

Recruitment Information Pack



Bosworth Academy

Curriculum Support Assistant (CSA) including reception duties

Permanent

Part time

27.5 hours per week (term time only, plus 1 week).

Salary: grade 6 full time equivalent is £23,898-£24,300

Actual Salary £15,202 - £15,457



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Message from the Headteacher

Thank you for showing an interest in the Curriculum Support Assistant (CSA) post at Bosworth Academy.

At Bosworth Academy, our aim is to ensure all students continue their journey into adulthood as confident, capable and successful people who can take control of, and enjoy, their future lives.

'Be better than you thought you could be'

We encourage and work with students so they can concentrate on learning in a co-operative environment, valuing everyone's positive contribution and promoting a strong sense of community and responsibility towards others. Every student is important to us, and everyone should experience a first class education, with high challenges and equally high expectations. Every child has the potential to develop and to achieve highly. It is our role as teaching professionals to foster within them a deep passion for learning. We aim to instil in our students the notion of a growth mind-set; the belief that they can get better at anything through hard work, high challenge, determination and practice.

We work hard to provide the best teaching, clear guidance, and effective support, recognising the individual learning needs of each student, and personalising their experience accordingly. Our driving passion is a belief that 'no student at Bosworth Academy will underachieve'. It is our responsibility to raise students' aspirations and continually drive home the message that you can 'be better than you thought you could be'.

We offer an exciting, ambitious and seamless pathway through Key Stage 3 and 4, to our Sixth Form, and onwards to university, apprenticeships and beyond. We are excited by the prospect of being one of only a select few institutions able to offer this in Leicestershire.

We invest in our staff to develop their potential capital. Through purposeful collaboration and coaching we aim to support all of our team to excel. Investors in People recognised this – rating us as a 'Gold' provider. This post offers an exciting opportunity to help us on our journey towards excellence in every area.

We want the best possible future for all of our students, so we know it is important to invest in them now. Crucially, we believe that all students have enormous potential, therefore we challenge them to be the best, help realise this potential and transform this into high quality qualifications.

We look forward to receiving your application and good luck!

Simon Brown
Headteacher

*Allowing students to
achieve their potential*



Vision, Values and Ethos

Bosworth Academy Vision: For Bosworth Academy to be consistently outstanding in its delivery of outcomes for young people in and for our community. Bosworth Academy is an unstoppable force for affecting social mobility.

Bosworth Academy Values: *'No student will underachieve'* means: Outstanding outcomes for every child of every ability from every background, no matter what the barriers. *'Be better than you thought you could be'* means: We understand that our role is not to ensure students reach their potential, it is to help define that potential.

Bosworth Academy Ethos: We do this in an environment which is inclusive, exciting, varied and highly aspirational. The individual is recognised and celebrated. We strive for excellence and challenge in all that we do and seek feedback and positive criticism. We believe in the capacity for continual improvement and appreciate the role of leadership. We never give up and never accept that our work is done. We enjoy and achieve and embrace our responsibility as a force for good. We can and will make a difference through the empowerment of learning.

Bosworth Academy The 6C Curriculum

At Bosworth Academy, we believe in teaching to the test of life, not to a life of tests. Our curriculum is based on international research and this includes our global competency, 6C, development programme:

- **Character:** Being a motivated, proactive and resilient learner
- **Collaboration:** The ability to work well with others
- **Creativity:** Using imagination or original ideas to do something new
- **Citizenship:** Making a positive contribution to the world we live in
- **Communication:** Exchanging information with others
- **Critical thinking:** Forming your own opinions based on reliable evidence

The 6Cs form an important part of our rewards and restorative behaviour approaches. They permeate through our tutor programme, assemblies and lessons. In doing so, we help students to become effective independent learners who can adapt to a rapidly changing world. We incorporate whole school values into all of our lessons, promoting a range of skills that support the development of student agency.



Bosworth Academy challenges pupils to achieve more than they ever believe they could. Ofsted June 2022

The Advert

Curriculum Support Assistant (CSA) Including reception duties

Permanent

Paid at Grade 6 (Points 9-10)

27.5 hours per week, term time only plus 1 week

Salary: Grade 6 full time equivalent is £23,898-£24,300

Actual Salary £15,202 - £15,457

The Headteacher and Governing Body are wishing to appoint a Curriculum Support Assistant (CSA) including reception duties.

Bosworth Academy is a popular and expanding 11-19 school, within the LiFE Multi-Academy Trust, which is increasingly the school of choice for parents in the area. We are seeking to appoint a committed and enthusiastic Curriculum Support Assistant (CSA). The successful candidate will have a real passion for helping to deliver the Academy's ethos of excellence by assisting in a variety of operational and administrative tasks.

We have high expectations of all our staff, which makes our faculty an exciting and progressive environment in which to work. The team is forward thinking and extremely supportive of each other, working collaboratively to secure high standards of teaching and learning. We are passionate in our goal of ensuring that our students get every opportunity **'to be the best they can possibly be'**.

Bosworth Academy is the lead school in the LiFE Multi Academy Trust, which has continued to be recognised by Ofsted as an 'Outstanding' school in our recent inspection. We continue to develop our practice as we believe our community deserves nothing less and were awarded 'World Class Status'. Further information and application forms are available on our school website: www.bosworthacademy.org.uk

Closing date for applications is **2nd August 2024 at 9am**

Interviews will take place on- Date to be advised

'LiFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment will be subject to a DBS check and an online search.'

Bosworth Academy, Leicester Lane, Desford, Leicester. LE9 9JL

Tel 01455 822841, email hr@bosworthacademy.org.uk

LiFE Multi Academy Trust CEO: Mr Chris Parkinson

Bosworth Academy Headteacher: Mr Simon Brown

*Developing
confidence and*

*Developing social and
leadership skills*

The Application Process

How to apply

We invite you to apply so that you can find out more about our unique school. If there is any further information you wish to know, please do not hesitate to ask by emailing hr@bosworthacademy.org.uk

To apply, you need to:

1. Write a letter of application of no more than two sides, font no smaller than Arial 11. In your letter, address your experience, and how you meet the requirements of the post.
2. Complete the application form.

An email will be sent to shortlisted candidates with details of the interview process.

Please send completed applications **by 9am on the closing date specified in the advert via email to** hr@bosworthacademy.org.uk

Applications will be acknowledged, where requested.

Queries

If you have any queries on any aspect of the application or need additional information, please contact Miss Laura Degia via the email below or 01455 822841 ex 227 who will be happy help you. For questions regarding the role, or a visit to our school, please contact Mr Simon Brown, Headteacher via email hr@bosworthacademy.org.uk

Thank you, and we are really looking forward to hearing from you.

We invest in our staff:

Bosworth Academy achieved the Gold Award for Investors in People in 2015 and has successfully maintained this status at every review since. We pride ourselves on the support we provide all staff, valuing their contribution to the whole school ambition of ensuring no student underachieves which truly lies at the heart of everything we do.

In 2022, Investors in People found that:

- Teachers feel they are supported by their colleagues and can rely on them to support their own improvement.
- There is a culture of trust and openness and leaders are accessible, approachable and supportive.
- People feel valued and supported and this drives performance improvements at all levels.

Our CPD programme is bespoke to the needs of the staff. We do not believe in setting arbitrary targets. Instead, staff are trusted to control elements of their own professional learning to support school outcomes. Bosworth Academy provides opportunities for staff to develop their practice through a range of training options both internally, across the trust and also externally.

We can offer you:

- A chance to join a dynamic Multi Academy Trust
- A committed and dedicated team of qualified teachers
- A passion for learning by all members of our community
- 100% focus on improving outcomes for the students in our schools and across the Trust
- Strong support for your further professional development, including visiting other schools

We require you to:

- Be passionate about student's learning and development
- Be a great team player with a positive outlook
- Have high expectations of students learning and behaviour
- Be an excellent classroom practitioner with a strong record of achievement and success

In addition, we offer:

- Training & development opportunities
- On-site parking
- On-site catering facilities
- Staff wellbeing and flexible working
- Childcare and cycle to school vouchers
- Located in Leicestershire our schools have excellent transport links and road networks



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Job Description For

Curriculum Support assistant (CSA)

Title:	Curriculum Support Assistant (CSA) including reception duties
Job Purpose	<ul style="list-style-type: none"> ● to provide administrative support to curriculum teams and for the whole school as necessary. ● Providing a range of support to enhance the efficiency of the school and teams of teachers working with student
Responsible to:	senior Curriculum Support Assistant, Strategic Operations Manager and ELT
Functional Relationships:	Headteacher, Strategic Operations Manager, Class Teachers and Team Leaders
Grade and Salary	Grade 6, 27.5 hours per week term time only plus 3 training days. For this role an additional 10 hours are to be worked during the last two weeks of the summer holidays, payable in the September salary.
Conditions of Service:	Local Government conditions of service
<p>The activities and responsibilities listed below are examples of the type of tasks that are expected of the post holder. The duties of this role will be reviewed after an initial 6 month period.</p>	
<p style="text-align: center;">Core Purpose:</p> <p>As part of the school’s CSA team, this role of Receptionist & Curriculum Administration will help to deliver the Academy’s ethos of excellence by assisting in a variety of operational and administrative tasks. The role is to support the Senior CSA in providing an interface between the Academy and the Community. In addition, it will involve working closely with other members of the school’s support staff and teaching staff, to facilitate the full range of administration and operational tasks on behalf of the school.</p>	



Specific Duties and Key Responsibilities:

<p>Reception Duties</p>	<ul style="list-style-type: none"> ● To be responsible, on a rota basis, for the school reception. ● To ensure that the school’s telephone is answered professionally in a timely manner. ● To ensure that all messages are passed onto relevant parties. ● Incoming post is sorted and pigeon holed. Outgoing post is franked and made ready for collection. ● Ensuring that face to face enquiries from visitors, parents, staff and pupils are dealt with appropriately. ● Ensuring that appropriate security checks are observed for school visitors and that the sign in process is properly observed. ● Other general administration duties as required to support staff and students.
<p>Curriculum and Administration Duties</p>	<ul style="list-style-type: none"> ● To provide administrative support for curriculum areas as directed by the department including: <ul style="list-style-type: none"> ▪ Undertaking all administration for the departments – each CSA will be notionally assigned to a number of teams but will be expected to undertake support for all teams as required and directed by the Senior CSA. ▪ Other reasonable requests or duties should be undertaken as specified by team leaders. ● To provide a central point of contact and information for curriculum teams including managing queries and passing information onto relevant staff. Handling all calls for team and co-ordinate responses as appropriate. Raise orders as requested by Heads of Faculty and other teaching staff and ensure that all items are charged to the correct cost centre. To ensure that any errors identified are brought to the attention of the budget holder and the Central Finance Team or Hub Business Manager. <ul style="list-style-type: none"> ▪ Act as a point of contact for parents, pupils, visitors and telephone calls ● To use and being proficient in using Word, Excel, Publisher, PowerPoint, Email, Assessment, Arbor and behaviour monitoring software to produce a wide variety of documents for the team. ● To promote and ensure the health and safety of pupils, staff and visitors, in accordance with appropriate health and safety regulations, at all times, including ensuring that any first aid requests for pupils and staff are attended as needed by a trained first aider. ● Ensure that all sensitive information is dealt with in accordance with the data protection act. ● To provide whole school administrative support when required.

	<ul style="list-style-type: none"> ● ● Providing ancillary support around the school i.e. putting up notices, exam invigilation, staffroom duties as directed by the Headteachers PA. ● To support with the administration of departmental student awards and certificates. ● Assist during fire evacuation. ● To support the administration of trips and visits including organisation of the minibus usage. ● To show flexibility and support in undertaking a range of ad-hoc administrative tasks as required by the Academy for example assist with the preparation for whole school events. ● Any other reasonable duties, commensurate with the grade of this post, required to support the school.
<p>General Responsibilities</p>	<ul style="list-style-type: none"> ● To support and promote the values and ethos. ● To undertake such training as may be required. ● To be aware of the responsibilities under GDPR and Data Protection Legislation for the security, accuracy and significance of the personal data held in the schools systems. ● To work in accordance with the Schools Health and Safety Policies and Procedure. ● To implement school policies with a commitment to high standards, high expectations and high achievement. ● It is the post-holder’s responsibility to carry out their duties in line with the School’s Policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment. ● The school and wider Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check with barred list information is required for all successful applicants in addition to checking the individual is not subject to a prohibition order. Applicants are required, before appointment to disclose any conviction, caution or binding over including ‘spent convictions’ under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offence(s) and when they were recorded. ● Undertake other duties as required in line with overall grading and purpose of the job



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<p>Safeguarding The welfare and safety of pupils are the responsibility of all staff in school. All staff must remain vigilant and any concern for a pupil’s welfare must always be reported to the Designated Safeguarding Lead in accordance with the school's procedures as set out in the school's Safeguarding Policy. All staff are responsible for ensuring that they fully understand these procedures and must seek guidance from the Designated Safeguarding Lead if required.</p>	
<p>Notes: This job description is a general outline of the typical duties and responsibilities to be carried out whilst accepting that these may change at the discretion of the Head Teacher. It is vital that, as the new Academy grows to full capacity, you have the ability and willingness to be flexible and versatile within this role. If you are recruited to a position which does not currently have a full teaching load you will be expected to fulfil other duties and/or roles.</p>	
<p>Hours of working for this role: Monday - 9.30am to 4.30pm (6.5 hours), 30 minute break Tuesday - 10am to 3pm (4.5 hours) Wednesday - 9.30am to 2.30pm (5 hours) Thursday - 10am to 2.30pm (4.5 hours) Friday - 9am - 4pm (6.5 hours), 30 minute break</p> <p>Longer hours are required on a Monday and Friday but there is some flexibility on a Tuesday, Wednesday and Thursday. Additional hours may be available for supporting in attendance as well</p>	

Pupils feel safe and comfortable being themselves. They treat each other with respect. Pupils have the confidence to share any worries they might have with adults. They are confident that teachers would deal with any discrimination or bullying appropriately.



Personnel Specification

Requirements for the post	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> ● 5A*- C grades at GCSE including at least C grade in English and Mathematics or equivalent is essential 	<ul style="list-style-type: none"> ● Basic First Aid training or equivalent would be of benefit to the team and the wider school
Experience	<ul style="list-style-type: none"> ● Experience of working in a receptionist/administrative function ● Good IT skills and confident in the use of Google Docs, Microsoft Excel & Word ● Ability to communicate effectively on the telephone and in person ● Strong attention to detail and able to produce work with a high level of accuracy ● Experience of working in a school or similar establishment is desirable ● Good organisational and workload management skills specifically with the ability to prioritise own work and reprioritise when necessary ● Able to work in an office environment that often demands high levels of concentration, while coping with frequent interruptions ● Able to respond to changing priorities ● An understanding of the importance of confidentiality ● Integrity and understanding of care needed with sensitive information 	
Personal Attributes	<ul style="list-style-type: none"> ● Ability to relate well to all types of stakeholders for example students, suppliers and contractors, governors, local authority staff ● A commitment to positive and healthy outcomes for young people ● Ability to listen effectively and be sensitive to others ● A demonstrable commitment to the safeguarding of students and child protection ● Desire to enhance and develop skills through continuing professional development 	

Life Multi Academy Trust

Bringing Learning to LiFE

LiFE Vision: We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence, we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each school is seen as a leader of and vital to its local community; each school is regarded as fundamental to the identity of its surrounding community.

LiFE Values:

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond
- **The relentless pursuit of excellence by;** expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world
- Valuing the diversity and qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies.

*Where students are
happy and thrive*



High expectations

LiFE Multi Academy Trust Charter

All our schools work within the LiFE Operating Model. We work together in a genuinely collaborative way and we also celebrate the strengths and individuality of each of our schools. This operating model can be distilled into the following principles to which all our schools subscribe.

1. Leadership

We commit to the principle of genuine collaboration to find evidence led and innovative ways to enhance the efficacy of learning, leadership, engagement and aspiration.

We coordinate calendars to allow maximum benefit from Trust wide opportunities.

We encourage, create time for, and inspire our best teachers, support staff, and leaders to work for the benefit of our schools within the Trust.

2. Learning & Teaching

We aspire to offer an educational experience which is inspirational, innovative and delivers integrity in adults and children.

3. Quality Assurance

We embrace the notion of mutual accountability: no individual, team or school can feel they are successful unless all individuals, teams and schools are successful. We consequently commit wholeheartedly to peer review which precipitates peer support.

We commit to providing the Trust board with timely, coordinated, accurate and appropriate data and information about our schools to allow for the best possible deployment of resources.



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4. Professional Development

We embrace the power of trust wide professional development, and therefore contributing as well as benefiting from that professional development.

5. Curriculum

We commit to providing a curriculum and an approach to pedagogy that is irresistible, inclusive and aspirational. We commit to recognising the head, hand and heart in equal measure. We recognise the importance of personalisation, and the importance of each child feeling known, celebrated and cared for. We commit to ensuring our curriculum foregrounds the understanding and appreciation of cultural diversity, social injustice, protecting our environment and supporting our communities.

6. Community Leadership

We make educational choices for our children driven by putting their needs, and those of their families and communities first.

We commit to being a force for good and lead positive change within our community.

7. Behaviour & Wellbeing

We commit to an approach to ensuring the right learning behaviours based on building warm and caring relationships, and the importance of our children feeling known, heard, safe, loved, appreciated and cared for. We recognise that to achieve this we also need high expectations, consistency, and an understanding that negative behaviours hurt us all. We therefore understand there must be clearly articulated consequences where children fall short of our high expectations, but also support to help children behave with social conscience and uphold our values.

8. Inclusion

We commit to embracing and promoting diversity and the celebration of cultural differences. We recognise that to do this, we need to create safe spaces, where all aspects of social injustice can be discussed, addressed and challenged.

We commit to operating inclusively in all we do; LIFE schools welcome and celebrate children from all backgrounds and with all forms of individual needs. We recognise that to do so, promotes social mobility, social cohesion and fights social injustice.

9. Staff Wellbeing

We recognise that our employees are our greatest resource, and consequently we commit to ensuring that all employees feel valued, supported and nurtured. We commit to sign the Mindful Employer Charter which recognises mental health needs alongside physical wellbeing.





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Our Offer to new staff joining the LiFE Multi Academy

Trust and our schools

Professional Capital:

‘We believe in getting the right people, getting them to work together and getting them to stay’

Strategy	Description
Putting your trust in our Trust	We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.
Coaching	Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.
Personal Improvement Plan versus Performance Management	Instead of the usual Performance Management, we encourage our staff to identify aspirational targets through our ‘Personal Improvement Plan’ (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.
Health and Wellbeing Strategies	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> • providing employees with a safe, healthy and supportive environment in which to work • recognising that the health and wellbeing of our employees is important • providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged <p>We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the work place. To show our commitment to this we have publicly signed up to ‘Mindful Employer’ and the ‘Charter for Employers who are Positive about Mental Health’.</p> <p>We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.</p>
Equality and Equal Opportunities	Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of its students, workforce and our wider communities we serve.



<p>Presumed Professionalism</p>	<p>We have a ‘Presumed Professionalism’ ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young people and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.</p>
<p>Development of Professional Capital and Excellence</p>	<p>As a Trust we always look to invest in our staff and pride ourselves on our ‘home grown talent’. We are proud of this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people.</p> <p>Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital.</p> <p>Examples of the many opportunities we encourage staff to take up externally include:</p> <ul style="list-style-type: none"> ● The National Professional Qualification for Headship (NPQH) ● The National Professional Qualification for Senior Leadership (NPQSL) ● The National Professional Qualification for Middle Leadership (NPQML) ● The Outstanding Teacher Programme (OTP) ● Initial Teacher Training (ITT) <p>Pathways are available at apprenticeship level, ECT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are led by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school.</p> <p>Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development.</p> <p>Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.</p>
<p>Great access to progression and leadership responsibility</p>	<p>Further evidence of our investment in ‘home grown talent’ is that 86% of our TLR holders have been internal appointments. We have clear professional progression pathways within the CPD offered throughout the year at all levels within the Trust.</p>
<p>Collaboration across all schools</p>	<p>We are continually developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.</p>

Sabbatical and flexible working policies	<p>We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details.</p> <p>Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.</p>
Strong Induction Process	<p>It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.</p>
ECF Programme	<p>We offer Early Career Teacher a robust, supportive and bespoke training programme which will enable you to develop into an outstanding teacher.</p>
Continued ECT and ECT support	<p>Where possible we try to ensure that ECTs and second year ECT teachers have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.</p>
3DJ Networks	<p>3DJ Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3DJ Learning and Teaching model.</p>
Attendance of staff	<p>Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all schools and well above national averages in the education sector and beyond.</p>

We are always looking for highly quality teachers and support staff who buy into our values across the LiFE Multi Academy Trust and our schools