this journey of transformation, we are determined to provide both an exceptional quality of education and culture for all students at Leeds East Academy. We are committed to supporting all our students to excel academically and personally to become aspirational and inspirational young people, who are ambassadors of change for their community.

Leeds East Academy is a unique and very special place to work. Our philosophy is grounded in securing the highest professional standards through the implementation of a framework of 'high expectations, high challenge and high support' for all professionals. As a key member of the White Rose Academies Trust and ground-breaking Luminate Education Group, all professionals benefit from exceptional CPD like no other in the City. A broad, varied and highly personalised CPD offer is in place, driven by the latest educational research, focused on the development of all professionals in the organisation at each career stage. Colleagues train with us, grow with us and progress with us. There is no better time to join Leeds East Academy as a colleague.

Leeds East Academy serves the community of Seacroft and other surrounding areas and is fortunate to be housed in a £14 million building, which opened in late 2013. Staff and students at the academy benefit from a bright, modern, heavily resourced learning environment, which is highly flexible to meet the needs of the 21st century learner.

It is a privilege and an honour to be the Principal of such an amazing school. It is an extremely exciting time to join us as we embark on our journey to outstanding.

I hope you enjoy learning about our students, our school and our culture, and I look forward to the possibility of working with you should you choose to apply for this role.

## SO, NOW IT'S OVER TO YOU...

- Are you eager to join a forward-thinking organisation committed to securing the highest educational, professional, and personal standards?
- Do you feel you will thrive within a culture that is driven by clear values that permeate everything we do?
- Do you feel passionately about transforming student lives and the opportunities provided to our communities? If so, then we would be delighted to hear from you.



Yours sincerely,



Danny Bullock  
**Principal**

# JOB DESCRIPTION

**Post Reference:** 2411

**Job Title:** Assistant Curriculum Lead of Science

**Grade:** MPS/UPS plus TLR 2a (£3,214)

**Hours:** Full Time

**Accountable to:** Curriculum Lead for Science

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## Role:

Leeds East Academy has a highly aspirational vision of 'Everyone Exceptional' and this role is integral to securing this vision for the academy. The role will require you to inspire students with a love of the subject through the implementation and design of a highly ambitious science curriculum offer across Key Stage 3 and 4 students, underpinned by a clear curriculum intent, which secures exceptional attainment for students. The Teaching and Learning Responsibility (TLR) is for curriculum development and assessment and to support the curriculum leader of this area with the leadership and line management of this team.

- Contributing to the planning and delivery of a broad, balanced and ambitious science curriculum which provides students with the requisite knowledge, skills, and cultural capital.
- Teaching high quality, personalised lessons to classes across Key Stages 3 and 4 to secure strong progress and outcomes for all learners.
- Upholding high expectations of all learners with a commitment to ensuring that they can achieve their full educational potential through establishing fair, respectful, trusting supportive and constructive relationships.
- Having a commitment to collaboration, co-operative working and continued professional development.
- Sharing and driving the academy vision of 'Everyone Exceptional'.

*NB: All post-holders at the White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with the White Rose Academies Trust.*



## Classroom Teachers – Expectations of all academy staff:

### Teaching, Learning & Pedagogy:

- To ensure a high quality learning experience for all students through effective personalisation; appropriately sequencing and scaffolding learning to ensure all students are able to engage successfully with the curriculum.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Use data to evaluate the effectiveness of teaching, to monitor the progress of those taught, and to raise levels of attainment.
- To assess, record and report on the progress, development, and attainment of students.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the academy's Behaviour Policy.
- Promote learners' self-regulation, resilience, and collaboration through developing their social, emotional, and behavioural skills.
- Have a secure knowledge and understanding of the science curriculum and related pedagogy, including the contribution that science can make to cross-curricular learning, and recent relevant developments.

### Staff Development:

- To actively participate in the academy's professional development programme.
- To continually enhance personal and professional development including subject knowledge and teaching methods.
- Participate in full staff and department meetings, actively contributing to academy decision making, consultation procedures and feedback opportunities.
- To engage actively in the performance management review process to enhance personal performance, fulfil personal potential and contribute effectively to the implementation of the academy's goal to be exceptional.
- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the academy.

### Communications:

- To communicate effectively with the parents of students as appropriate.

- To take part in academy activities including open evenings, parents' evenings, and trust events.
- To contribute to the development of effective subject links with schools across the trust and external agencies.

#### Care Guidance and Support:

- To be a guardian (Form Tutor) to an assigned group of students, actively contributing to guardian time and other tutor-based curriculum activities.
- To promote both the academic and holistic progress and well being of individual students and of the guardian group, being their key advocate.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- To evaluate and monitor the progress of students and keep up-to-date student records.
- To know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.
- To fulfil duties to support the effective safeguarding of students as directed by the Principal.

#### Additional Responsibilities:

- In line with the national curriculum, employ rigorous assessment techniques to ensure innovative and strategic planning and delivery across the department.
- Research, understand and develop the science curriculum with a focus on the GCSE 9-1 grades in-line with the Education Inspection Framework (EIF).
- Design and implement a highly ambitious and cohesive science curriculum that promotes a love for learning.
- Assist the Curriculum Lead for Science in creating clear department assessment plans which contribute positively to the Academy Development and Improvement Plan (ADIP).
- Contribute to the development of whole school strategic planning and policies through attendance at middle leadership meetings.
- Assist the Curriculum Lead for Science in overseeing and evaluating the department budget and resources.
- Support with the line management of the science team, encompassing the Leeds East Academy's approach of 'High Challenge and High Support'.

- Take responsibility within own teaching areas and in the execution of general duties, for the creation of a positive climate for learning which results in positive, respectful attitudes from students.

### **Equal Opportunities:**

- To promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided.
- To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.

### **Generic Staff Requirements:**

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents/carers and the wider community.
- Adhere to the principles expressed in the aims of the academy and its mission statement.
- Actively contribute to the continued development of the academy by attending training, participating in relevant meetings, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply academy policies in all aspects of the role.
- Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes.
- Work collaboratively with colleagues, knowing when to seek help and advice.
- Contribute to the overall ethos, work, and aims of the academy by attending relevant meetings, training days/events as requested.
- Be aware of and comply with the academy policies and procedures e.g. safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be responsible for safeguarding children and promoting their welfare and follow child protection procedures.
- Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding and promoting the values, standards and equal opportunities of the academy.
- Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

This job description will be reviewed annually. The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through the White Rose Academies Trust Performance Management Policy. The Governors and Principals of the White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced DBS check. Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, or disability.



"Since I started teaching at Leeds East Academy I've regularly found myself in a state of astonishment at the sheer drive, commitment and passion of the staff and students alike. There is a very genuine, palpable desire for the students to thrive and succeed; the Academy offers and endorses a plethora of enriching opportunities that broaden the cultural capital for our cohort. Teaching English in a school that champions ambition and resilience, results in inspiring conversations, comprehensive writing and, most importantly, interesting and confident young people."

**Sasha Buchanan, Teacher of English**

# PERSONAL SPECIFICATION

**Academy:** Leeds East Academy

**Job Title:** Assistant Curriculum Lead of Science

You should be able to demonstrate that you meet the following criteria which are all essential:

E= Essential D=Desirable

**Measured by:**

A=Application Form

T=Test/Exercise

I=Interview R=References

QUALIFICATIONS		
E	Good degree in relevant subject	A
E	PGCE or equivalent	A
E	QTS – the post is not suitable for Recently Qualified candidates	A

EXPERIENCE/KNOWLEDGE		
E	Recent successful experience as an effective classroom teacher	A
E	Possess strong subject knowledge, a good understanding of the Key Stage 3 and 4 curriculum and a clear understanding of recent subject developments	A I
D	Experience of improving the literacy skills of disadvantaged students	A I
D	Experience of working with underperforming members of staff to support and develop their progress with students	A I
E	Able to form and maintain appropriate relationships and personal boundaries with students	A T
E	Committed to working collaboratively with colleagues	A R
E	Experience of teaching to a high standard across all key stages, using professional links to the industry as applicable	A T

<b>EXPERIENCE/KNOWLEDGE</b>		
<b>E</b>	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	<b>A I R</b>
<b>E</b>	Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	<b>A I R</b>
<b>D</b>	Experience of timetabling and managing a department budget.	<b>I T</b>
<b>E</b>	Able to be flexible and respond positively to direction and feedback	<b>I R</b>

<b>SKILLS, ATTIBUTES AND ABILITIES</b>		
<b>E</b>	Effective ICT skills	<b>A</b>
<b>E</b>	Able to plan high quality, well sequenced learning to deliver the curriculum	<b>R</b>
<b>E</b>	Be resilient, reliable, and possess a sense of humour	<b>R</b>
<b>E</b>	Able to use progress data of students to benchmark, track and raise attainment of students for whom responsible	<b>I</b>
<b>E</b>	Possess good working knowledge of assessment for learning approaches and their classroom application	<b>I</b>
<b>E</b>	Possess strong interpersonal skills and be able to work effectively as part of a team	<b>I R</b>
<b>E</b>	To promote equality, diversity and inclusion and demonstrate this within the role	<b>A I</b>
<b>E</b>	To be jointly responsible for promoting and safeguarding the welfare of students	<b>A I</b>
<b>E</b>	Able to form and maintain appropriate relationships and personal boundaries with both students and adults, including parents/carers	<b>A I</b>

<b>BEHAVIOURAL AND OTHER CHARACTERISTICS</b>		
<b>E</b>	Committed to continuous improvement	<b>A</b>
<b>E</b>	Respectful towards all students, with total belief in their entitlement to a high-quality education, whatever their circumstances and ability	<b>A I</b>
<b>E</b>	Committed to raising standards of achievement through high quality classroom practice	<b>I</b>
<b>E</b>	Take a key role in contributing to extra-curricular activities within the academy	<b>A I</b>
<b>E</b>	Committed to the principles of the academy programme	<b>I</b>
<b>E</b>	Possess positive values and attitudes and adopt high standards of behaviour in a professional role	<b>I</b>
<b>E</b>	Committed to the education of the whole child, i.e. social, emotional and citizenship development	<b>I T</b>





“Working at Leeds East Academy allows me to make an impact on a fantastic community where I have been able to foster many positive relationships with students. As a member of the successful Spanish department, I feel a valuable member of the team in a thoroughly organised and well managed part of the school. I am now in my third year in the Academy and have been provided with exceptional CPD opportunities to develop my practice in and out of the classroom. As a result of this training, I have been able to launch a coaching programme aimed at further developing ECT2s and ECT3s, providing further T&L support, as well as training and guidance towards career aspirations outside of the classroom. I am proud to be a part of Leeds East Academy.”

**Andrew Kyle, Teacher of Spanish**

# THE SELECTION PROCESS

## HOW TO APPLY

Thank you for taking time to read and digest our information. If you wish to apply for this post with White Rose Academies Trust, then you should;

- **Download and complete the WRAT application form**
- Complete the application form **fully**, ensuring all details are accurate and all declarations are signed. Please ensure you enclose **two** professional referees, one being your current employer (with name and email addresses if possible).
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the **person specification**, along with details of the unique contribution that you could make to the future success of the White Rose Academies Trust. If you do not complete the personal statement section of the form, you will not be considered for the role. CVs cannot be accepted.
- **PLEASE NOTE THE REQUIREMENT TO ATTACH YOUR APPLICATION FORM AS A SEPARATE DOCUMENT TO YOUR EQUAL OPPORTUNITIES FORM WHEN EMAILING YOUR APPLICATION TO US.**
- Submit your application by the deadline stated below. Late applications will not be considered.

## TIMETABLE FOR THE SELECTION PROCESS

**Closing date for applications: Monday 19<sup>th</sup> February 2024, 9am**

**Shortlisting: Monday 19<sup>th</sup> February 2024**

**Interview Date: Friday 23<sup>rd</sup> February 2024**

**Start date: 15<sup>th</sup> April 2024, or as soon as possible; upon successful completion of pre-employment checks**

For more information, please visit our website at [White Rose Academies Careers](#).

To apply for this role please complete our application form and return to [recruitment@whiteroseacademies.org](mailto:recruitment@whiteroseacademies.org) by the closing date. Please note we are unable to accept CV's.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced DBS check. Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. You can view our Child Protection Policy [here](#). Appointments will be subject to Safer Recruitment Procedures and a DBS check. Please note this role will

# STAFF BENEFITS

We are delighted that you are considering applying for a role with the White Rose Academies Trust. In addition to highlighting this opportunity for you to work for a progressive, highly supportive and visionary trust, we also want to share with you a sample of the amazing benefits available to all staff.

 health assured

Health Assured offer free and confidential advice and support to staff and immediate family, 24 hours, 7 days per week. Services include support with family, finances, legal advice, stress, anxiety and bereavement, also providing access to structured counselling sessions.



We provide a trust-wide CPD programme and opportunities to attend national and international conferences, visit 'outstanding' academies/trusts nationally, along with access to formal qualifications up to Masters level.

 First Bus

Discounted monthly bus ticket, automated mobile ticket renewals, unlimited bus travel for work or leisure, tickets sent straight to your mobile.



The trust continues to support a wide number of colleagues in undertaking apprenticeships, undergraduate and post-graduate degrees and professional qualifications (e.g. CIMA).



The Local Government Pensions Scheme (LGPS) is a statutory scheme. The rules of the scheme are issued by Parliament and have the force of law. The legal status of the pension scheme rules gives it a great deal of security.



We are part of the CycleScheme. Save money on a new bike and spread the cost. Visit their website for more information on how to sign up to this fantastic scheme.



Free parking for staff at all of our academy locations.



Techscheme allows you to purchase the latest tech through your employer via salary sacrifice. Spread the cost across 12 payments from your gross salary, making NI savings. There are over 5,000 tech products to choose from.



“This is my third year teaching at Leeds East, and I have loved every moment of it. Despite all the challenges that have arisen because of COVID, I have always felt highly supported. This has taken the form of both personal and professional support from a number of colleagues across the Academy. I think what I have loved most about Leeds East is the opportunities for career progression and additional responsibilities. I am still pretty early on in my career, but I have been given the opportunity to run and contribute to CPD across the school and the Trust.”

**Chiara Marquis, Geography Teach First Instructor**

# STAFF WELLBEING

The White Rose Academies Trust is made of outstanding professionals, whose daily commitment is matched only by the pride our students feel for their school and education. The future of our society is exciting, vibrant and safe in the hands of our students and staff.

We are committed to encouraging a positive working environment that promotes the physical and mental wellbeing of our staff. The capability and wellbeing of our colleagues is a priority for the trust. Therefore, we make every effort to address and meet our employee's health and wellbeing needs.



Colleague  
Recognition

We have a great staff recognition system which is built around a system of gratitude/appreciation cards. This initiative encourages staff to submit positive feedback to their peers and allows all staff to be appropriately recognised for their hard work.



Wellbeing  
Wednesdays

Our academies have introduced Wellbeing Wednesday breakfast for all staff. Breakfast is available from 7:45am in the canteen.



Department  
for Education

We have signed up to the Education Staff Wellbeing Charter because the wellbeing of our staff is of paramount importance to us. Visit the Dfe website for further details.



Unlike other accreditations or quality standards, the Charter for 'Employers Positive about Mental Health' is about recognising those employers working towards better mental health in the workplace; no matter where they are in their journey.



Staff Recognition Treats

Staff are awarded with sweet treats throughout the year to thank them for their hard work.



Health Assured offer free and confidential advice and support to staff and immediate family, 24 hours, 7 days per week. Services include support with family, finances, legal advice, stress, anxiety and bereavement, also providing access to structured counselling sessions.

# MESSAGE FROM THE BOARD

Welcome to the White Rose Academies Trust.

We are an ambitious trust with very high aspirations for the children and diverse communities which we serve. Our values underpin everything we do and our compassionate approach is reflected in our students and how we all work together as one.

Our Board is made up of incredibly talented and inspiring people. With backgrounds and experience spanning the public and private sector, our members bring both strong business acumen and extensive education skills and knowledge.

We are focused on building the best environment for our academies to flourish and by providing excellent governance we aim to:

- ensure clarity of vision and strategic direction,
- hold executive leaders to account for the educational performance of the organisation, its students and the performance of staff,
- oversee the financial performance of the organisation and make sure its money is well spent.

We are thrilled with the improvements and progress achieved by all our academies so far. Our rating of 'Good' by Ofsted, with Leeds City Academy also achieving 'Outstanding' for Leadership and Management is something we are incredibly proud of. We are also delighted to have welcomed our first primary school, Alder Tree Primary, to the trust. We know we have the right teams of professionals in our academies to take us further as we continue to grow the trust.

## Board of Directors



"Our ambition is excellence.  
Every child, every teacher,  
everyone; outstanding."

The White Rose Academies Trust is a  
member of Luminare Education Group

**luminare**  
EDUCATION GROUP

