

Dear Applicant,

Thank you for showing an interest in joining our team here are Hope Sentamu Learning Trust.

We are a growing multi-academy trust for both primary and secondary schools along with Alternative Provisions. There are fifteen academies within the Trust, located within York, Hull and North Yorkshire. The Trust comprises six secondary, seven primary and two alternative provision academies.

Since the merger between Hope Learning Trust and the Sentamu Academy Trust, we continue to develop and grow so that everyone in our communities is given the opportunity to thrive. Schools across both the Trusts had previously been working together, so we already have a family of schools who share best practice. Each one of our schools has its own distinctive character, identity and strengths which it brings to the Trust so that we all benefit from each other. We have a very bright future ahead!

### **Our Vision**

Our vision is really very simple. We aspire to provide a place where children and young people can thrive. The aspirations for our existing academies and those joining us are to establish environments where young people thrive. We want our schools to be places where children and young people thrive as active learners; compassionate, kind and creative individuals; caring and engaged citizens; and spiritual beings. We aim to grow together, to serve one another and nurture our children and young people.

In a world of turmoil we offer schools the opportunity to concentrate on teaching and learning, providing you with peace of mind as we look after everything else. Hope Sentamu Learning Trust presents opportunities and expectations that promote success.

As a Trust, we want every young person to experience great teaching, so we place the highest value on developing colleagues at all levels.

By working together we can ensure:

- all children and young people have a school in which to thrive as learners, as individuals, as citizens and as spiritual beings
- all staff and all governors are nurtured
- all children develop spiritually as well as academically
- no school is left behind regardless of its context and challenges, whether these are around size, rurality or levels of deprivation
- that all governance is highly effective in supporting and challenging the local schools
- a better use of resources by collectively sharing central services
- a provision of effective teachers and support staff, sometimes working across schools in new and imaginative ways
- access to training, support and external validation from a team of highly experienced educational consultants who will also support, question and challenge
- a link to a Teaching School to train the next generation of teachers and to support and develop others
- access to national resources such as capital grants through the EFA and other funding only being made available to MATs

Good luck with your application and I look forward to hearing from you.

Helen Winn  
**Chief Executive Officer**



<b>Job Title</b>	Assitant Vice Principal	<b>Job Category</b>	Senior Leadership
<b>Grade &amp; Salary Range</b>	Leadership Scale, Scale Points 11-15	<b>Hours of Work</b>	1 FTE
<b>Location</b>	George Pindar School	<b>Travel Required</b>	No
<b>Position Type</b>	Permanent	<b>Line Manager</b>	Principal
<b>Date Posted</b>	13th January 2022	<b>Posting Expires</b>	06th February 2022
<b>Interviews to be held</b>	To Be Confirmed	<b>Start Date</b>	September 2022

## Application Process

Please complete the online application form to apply for this role. All candidates are advised to refer to the job description and person specification before making an application. You should use the information supplied with in the Job Description & Person Specification to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. Your application may be viewed in regard to some or all of the skill specific areas over the course of the selection process. Applications via agencies will not be considered.

## Job Details

As a result of relocation of the current post holder we are looking for a teacher and leader to join our school as our new Assistant Vice Principal. George Pindar School is on an exciting journey as we work together to make a difference for the young people we serve. When every day is different, this role presents you with the exciting opportunity you have been looking for!

You will be an outstanding practitioner in your own subject area and have the ability to lead by example; your enthusiasm and credibility will help you take colleagues with you and this will be firmly embedded within your current practice. You may be looking at this as either your first SLT post or as a leader looking for a different challenge - either way we would welcome your application. Without question you will join an SLT team that is firmly focused on making all members of the community #ProudToBePindar and be part of a motivated staff body that will support you.

Salary is dependent on current qualifications and experience, please see job descriptions for more information.

Hope Sentamu Learning Trust is committed to safeguarding and protecting our children and young people and expects all staff and volunteers to share this commitment. All posts are subject to a safer recruitment process which includes enhanced criminal records and barring checks, scrutiny of employment history, robust referencing and other vetting checks.

Our safeguarding system is underpinned by a range of policies and procedures which encourage and promote safe working practice across the Trust. On joining you will be required to undergo continuous professional development to maintain safe working practice and to safeguard our children and young people.

<b>School / Academy Contact</b>	Lesley Welsh, Principal, l.welsh@gps.hlt.academy
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For any queries regarding the role, please contact the school directly or alternatively you can contact the Recruitment Team via [recruitment@hslt.academy](mailto:recruitment@hslt.academy)

## George Pindar School

Moor Lane, Eastfield, Scarborough YO11 3LW

George Pindar School is an 11-16 secondary situated in Scarborough and we are a community school where our colleagues are #proudtobepindar. We are a school with low staff turnover, high staff morale and we are looking positively to the future.

On the 1 March 2019 we officially joined the Trust family of schools along with our fellow coastal partner Graham School. This is a positive step in our school improvement journey which sees us working collaboratively sharing best practice, developing our staff, developing advancements on teaching and learning and ensuring strong outcomes for our students.

We are proud to be an inclusive school with a healthy intake in Year 7 and we have the highest aspiration for our students to achieve their very best and grow both as individuals and as members of their community. The development of the whole child forms an integral part of our vision; we want the best for every student at George Pindar irrespective of their background. We value honesty, high expectations and aspirations, resilience and we work together as Team George Pindar.

### **Overview and career development recruitment incentives:**

- An opportunity to join the Team at George Pindar School and work closely with your fellow colleagues at Graham School.
- Friendly and caring schools where all stakeholders work together for the benefit of the children
- A high level of support from staff and colleagues with the Hope Sentamu Learning Trust
- Motivated, dedicated staff and a committed, active and supportive Senior Leadership Team
- Improving schools which support pupils to aspire to the very best, with a broad and balanced curriculum offer, collaborative learning and a wide range of extra-curricular activities
- A commitment to professional development and advancement opportunities within a growing MAT.

### **Job Details**

All posts at George Pindar School involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All roles involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Principal as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

Good luck with your application and I look forward to hearing from you!

**Lesley Welsh**  
**Principal**



## Job Description

<b>Post Title:</b>	Assistant Vice Principal – Teaching and Learning
<b>Reporting to:</b>	Principal
<b>Leadership</b>	<ul style="list-style-type: none"> <li>▪ To ensure the vision of George Pindar School as a learning centred organisation is clearly articulated, shared, understood and acted upon effectively by all and to work within the school community to translate the vision into agreed objectives and operational plans, which will promote learning and sustain the school's improvement</li> <li>▪ To ensure the ethos, values and goals of the school, as reflected in the school improvement plan, are communicated positively to colleagues, parents, the community and learners</li> <li>▪ To promote the academic performance and holistic development of all learners across the whole school curriculum</li> <li>▪ To implement policies aimed at raising standards of achievement particularly through raising expectations of both staff and learners</li> <li>▪ To prioritise, plan and organise themselves and others to make professional, managerial and organisational decisions based on informed judgments</li> <li>▪ To think creatively to anticipate and solve problems</li> <li>▪ To develop and maintain a culture of high expectations and take appropriate action when performance is unsatisfactory</li> <li>▪ To ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation</li> <li>▪ To regularly review own practice, set personal targets and take responsibility for own personal development including managing own workload and that of others to allow an appropriate work/life balance</li> <li>▪ To be a highly visible presence around the school and role-model expectations and standards to staff and students</li> <li>▪ To motivate and work with others to create a shared culture and positive climate, acknowledging the responsibilities and celebrating the achievements of individuals and teams</li> <li>▪ To line manage one faculty</li> </ul>
<b>Strategic Planning</b>	<ul style="list-style-type: none"> <li>▪ To establish, lead and manage protocols for excellent practice in teaching across the school and be responsible for Quality Assurance of these systems</li> <li>▪ To lead, inspire and support teachers with regard to teaching which ensures progression and development, setting and maintaining high professional standards</li> <li>▪ To ensure teachers clearly understand the judgement of quality of teaching encompasses classroom practice, marking and feedback of students' work and progress made by students</li> <li>▪ In collaboration with Heads of Faculty to monitor and evaluate the quality of teaching across the school</li> <li>▪ To develop and implement intervention strategies where the quality of teaching is of concern; monitor and evaluate strategies and implement changes where appropriate</li> <li>▪ To provide regular feedback for colleagues in a way which recognises good practice and supports their progress against professional and appraisal objectives resulting in a tangible impact on students learning</li> <li>▪ To establish support/developing performance plans to bring about improvement in practice</li> <li>▪ To use teaching evaluation outcomes to set priorities for development and to identify the individual professional learning needs and opportunities of staff for developing, extending and sharing good practice</li> <li>▪ To promote and sustain the learning of all professionals in the school community with the collective purpose of enhancing pupils learning</li> <li>▪ To establish coaching and mentoring opportunities to improve practice and widen teachers' experience and strategies</li> <li>▪ To put in place an effective CPD programme focused on enhancing learning</li> <li>▪ To ensure that the school's policies and practices change to reflect successful developments in teaching and learning</li> <li>▪ To assist in the induction and development of all teaching staff</li> <li>▪ To contribute to the updating of SEF for this area and reporting to governors and Ofsted</li> </ul>

<b>Curriculum Provision:</b>	<ul style="list-style-type: none"> <li>▪ Where data shows students are underachieving, to liaise with SLT colleagues and Heads of Faculty to identify the issues and where teaching is weak to put intervention in place</li> <li>▪ To monitor and evaluate the effectiveness of the intervention and support put in place</li> <li>▪ To monitor the impact of teaching on the overall progress and development of learners</li> <li>▪ To review and develop all policies relevant to this area of responsibility</li> </ul>
<b>Staffing</b>  <b>Staff Development: Recruitment/ Deployment of Staff</b>	<ul style="list-style-type: none"> <li>▪ To work with Heads of Faculty and the SLT to ensure staff development needs are identified and appropriate programmes designed to meet such needs</li> <li>▪ To contribute to Appraisal and to act as reviewer for a group of staff and help develop and enhance the teaching practice of others through support and performance management.</li> <li>▪ To promote teamwork and motivate staff to ensure effective working relations</li> <li>▪ To hold regular meetings within line management structure</li> <li>▪ To attend and contribute to appropriate meetings</li> <li>▪ To assist in the effective recruitment of staff to the school</li> <li>▪ To work with external training providers to ensure impact of programmes including EborHope Teaching Alliance and TeachFirst have an effect on student outcomes</li> </ul>
<b>Management Information:</b>	<ul style="list-style-type: none"> <li>▪ To ensure the maintenance of accurate, clear and up-to-date information concerning quality of teaching and learning</li> <li>▪ To analyse the data on all groups of students to ensure that all students are making progress in all lessons with all teachers</li> </ul>
<b>Quality Assurance:</b>	<ul style="list-style-type: none"> <li>▪ To co-ordinate an effective programme monitoring the quality of teaching and learning</li> <li>▪ To ensure support and challenge is provided to each subject area</li> <li>▪ To ensure effective systems are in place and to encourage innovation in teaching</li> <li>▪ To contribute to and monitor each half term year group progress in teaching against the School Development Plan</li> <li>▪ To monitor progress against targets (support plans) and intervene when/where necessary, formulating strategies and communicating action to relevant colleagues</li> <li>▪ To support departments in promoting positive attitudes to learning by collating and disseminating exemplar practice</li> </ul>
<b>Communication:</b>	<ul style="list-style-type: none"> <li>▪ To develop systems to enhance communication, student tracking, quality assurance and accountability by all</li> <li>▪ To ensure that all teachers are familiar with and use data effectively to promote progress and positive learning conversations with students</li> <li>▪ To contribute to the high quality production of relevant school documentation</li> <li>▪ To attend internal and external meetings and contribute to the effective communication within school and with external agencies</li> <li>▪ To prepare/present reports to relevant governor committee meetings as appropriate</li> </ul>
<b>Marketing and Liaison:</b>	<ul style="list-style-type: none"> <li>▪ To take responsibility for the publication of teaching and learning materials on Shared Drives to support teacher development</li> </ul>
<b>Management of Resources:</b>	<ul style="list-style-type: none"> <li>▪ To identify resource needs and contribute to the efficient /effective use of physical resources</li> </ul>
<b>Teaching:</b>	<ul style="list-style-type: none"> <li>▪ To undertake an appropriate programme of teaching</li> </ul>
<b>Additional Duties:</b>	<ul style="list-style-type: none"> <li>▪ To play a full part in the life of the school community, to support its distinctive culture and ethos and to encourage staff and learners to follow this example</li> </ul>

Employees will be expected to comply with any reasonable request from the Principal to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.



## PERSON SPECIFICATION

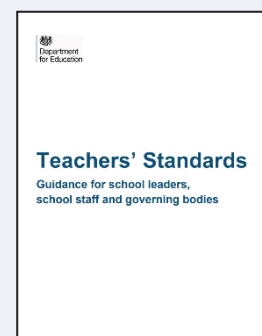
Qualifications	Essential	Desirable
Qualified Teacher Status	✓	
Evidence of further professional qualifications and training		✓
Experience and Knowledge		
Experience of Head of Faculty or similar level as a minimum	✓	
A proven track record of securing improvement in the quality of teaching and learning	✓	
A proven track record of raising achievement	✓	
Experience of managing resources efficiently and effectively	✓	
Financial awareness and the ability to understand, plan and manage the budget	✓	
Experience of using all relevant data to drive school improvement	✓	
The ability to analyse and interpret complex information and explain key elements in simple terms	✓	
Strong understanding of statutory requirements relating to the curriculum and assessment	✓	
Experience of developing a curriculum which is personalised to the needs of the children	✓	
High expectations when managing, developing, inspiring, challenging and motivating staff	✓	
Commitment to working with other schools, organisations and agencies	✓	
An understanding of the legislation relating to SEND and to KCSIE (including Prevent and British Values)	✓	
Relevant experience in more than one school		✓
Experience of working effectively with a wide range of ability range (including SEND and more able children)		✓
Previous experience of working and bringing about positive change in a challenging school		✓
Professional Development		
Up to date knowledge of what research and inspection findings tell us about effective leadership, teaching and learning in secondary education	✓	
Has undertaken sustained professional development in relation to teaching, learning and curriculum	✓	
Experience of leading and co-ordinating professional development opportunities	✓	
Ability to identify own learning needs and to support others in identifying their needs	✓	
Leading and Managing Staff		
Substantial experience of leading school initiatives or staff teams	✓	
Ability to delegate work and support colleagues in undertaking responsibilities	✓	
Experience of performance management and supporting the CPD of colleagues	✓	
Evidence of applying safe recruitment practices and developing a safe culture in school		✓
Successful involvement in staff recruitment, appointment and induction		✓
Skills, Qualities and Abilities		
Lead by example, demonstrating a 'can do' approach	✓	
Demonstrate an understanding, awareness and empathy for the needs of the pupils in Scarborough and how these could be met	✓	

A strong belief in inclusion for all	✓	
Excellent interpersonal and communication skills to engage a range of audiences including staff, children, parents, governors, local authority and external agencies	✓	
High expectations for children's learning and attainment alongside high expectations for all	✓	
Ability to provide a safe, calm and well-ordered environment to facilitate excellent behaviour	✓	
Ambition for our school	✓	
A commitment to continuous school improvement	✓	
Experience of offering challenge and support to improve performance	✓	
Perseverance and resilience in the face of challenge	✓	
Ability to remain calm, positive and enthusiastic when working under pressure	✓	
Manage and resolve conflict	✓	
Ability to organise work, prioritise tasks, make decisions and manage time effectively	✓	
<b>Strategic Leadership</b>		
Ability to articulate and share the school vision, aims and values	✓	
The confidence and ability to inspire and motivate staff, children, parents and governors to achieve the aims of the school	✓	
Evidence of having successfully translated vision into reality at whole school level		✓
Evidence of successful strategies for planning, implementing, monitoring and evaluating school improvement	✓	
Evidence of analysing data, developing strategic plans, setting targets and evaluating progress towards these	✓	
Understanding of strategies for performance management	✓	
<b>Teaching and Learning</b>		
To be a leader of learning, demonstrating, promoting and encouraging outstanding classroom practice	✓	
An understanding of the developments and requirements of the National Curriculum	✓	
Knowledge and experience of a range of teaching and learning strategies to meet the needs of children	✓	
Understanding of assessment strategies and the use of assessment to inform the next stages of learning	✓	
Extensive experience of effective monitoring and evaluation of teaching and learning	✓	
Understanding of the characteristics of an effective learning environment and the key elements of successful behaviour management	✓	
Successful experience in creating an effective learning environment and in development and implementing policy and practice relating to behaviour management	✓	

## Teaching Responsibilities

The generic teachers' job description applies to all teachers regardless of the stage of their career. As a teacher's career progresses, they are expected to extend the depth and breadth of knowledge, skill and understanding as is judged to be appropriate to the role they are fulfilling and the context within which they work.

<https://www.gov.uk/government/publications/teachers-standards>



### PART ONE: TEACHING

- Set high expectations which inspire, motivate and challenge learners and students
- Promote good progress and outcomes by learners and students
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all learners and students
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behavior within and outside school, by:
- Treating learners and students with dignity, building relationships rooted in mutual respect, and at all times Observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard learners and students' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit learners and students' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.



## Our Staff

**Anna Tunnard is an English Teacher and SENCO at George Pindar School. She moved to the area in September 2017**

**Where did you work before and why did you decide to move?**

I am a career changer and decided to move into teaching after 10 years in a previous career. I choose the Teach First route into teaching and I was placed at GPS having been allocated the Yorkshire and Humber region. I had never been to Scarborough or the North Yorkshire Coast before and I was delighted to come and join a coastal school and area that offers so much. I have never looked back!

**What advice can you offer to anyone looking to move to our area?**

Definitely come and visit and do your research! We have so many hidden talents from our students, staff and across the area. The coastline is beautiful here and it's such a welcoming place.

I love the small town feel and you really feel part of the community where you get to know people. You may not get this in a larger city or urban area.

**What professional development opportunities have you been able to access?**

I have been able to access a range of professional opportunities through the school and through Hope Learning Trust.

I applied for and was successful in joining, then leading, part of the Leadership programme for NQT's across the Trust. This allowed me to work closely with Trust colleagues and network with school colleagues at the same stage of their development as mine.



My school also put me forward to take part in a 1-1 coaching programme which was invaluable and allowed me to see the career routes available to me. Without this I don't know if I would have had the confidence to go on and apply – and get the SENCO job.



## Our Coastal Offer



There are no great schools without great teachers - the key to education is the person at the front of the classroom.

Teachers like you have the opportunity on the North Yorkshire Coast to be supported to have an enriched career that remains attractive to you as your career and life develops. We recognise and have developed a range of distinctive opportunities to give you the confidence to engage in additional professional and leadership development, as well as access to fully-funded national professional qualifications.

### Our offer

For all permanent EBAC teaching subjects we can offer in addition to your pay point a £4000 recruitment and retention payment for teachers living outside of the Coastal area.

We also offer access to a £8000 reimbursement package for teachers relocating to our area which includes moving costs, stamp duty fees, estate agent fees and lodging allowances.

Please visit [www.teachyc.co.uk](http://www.teachyc.co.uk) for more information.

### RECRUITMENT, RETENTION & RELOCATION INCENTIVES FOR TEACHING POSTS ON THE YORKSHIRE COAST

**RECRUITMENT AND RETENTION PACKAGES (R&R)**

As part of our commitment to tackling teacher recruitment and retention we can offer an R & R package of £4000 which is paid over two years. This is in addition to your existing pay benefits at your school.

**RELOCATION PACKAGE**

The coast is a wonderful place to live and work!

The North Yorkshire Coast is a destination of choice offering a good quality of life and a strong sense of community. Our area offers you access to good schools and quality of education, health, recreation and cultural opportunities which are right on your doorstep.

Our area enjoys a buoyant employment market, ongoing sustainable investment and regeneration projects all of which makes North Yorkshire an attractive county to live and work in.

We recognise that relocating to take up your new post can be costly, particularly if you are selling your house or finding a place to rent.

We can offer a range of pay and reward packages that may be available subject to your school.

A relocation package of up to £8000 reimburses moving fees, estate agency costs, legal fees, lodging allowances and housing costs.

**Family flexible policies**

- ★ Consideration for flexible working
- ★ Maternity and adoption leave available for up to 52 days
- ★ Access to Shared parental leave
- ★ Commitment to allow you to attend those special family activities and events
- ★ Childcare friendly policies

**Health and Wellbeing**

- ★ Access to local gym memberships at discounted rates
- ★ Discounts to local and national retailers such as: Shopping, Family, Automotive,
- ★ Online health assessments including advice with nutrition, exercise and fitness advice and resources
- ★ Confidential counselling services
- ★ Events and activities with a range of times and venues
- ★ Eye care appointments and discounts

**Staff Benefit and Discount Schemes**

- ★ Financial & Professional, Gifts, Home & Garden, Sport, Health & Beauty & Travel
- ★ Access to salary sacrifice schemes on green cars, cycles, travel, career development qualifications and home technology

**Pension Options**

- ★ For further information about a teachers pension there is the 'Teachers' Pension - see <https://www.teacherspensions.co.uk/>
- ★ For support professionals there can be the Local Government Pension Scheme (LGPS).
- ★ For further information about the scheme and its key benefits please visit: [www.lgpsmember.org/thinking-joining.php](http://www.lgpsmember.org/thinking-joining.php)

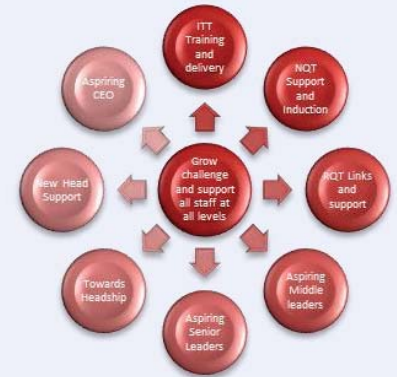


## Benefits of working at Hope Sentamu Learning Trust

### Continuing Professional Development (CPD)

Hope Sentamu Learning Trust is committed to the professional development of all staff and is supported by the Education Team at the Diocese of York. This provides the opportunity for further CPD, networks and training to share best practice, as a member of a wider partnership of 125 diocesan schools and multi-academy trusts, across eight local authorities. We also have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues.

From ECT through to CEO, the Trust has links with various training providers, to provide high-quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the team to succeed, develop and aspire to the next challenge.



### Pension Scheme

As an employee of the Trust you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on earnings level) Hope Sentamu Learning Trust also pays into the scheme on your behalf.

### Cycle to Work Scheme

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via **cyclescheme**. You purchase the bike you want via the scheme and Hope Sentamu Learning Trust pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the **cyclescheme** are taken from your gross pay each month so your taxable pay is lower than it otherwise would be.

For more information visit [www.cyclescheme.co.uk](http://www.cyclescheme.co.uk)



### Employee Assistance Programme (EAP)

A 24 hour helpline from Health Assured to support you through any of life's issues or problems.

- Stress and Anxiety
- Debt
- Work
- Lifestyle Addictions
- Relationships
- Legal

### Our Family

As a Trust, we believe in growing together as a family. Underpinned by our values of Respect, Teamwork and Kindness, our schools are places where young people can grow and excel and where colleagues strive to generate a culture of excellence through true collaboration.



## Our Vision

Life in all its fullness – a place to thrive

Our ambition as an Academy Trust is that all our learner's experience "Life in all its fullness" and that we provide "a place to thrive".

We are committed to establishing respectful communities, with a culture of thankfulness and appreciation, where we celebrate diversity. We are a fully inclusive Academy Trust, which includes both community schools and Church of England schools.

We strive to deliver a broad and balanced curriculum which develops our pupils academically, practically, socially and spiritually, leading to educational progress.

As a Trust, we want every young person to experience great teaching, so we place the highest value on developing colleagues at all levels. We invest in providing strong, sustainable and ethical leadership at all levels of the organisation.

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## Our Values

**Kindness - Respect - Teamwork**