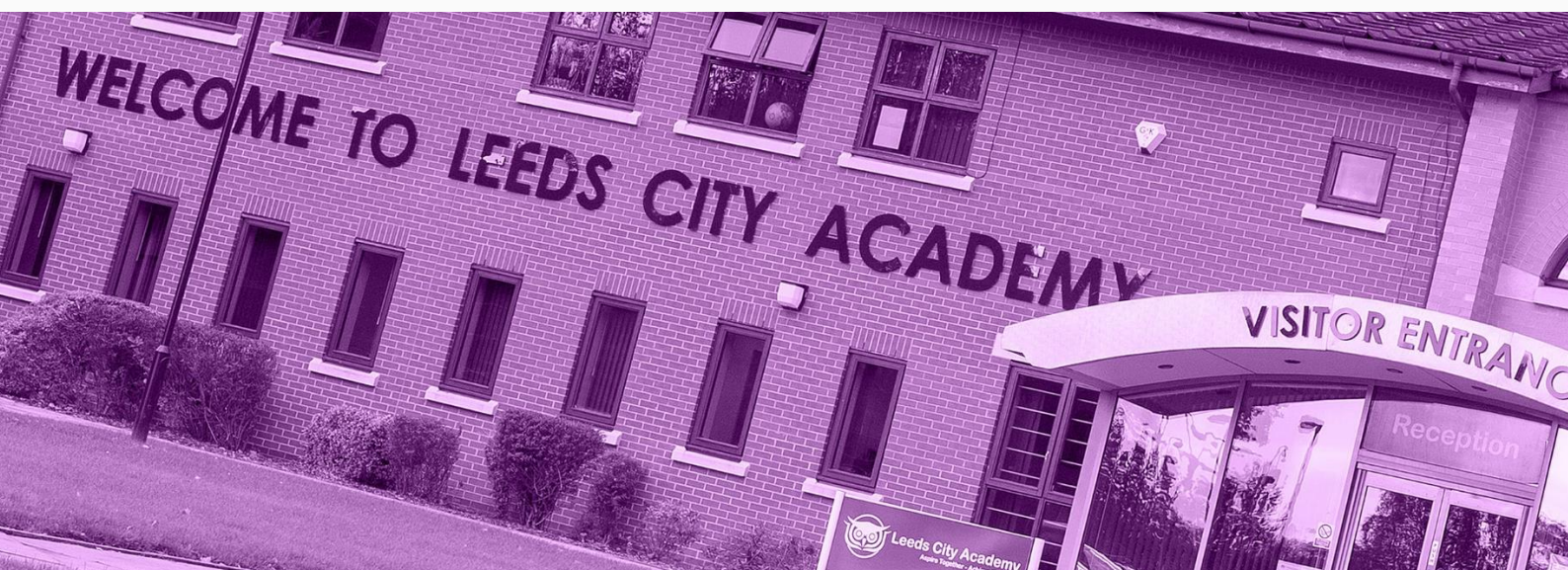




Leeds City Academy

Aspire Together - Achieve Together



APPLICATION PACK

POST REFERENCE: 2232

ROLE: ASSISTANT DIRECTOR OF ENGLISH

START DATE: 1ST SEPTEMBER 2023 OR AS SOON AS POSSIBLE, UPON SUCCESSFUL COMPLETION OF PRE-EMPLOYMENT CHECKS

SALARY: MPS/UPS PLUS TLR 2A (£3,017)

HOURS: FULL TIME

Leeds City Academy
Bedford Field,
Woodhouse Cliff,
Leeds, LS6 2LG

Telephone:
0113 284 4260

Email:
recruitment@whiteroseacademies.org



"I never feel alone at Leeds City Academy and know that I can always count on my school. If I need help, there is always someone who is nice, understanding, and supportive.

Our Academy is a special place because of our diversity and because every member of staff cares."

Blessing

CONTENTS

| PAGE | ITEM |
|------|----------------------------|
| 4 | Message from the Trust |
| 6 | Message from the Principal |
| 8 | Job Description |
| 14 | Person Specification |
| 17 | The Selection Process |
| 19 | 'In Partnership' |
| 24 | Staff Benefits |
| 26 | Staff Wellbeing |
| 28 | Message from the Board |
| 29 | Luminate Education Group |

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. As we look forward to the prospect of many more schools joining us, the reality is that this could be a pivotal moment in your career. As we grow, the opportunities within our trust and the wider Luminate Education Group are limitless.



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 City 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 City 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.

We have established a unique, positive and transformative 'In Partnership' culture at Leeds City Academy which truly sets our school apart from others. This culture is founded and built upon six key values that each drive and permeate everything we do, how we behave, our relationships and all strategic decisions. Our 'In Partnership' values are affectionately referred to as the DNA of Leeds City Academy and this is something our wonderful students, staff, parents and community are immensely proud of. We strongly believe that our vision and strong culture will help us not only transform the lives of our young people but transform the local communities which we so passionately serve.



The academy has enjoyed an impressive period of transformation across the last four years and was judged as 'Good' overall by OFSTED in April 2019, securing an 'Outstanding' judgement for the quality of Leadership and Management. The quality of education and teaching is very strong, student behaviour is extremely impressive, and the support provided for students is unrivalled. Results continue to rapidly improve and this year saw our students secure the best results in the school's history.

We continue this journey of transformation and are determined to provide an exceptional quality of education and culture for all students at Leeds City Academy, with the ambition that all students excel both academically and as aspirational and inspirational young people. There is no better time to join Leeds City Academy, as a colleague, a leader or as a student.

Leeds City Academy is a unique and very special place to work. Our philosophy is grounded equally in securing the highest professional standards and supporting and caring 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 package is well-established, 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.

Our academy is an extremely unique and amazing inner-city school, situated in the Woodhouse area of Leeds. The student body has nearly doubled in size over the last three years and now boasts just over 850 students in attendance. There is a vibrant, rich and amazing culture in the academy, characterised by the over forty different countries and first languages represented by our inspirational student body. Students and staff are incredibly proud of their academy and determined to work 'In Partnership' to secure further improvements and achievements.

We benefit from increasingly impressive facilities. The last twelve months have seen significant investment in a comprehensive building and refurbishment programme, resulting in a range of new specialist classrooms, learning and office spaces, new dining facilities, updated sports accommodation and changing rooms. This improvement programme will continue over the next twelve months, leading to improved specialist teaching spaces and the transformation of our outside space so that students can enjoy physical activity, relax and socialise with their friends in an amazing and inspirational environment.

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?
- Are you keen to learn, develop and work 'In Partnership' with colleagues, students, parents and the community?
- 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,



Mr Richard Chattoe
Principal

JOB DESCRIPTION

Post Reference: 2232

Job Title: Assistant Director of English

Grade: MPS/UPS, plus TLR 2a (£3,017)

Hours: Full Time

Accountable to: Director of English

Role:

To contribute to leading the development of English in the curriculum at Leeds City Academy.

NB: All post-holders at 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 White Rose Academies Trust

Duties and Responsibilities:

- Be committed to supporting the achievement of all our young people in the English curriculum, both in lessons and through extra-curricular provision, through their learning from 11-16 and beyond
- Contribute to designing and developing an outstanding, innovative and creative English curriculum
- Develop, in all students and teachers of English, versatile skills and attitudes required for lifelong learning in a rapidly changing world
- Ensure that teachers within the English team are provided with high quality training opportunities, which enable them to be highly effective practitioners
- Hold teachers of English to account for their performance
- Develop positive external relationships at a local and strategic level, in partnership with White Rose Academies Trust and others, to promote the continued development of the Academy, as a central resource for the community

Developing Constructive Professional Relationships:

- Have high expectations of our students including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, supportive and constructive relationships with them
- Communicate promptly and effectively with parent(s), conveying timely and relevant information about attainment, objectives, progress and well-being
- Have a commitment to collaboration and co-operative working
- Work as a team member and identify opportunities for working with colleagues, and sharing the development of effective practice with them
- Promote the academy vision and values and an ethos in which the highest achievements are expected from all members of the academy community
- Establish and develop effective team working practices
- Contribute to the development of rigorous procedures for monitoring the performance of all members of the English department, including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies
- Ensure an aspirational and motivational culture is developed, sustained and celebrated
- Be able to prioritise, be efficient and meet deadlines
- Be an effective and clear line manager

Professional Skills:

- Promote and model effective practice in teaching, learning and assessment relevant to the English curriculum.
- Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure Curriculum/curriculum knowledge.
- Design opportunities for students to develop their literacy, numeracy and thinking and learning skills appropriate within their phase and context within the English curriculum.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
 - Build on the prior knowledge and starting points of those they teach in order that students meet learning objectives and make sustained progress
 - Develop concepts and processes which enable students to apply new knowledge, understanding and skills
 - Adapt their language to suit the students they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment

- Provide students, their parents and colleagues with timely, accurate and constructive feedback on students' progress and areas of development
- Support and guide students so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners
- Use assessment as part of their teaching to diagnose students' learning needs, set realistic and challenging targets for improvement and plan future teaching
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the academy
- Manage student behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the academy's behaviour policy
- Promote students' self-control, independence and cooperation through developing their social, emotional and behavioural skills

Strategic Direction and Development:

- Support the Director of English in the communication of the vision for English, its effective management and operational efficiency to fulfil the ethos of the academy
- Lead on key specific areas of responsibility that ensure the realisation of an exceptional educational provision for all young people at the academy
- Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities

Professional Knowledge and Understanding:

- Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential
- Know the assessment requirements and arrangements for the Curriculums/curriculum areas they teach, including those relating to public examinations and qualifications
- Know a range of approaches to assessment, including the importance of formative assessment
- Know how to use local data to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment
- Have a secure knowledge and understanding of the English curriculum area and related pedagogy including: the contribution that the curriculum area can make cross- curricular learning; and recent relevant developments
- Know and understand the relevant statutory and non-statutory curricular and frameworks for English and other relevant initiatives across the age and ability range they teach

- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities
 - Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences
 - Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching
- 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

Equal Opportunities

- Promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided
- 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 vision ethos and 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 following 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 White Rose Academies Trust Performance Management Policy. The Governors and Principals of 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.



"Teaching at Leeds City Academy has been an outstanding experience, as I have been able to work with exceptional teachers who have supported me from day one.

The most fulfilling part of my role is to work with students who consistently go above and beyond in their learning journey whilst inspiring others.

The student's practice reflects the values embedded in our Academy culture which they embrace both inside and outside the classroom."

Youcef Boudjabeur, Beginner Teacher

PERSONAL SPECIFICATION

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

P=Presentation

I=Interview R=References

| QUALIFICATIONS | | |
|----------------|---|----------|
| E | Good degree in relevant subject | A |
| E | PGCE or equivalent | A |
| E | QTS – the post is suitable for NQT candidates | A |

| EXPERIENCE/KNOWLEDGE | | |
|----------------------|---|----------------|
| E | Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application | A I R |
| E | Knowledge, understanding and commitment to safeguarding and promoting the welfare of students | A I R |
| E | Able to form and maintain appropriate relationships and personal boundaries with students | A I R |
| E | Recent, relevant classroom practice | A I R T |
| E | Evidence of working with young people effectively | A I R |
| E | Successful contributions to teamwork | A I R |
| E | Teach to a high standard across all key stages, using professional links to the industry as applicable | A I R T |

| SKILLS, ATTRIBUTES AND ABILITIES | | |
|----------------------------------|---|-------|
| E | Good all round ICT skills | A |
| E | Able to reach a consistently good standard of teaching | T R |
| E | Be resilient, reliable, in good health, and possess a sense of humour | R |
| E | Able to use progress data of students to benchmark, track and raise attainment of students for whom responsible | A T |
| E | Possess good working knowledge of assessment for learning approaches and their classroom application | A |
| E | Possess strong interpersonal skills and be able to work effectively as part of a team | A I R |
| E | To promote equality, diversity and inclusion and demonstrate this within the role | A I R |
| E | To be jointly responsible for promoting and safeguarding the welfare of students | A I R |
| E | Able to form and maintain appropriate relationships and personal boundaries with students | A I R |

| BEHAVIOURAL AND OTHER CHARACTERISTICS | | |
|---------------------------------------|---|-------|
| E | Committed to continuous improvement | A I |
| E | Able to carry out all duties having regard to an employee's responsibility under Health & Safety Policies | A I |
| E | Able to actively participate in training and development activities to ensure up to date knowledge, skills and continuous professional development | A I |
| E | Be respectful towards all students, with total belief in their entitlement to a high-quality education, whatever their circumstances and ability | A I R |
| E | Be committed to raising standards of achievement through high quality classroom practice | A I R |
| E | Take a key role in contributing to extra-curricular and peak performance enrichment activities within Science which may require after school and weekends | A |
| E | Be committed to the principles of the academy programme | A I R |
| E | Possess personal integrity, warmth and a willingness to grow and learn | A I R |

E

Commitment to the education of the whole child, i.e., social, emotional and citizenship development

AIR

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.

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 the 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: Thursday 2nd March 2023, at 9am

Shortlisting: Friday 3rd March 2023

Interview date: Week Commencing 6th March 2023

Start date: 1st September 2023 or as soon as possible, upon successful completion of pre-employment checks

For more information, please visit our website at [White Rose Academies Careers](https://www.whiteroseacademies.org/careers).

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

The 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 a DBS check. Please note this role will involve contact with children and you will be engaging in regulated activity. It is an



"I am humbled that LCA and the Trust have invested in my professional development from the very beginning.

The support has never stopped and I find it incredible that I get to collaborate with other middle leaders, SLT and my lovely department daily. I continue to be challenged in the role and the support from all levels enables me to grow in the comfort of a supportive network.

Having the autonomy to run my department, develop my team with a research-based approach, and create an engaging and challenging curriculum as experts in history, is my favourite part of the role."

Carys Woods, Subject Leader History

IN PARTNERSHIP



Working 'In Partnership' to secure the aspirations and ambitions of all young people.

The phrase working 'In Partnership' is a central reference point for everything we do at Leeds City Academy and has become affectionately referred to as Leeds City Academy's DNA.

It is our absolute belief that the forging of an incredibly strong partnership and a shared focus on a set of core values between staff, students, parents and the local community will secure and sustain not only the very highest academic standards for all young people, but will also support, nurture and guide our students to become simply amazing young people who are able to shape their own lives, the lives of their families and help the transformation of their local communities.

Our six core values are promoted, celebrated, and used as a constant reference point throughout the academy, ensuring all staff and students understand their value and influence on their day to day lives, decisions and behaviours. Each value aligns to our Positive Behaviour system ensuring students receive appropriate rewards, restorative practice and sanctions.

All visitors comment about the exceptional culture that can be seen, heard, and felt when they visit Leeds City Academy. They note the impressive, positive, and respectful working relationship existing between students, staff and visitors.

If you would like to find out more about our 'In Partnership' culture, you can call or visit the academy to arrange a meeting and enjoy a tour with a member of our Senior Leadership Team and Student Ambassadors.



Caring



Resilient



Aspirational



Professional



Respectful



Tolerant



"Since joining Leeds City Academy as a Year Manager I have never suffered that Monday morning feeling. I feel extremely valued by students, colleagues, the trust and the community as a whole.

Nothing fills me with more pride than when I see students outside of lessons with their friends and continuing to live the values of our Academy. The care and pride that our students take in both themselves and their school community is clearly visible. Our students are very special young people who share a positive outlook and 'can do' attitude towards all aspects of their learning and Academy life."

Emma Clegg, Year Manager



BEGINNER TEACHER PROGRAMME

The decision to join the teaching profession is a conscious one and one which defines the kind of person you are.

Welcome to the White Rose Academies Trust – a team of like-minded, ambitious, caring, committed and student-centred colleagues.

No matter your route into teaching or if you have arrived fully qualified, we take great pride in the wrap around care package, which we provide for our beginner teachers embarking on this very special venture – our renowned Beginner Teacher Programme and all it encompasses, we feel not only meets but well exceeds the entitlement outlined in the Early Career Framework. We are committed to delivering the best possible provision aimed to support, nurture and truly ignite the passion within our early career teachers.

All White Rose Academies are proud to offer a supportive and stimulating environment in which you can begin your teaching career. All four White Rose Academies have a lead mentor, who ensures mentoring and support is of the highest standard for each and every beginner teacher. High quality practitioners are paired with our beginner teachers as subject mentors and provide close guidance around subject knowledge and day-to-day classroom management. In addition to this, a weekly and bespoke CPD offer takes place within each academy, led by exemplary classroom practitioners. These also act as a means of sharing best practice within the Beginner Teacher network, with NQTs and RQTs often leading sessions to share their innovative ideas.

By joining the White Rose Academies Trust, you will have access to the Beginner Teacher trust-wide CPD programme that spans the breadth of our schools and is expertly coordinated and hosted by our Beginner Teacher Lead. We host a programme of quality CPD workshops mapped throughout the course of the academic year to support further professional development alongside a full suite of opportunities to network socially with beginner teachers across the trust. As such, our offer is a unique and invaluable opportunity to not only expand your understanding of pedagogy, and gain understanding of how to further craft skills and enhance your career, but forge lasting connections within our White Rose family.

Our Beginner Teacher Team regularly visit all the academies to offer professional and wellbeing support - our local and trust-wide package for our beginner teachers aims to give you a strong support network and robust foundation of professional development which will continue to be built upon throughout your career within the White Rose Academies Trust.

The beauty of becoming a part of the White Rose Academies Trust, and therefore the Luminate Education Group, is that you also have access to a great wealth of collaborative

learning opportunities across not only our three secondary schools and one primary school serving the Leeds area, but across all education age phases and sectors. You are welcome to explore learning opportunities across all Luminate member organisations as you carve your career with us. Furthermore, our fantastic links with the Luminate Partnership for ITT and Teacher Development Centre, afford us the extraordinary opportunity to be able to assist you with your career aspirations from the moment you choose to work and now even train with us, and we cannot wait to meet you.

Let us inspire you, so that you can inspire our young people.



"There is no doubt that beginning a teaching career at Leeds City Academy was the right decision for me.

The support I've received from both middle and senior leaders has allowed me to develop a range of skills and gain confidence in the classroom, in particular working with EAL and SEND. LCA is more than just a school, I am consistently impressed with LCA's relentless dedication to the communities it serves, a commitment that is embodied by the enthusiasm and joy I see in my students every day."

Chris Bowie, Teacher of Geography



STAFF BENEFITS

A HAPPY WORKFORCE IS A PRODUCTIVE ONE

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.



Access to the Nuffield hospital. Staff have access to physiotherapy, counselling and appointments with medical specialists in a range of fields. Nuffield also offer discounted gym memberships and private medical plans to all our staff, as well as a FREE annual health check available in the academies (when possible).



Teaching staff have access to a wide range of excellent CPD opportunities – including a new trust-wide CPD programme, attendance at national and international conferences, visits to 'outstanding' academies/trusts nationally and formal qualifications up to Masters level.



Discounted monthly bus ticket, automated mobile ticket renewals, unlimited bus travel for work or leisure, price frozen for 12 months, tickets sent straight to your mobile, never worry about renewing your bus ticket again. If you lose your phone we can transfer your ticket to a new one.



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. This means that 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 through salary sacrifice. What this means is that you can now spread the cost of tech products in up to 12 payments from your salary across a year, making a National Insurance saving of between 2 and 12%. There are over 5,000 tech products to choose from, from cameras to phones, tablets or game consoles.



"Our Academy is a wonderful place to work and I genuinely look forward to coming to work every day.

I've been offered invaluable opportunities to develop myself in my role as a science teacher and in my role supporting my colleagues. This has included being asked to develop teaching and learning strategies, deliver CPD and support colleagues in their teaching journey.

I have had the chance to fulfil one of my passions and oversee numerous aspects of the Academy's Staff Wellbeing Programme as Staff Wellbeing Representative. My motivation is to continually improve staff morale which is at the heart of one of our crucial Academy values; Caring."

Lucy Bisset, Teacher of Science and Staff Wellbeing Representative

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, capacity 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.



Several schemes operate across our academies where staff can recognise their colleagues for going above and beyond. 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.



Our academies have introduced Wellbeing Wednesday breakfast for all staff. Breakfast is available from 7.45am in the canteen.



This group is made up of colleagues across the trust who are on maternity leave. The aim of the group is to create a provision in which colleagues can receive support from one another, as well as the trust, during this exciting, yet possibly isolating, time.



Access to the Nuffield hospital. Staff have access to physiotherapy, counselling and appointments with medical specialists in a range of fields. Nuffield also offer discounted gym memberships and private medical plans to all our staff, as well as a FREE annual health check available in the academies (where possible).



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. Add to the end 'We are proud to be registered as a Mindful Employer.'



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



"I like being a student at LCA as it's a welcoming and friendly place. It feels special because the community is diverse."

Macaulay

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 SHARED PURPOSE AS THE LUMINATE EDUCATION GROUP IS DEFINED THROUGH THE WORK OF ALL OUR STAFF EVERY DAY.

The White Rose Academies Trust is a member of Luminate Education Group.

Together, the academies (Leeds City Academy, Leeds East Academy, Leeds West Academy and Alder Tree Primary) provide education to almost 4,000 4-16 year olds in Leeds. The trust employs over 500 staff and has an annual turnover of £26 million.

Luminate Education Group also consists of Harrogate College, Keighley College, Leeds City College, Leeds Conservatoire, Leeds Sixth Form College and University Centre. It is one of the largest education providers in the Yorkshire region, with over 30,000 students and 3,000 staff members, offering education from Early Years through to Higher Education. The members work together to provide the best opportunities and experiences for students that are aligned to local needs and inclusive for all. The group has now established itself as 'a leading voice in education, training and community transformation'.

www.luminate.ac.uk

**HARROGATE
COLLEGE**

IC **Keighley
College**

**LEEDS CITY
COLLEGE**

**LEEDS
CONSERVATOIRE**

**LEEDS SIXTH
FORM COLLEGE**

**University
Centre Leeds**

**WHITE ROSE
ACADEMIES**

**YORKSHIRE CENTRE FOR
TRAINING &
DEVELOPMENT**



WHITE ROSE ACADEMIES

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

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

luminato
EDUCATION GROUP