

Join Our Team

Role

Director of

Computing and Business

£57,137 to £60,070

Leeds City Academy





Principal's Welcome

We are delighted that you are considering joining Leeds City Academy.

We are at an exciting stage in our journey. As one of the most rapidly improving schools in West Yorkshire, we are driven by a clear moral purpose: to secure the very best for every student – academically and through exceptional personal development. Our 'In Partnership' ethos is the foundation of our success. It shapes how we lead, how we teach and how we work together. We are proud of the culture we have built – ambitious, inclusive and rooted in high expectations for all.

In December 2024, Ofsted recognised the strength of our academy:

"Pupils thrive at this happy and inclusive school. They know that the school dedicates itself to helping them to become the best that they can be."

Inspectors also noted:

"Pupils rise to the very high expectations the school has for them. Their behaviour is impressive. They conduct themselves very well in lessons."

These outcomes reflect the commitment and expertise of our staff. We invest in our people, champion professional growth and value collaboration at every level.

If you are passionate about transforming life chances, thrive in a values-driven culture and want to make a genuine difference, we would be delighted to hear from you.



Richard Chattoe *Principal*
Leeds City Academy



About Leeds City Academy

We are a vibrant and ambitious secondary school, proud to be part of the White Rose Academies Trust. We serve a richly diverse community and are committed to delivering a high-quality education alongside outstanding personal development.

In recent years, the academy has undergone significant transformation, driven by strong leadership, clear systems and consistently high expectations. Today, our culture is calm, purposeful and aspirational.

Our community reflects the diversity of modern Leeds. The scale of this diversity, including the number of students on roll, languages spoken, nationalities represented and the proportion of students with English as an additional language, is illustrated below. We see this as a strength that enriches learning and broadens horizons.

At the heart of the academy is our 'In Partnership' culture. It underpins our relationships with students, families and colleagues and ensures that collaboration, respect and ambition remain central to all that we do.

Leeds City Academy is a school where staff are supported to develop, students are encouraged to excel and high standards are the norm. We are proud of how far we have come and ambitious about where we are going next.



LCA in
Numbers
—
Proud to be
Diverse

1000

Students
educated every
day at Leeds City
Academy.

110

Languages
spoken by our
diverse student
body.

74%

Of students are EAL
(speak English
as an additional
language).

66

Ethnicities
embraced and
celebrated at our
academy.

47

Nationalities
contribute to our
rich and diverse
cohort.

Job Description and Person Specification

Post Reference: 2830

Job Title: Director of Computing and Business

Academy Name: Leeds City Academy

Grade: Leadership L5 – L9

Hours: Full time

Accountable to: Senior Vice Principal

Job Description

Role:

The postholder will demonstrate a strong commitment to supporting the achievement of all students across their learning journey from 11–16 and beyond. You will lead on the design and development of an outstanding, innovative and creative Computing and Business curriculum, encompassing high-quality vocational and academic pathways and making effective use of the latest technologies.

The role includes fostering in both students and staff the adaptable skills and positive attitudes required for lifelong learning in a rapidly evolving world. In addition, the postholder will contribute to ensuring that leaders and teachers across The White Rose Academies Trust are provided with high-quality professional development opportunities, enabling them to be highly effective practitioners.

You will also play a key role in developing and sustaining positive external relationships at both a local and strategic level, working collaboratively with The White Rose Academies Trust and other partners to support the academy's continued growth as a central resource for the community.

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

Duties and Responsibilities:

Developing professional and constructive relationships:

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting 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, managing their work where appropriate and sharing the development of effective practice with them.
- Promote the academy in partnership 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.
- Develop rigorous procedures for monitoring the performance of all members of the Science Team, 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 a Coach for a specified group of students, establishing the rapport necessary to support their social, emotional and citizenship education and development.
- Be able to prioritise, be efficient and meet deadlines.
- Be an effective and clear line manager.

Working within the law and frameworks:

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- Know how to identify potential child abuse and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.

Developing practice:

- Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, mentoring etc.)
- Recognise the importance of self-evaluation in raising standards.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being refining their approaches where necessary.
- Work effectively with the Principal and Executive Principal, the Chair of the Local Governing Body and the Local Governing Body itself to enable it to meet its responsibilities for securing effective teaching and learning and high standards of achievement, and for achieving efficiencies and value for money.
- Work closely with the Board of The White Rose Academies Trust, its other academies, strategic partners and stakeholders.

Professional skills:

- Promote and model inspirational teaching and learning around ICT and Business.
- Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ID and thinking and learning skills appropriate within their phase and context.
- 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 attainment of those they teach in order that learners meet learning objectives and make sustained progress.
 - Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
 - Adapt their language to suit the learners 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 learners, colleagues, and carers with timely, accurate and constructive feedback on learners' attainment, progress, and areas of development.
- Support and guide learners 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 learners' 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 learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the Academy's behaviour policy.
- Promote learners' self-control, independence, and cooperation through developing their social, emotional and behavioural skills.

Strategic Direction, Academy Trust and Academy wide improvement:

- To work with the Trust and LCA Senior Leadership Team to improve and develop the effective use of ICT to drive standards of teaching, learning and assessment across 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 an excellent, 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 subjects/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 their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas 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 equality of opportunity so that all children, young people, and families can access and benefit from our Trust.
 - Support the wellbeing, safety, and success of all students and young people, enabling positive educational and life outcomes.
-

Professional Responsibilities

- Uphold the professional standards expected of all academy staff in all interactions with colleagues, students, parents/carers, and the wider community.
- Act in accordance with the values, aims, and mission of the academy and White Rose Academies Trust.
- Contribute positively to the continuous improvement of the academy and to personal professional development through participation in training, meetings, appraisals, and by sharing ideas for improvement.
- Work collaboratively as a positive and supportive member of the team, recognising when to seek advice, guidance, or support.
- Apply academy and Trust policies and procedures consistently in all aspects of the role.
- Engage in reflective practice and appropriate continuing professional development (CPD) to improve effectiveness and maintain high standards.
- Contribute to the wider life, ethos, and objectives of the academy, including attendance at relevant meetings, training days, and events as required.

Safeguarding, Compliance and Conduct

- Comply with all academy and Trust policies and procedures, including those relating to safeguarding and child protection, health and safety, security, confidentiality, and data protection, and report any concerns promptly to the appropriate person.
- Take responsibility for safeguarding children and young people and for promoting their welfare, in line with statutory guidance and academy procedures.
- Maintain appropriate professional boundaries and conduct at all times.

Whilst every effort has been made to explain the main duties and responsibilities of the post, not all individual tasks can be identified. The job description may be amended by the Principal or Accounting Officer to reflect or anticipate changes to the role, commensurate with the grade and job title.

The post-holder may be required to undertake additional duties, as reasonably requested, to ensure the effective operation of the academy.

The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and to ensuring that safer recruitment practices are in place.

White Rose Academies Trust values diversity and seeks to create a workforce that reflects the communities it serves. Applications are welcome from all individuals regardless of sex, sexual orientation, race, religion or belief, marital status, age, or disability.

White Rose Academies Trust expects all staff and volunteers to share this commitment. Appointments will be subject to Safer Recruitment procedures, including an enhanced Disclosure and Barring Service (DBS) check. A criminal record will not necessarily prevent employment; this will depend on the nature of the offence and the circumstances.

This role involves contact with children and constitutes regulated activity. It is an offence to apply for this role if you are barred from engaging in regulated activity relating to children.

Person Specification

It is essential that the candidate should be able to demonstrate the criteria for the post within the context of the specific duties and responsibilities of the role: Candidates will only be shortlisted for interview if they can demonstrate on the application form that they meet all the essential requirements. Candidates are not required to meet all the desirable requirements, however these may be used to distinguish between acceptable candidates.

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 | Honours degree in ICT, Business or a closely related relevant subject | A C |
| D | MA / further qualification relating to educational pedagogy | A C |
| E | PGCE or equivalent | A C |
| E | QTS | A C |

Knowledge and Experience

| | | |
|----------|---|--------------|
| 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 | Ability to form and maintain appropriate relationships and personal boundaries with students | A I R |
| E | Ability to turn vision into reality | A I R |
| E | Ability to inspire and motivate others | A I R |
| E | Ability to lead and manage a fully inclusive school | A I R |
| E | Ability to lead the design and development of an innovative curriculum | A I R |
| E | Ability to understand, analyse and make effective use of a wide range of data | A I R |
| E | Ability to work effectively with members of the local community and a range of stakeholders in developing the Academy as a community resource | A I R |
| E | Ability to provide a safe environment to ensure the physical and psychological safety of the students | A I R |
| E | Outstanding classroom practitioner | A I R |
| E | Good knowledge and understanding of current educational thinking | A I R |
| E | Exceptional levels of literacy and the skills to decimate this knowledge to others | A I R |
| D | Proven ability to use intervention strategies to raise attainment of learners | A I R |

| | | |
|----------|---|--------------|
| D | An understanding of the challenges of Primary and Further/ Higher Education | A I R |
| D | An understanding of associated external agencies and avenue of support for young people | A I R |
| E | Track record of successful senior leadership experience | A I R |
| E | Experience of successfully changing organisational culture, in relation to aspiration, teaching practices and standards | A I R |
| E | Experience of developing and leading curriculum, innovation, using latest technologies | A I R |
| E | Experience of raising standards | A I R |
| E | Excellent record of student performance in public examinations | A I R |
| E | Experience of delivering INSET | A I R |
| D | Financial, budgetary and resource management experience | A I R |
| D | Experience of engaging with community, business and industry partners | A I R |
| D | Experience of developing, expanding and managing organisational change | A I R |

Skills and Competencies

| | | |
|----------|--|--------------|
| E | Ability to lead, motivate and develop staff, including performance management. | A I R |
| E | Clear, professional communication with students, staff, parents and stakeholders | A I |
| E | Strong commitment to cooperative working and sharing best practice | A I R |
| E | Ability to model outstanding teaching and learning | A I R |
| E | Ability to design engaging, inclusive and well-sequenced learning | A I |
| E | Uses data to monitor progress, inform teaching and raise attainment | A I |
| E | Has a strong understanding of safeguarding and supporting student wellbeing | A I R |
| E | Up-to-date subject expertise and understanding of curriculum and assessment frameworks | A I |
| E | Ability to build relationships with external partners and the wider community | A I R |
| E | Strong time management, resilience and commitment to continuous improvement | A I R |

Behavioural and Other Characteristics

| | | |
|----------|--|------------|
| E | Committed to continuous improvement | A I |
| E | Carry out all duties having regard to an employee's responsibility under Health & Safety Policies | A I |
| E | Willingness to actively participate in training and development activities to ensure up to date knowledge, skills, and continuous professional development | A I |
| E | Respectful towards all students, with total belief in their entitlement to a high-quality education, whatever their circumstances and ability | A I |
| E | Committed to raising standards of achievement through high quality classroom practice | I |

| | | |
|----------|--|--------------|
| E | Take a key role in contributing to extra-curricular and Peak Performance enrichment activities within the subject area which may require after school and weekend rehearsals | A I |
| E | Committed to the principles of the academy programme | I |
| E | Possess personal integrity, warmth and a willingness to grow and learn | I |
| E | Drive and determination | A I R |
| E | Commitment to the education of the 'whole child,' i.e., social, emotional and citizenship development | I |

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.

Application process

1

Complete Application Form

Click Apply Now and complete the form via Every, including your full employment history.

2

Application Reviewed

Your application will be reviewed against the person specification and role criteria.

3

Shortlisting

The panel confirms shortlisted applicants.

4

Interview invitation

Shortlisted candidates will receive details of the interview process and day.

8

DBS Application

Complete your DBS application and pre-employment health questionnaire via our 3rd party providers.

7

Next Steps from HR

HR will contact you about pre-employment checks and any missing documents or history queries.

6

Appointment Confirmed

You'll be contacted after interview. If successful, confirm acceptance for your HR offer.

5

Interviews

Attend the interview with three original IDs and your listed qualifications, with your completed self-disclosure form.

9

Employment Checks

HR complete all remaining pre-employment checks including overseas and employment gap history.

10

Checks Reviewed

Once complete, checks are reviewed against our statutory and legal obligations.

11

Start Date Agreed

Your line manager will agree a start date with you. HR will then issue your contract.

12

Welcome to the Team!



My WRAT Journey



2004
Teaching Assistant

2010
Year Manager

2016
Associate Assistant Principal

2019
Assistant Principal

2025
Senior Assistant Principal



“I am incredibly proud to work in education and to be part of a team that truly believes in every student’s potential. I am passionate about showing young people that resilience and determination can open every door.”

Alicia Manners *Senior Assistant Principal:
Behaviour & Attitudes*

Staff Benefits



Flexible Working

We offer flexible arrangements including term-time only, part-time, and job share opportunities.



Employee CycleScheme

Purchase a bike and accessories through our salary sacrifice scheme for a healthier, greener commute.



Annual leave entitlement

On top of 25 days annual leave, plus bank holidays. Support staff receive an extra 5 days after 5 years' service.



Supporting staff discounts

We support all education staff in accessing Discounts for Teachers, Teacher Perks and Blue Light Card.



Pay awards

Benefit from nationally agreed terms, including STPCD or NJC Green Book, as well as the Real Living Wage.



Eye test vouchers

Free eye tests and up to £69 towards glasses are provided for Display Screen Equipment (DSE) users.



Employee pension scheme

Staff are automatically enrolled in either the Teachers' Pension Scheme or LGPS.



Free flu jabs

To keep our staff safe and protected we offer free flu jab vouchers to all employees across the trust.



Real Living Wage

The trust is proud to confirm that we pay all staff in line with the real living wage £13.45ph.



Car Parking

We ensure all colleagues benefit from free on-site parking at all four of our academy sites.



Employee TechScheme

Salary sacrifice is available to purchase the latest tech after probation.



Family Friendly Policies

We support work/life balance with family-focused policies, including emergency and special leave.



Staff Wellbeing



Employee Assistance Programme

All staff and families can access Health Assured's confidential wellbeing support service with app access.



Mental Health First Aiders

Whether you just need someone to talk to, or you're facing emotional challenges, our MHFAs are on hand.



Headspace

Free access to Headspace to support mental health with meditation and mindfulness tools.



Dedicated Wellbeing Reps

Reps are here to listen to colleague feedback and organise wellbeing initiatives tailored to each academy.



Wellbeing Wednesdays

No more hump day slumps with our midweek breakfast for all staff, served from 7:45am in our refurbished canteen.



Colleague Recognition Schemes

We have a variety of schemes that allows our staff to be recognised and thanked for their hard work.





My WRAT Journey



- 2020
Teacher of English
- 2021
Assistant Director of English
- 2023
Director of English
- 2025
Associate Assistant Principal

"It's energising working with colleagues who genuinely care about what they do for the communities we serve. The career development I have had as part of the WRAT has been amazing. I really enjoy seeing how my ideas are heard, valued and are making a difference for my colleagues and the young people we teach."

Vicki Thomas *Director of English & Associate Assistant Principal*

What our people say...

"My experience at Leeds City Academy has been a very good one and I have felt really supported from when I started here by a very good pastoral team, I feel like I have thrived since year 7 and I am proud to be part of a very diverse cohort of students."

Dante *Year 9*



"I joined the Trust as a Project Officer, but once I got to know the students, I wanted a role working closely with them and the pastoral team. LCA and the Trust supported me every step of the way, and I now love my role as Safeguarding Officer and non-teaching governor."

Phoebe Horsman *Safeguarding Officer*



"I initially joined through an external organisation on a temporary basis. From day one, I felt part of the team, so when the opportunity came up to interview for a permanent role, I didn't hesitate."

Anthony Taylor *Student Support Worker*



Proud to be part of the White Rose's Academies Trust



Alder Tree Academy Primary

Alder Tree Primary is a unique inner-city school in Leeds with 420 pupils. We help every child reach their potential through engaging lessons and strong pastoral support and are proud to be nationally recognised for supporting disadvantaged pupils.

Ofsted "The school values epitomise the school's determination that every pupil will reach their full potential."

Our core values are: **Believe, Belong, Become**



Leeds City Academy Secondary

A vibrant inner-city school in Woodhouse with over 1,000 students from diverse backgrounds. A recent £8.5 million investment has enhanced facilities, supporting growth and improvement, while students and staff work proudly together to achieve even more.

Ofsted "Pupils thrive at this happy and inclusive school"

Vision Statement: **Working In Partnership**

Our core values are: **Aspirational, Caring, Professional, Respectful, Resilient and Tolerant**



Leeds East Academy Secondary

Leeds East Academy is a vibrant, diverse school in Seacroft, housed in a £14 million building. With the ambition of 'Everyone Exceptional', we support students to excel academically and personally, while fostering high standards and strong support for all staff.

Ofsted "The school nurtures pupils so they have the self-belief and resilience to succeed"

Vision Statement: **Every Child Can**

Our core values are: **Resilience, Integrity, Trust, Ambition**



Leeds West Academy Secondary

Known for its welcoming atmosphere and Performing Arts specialism, Leeds West Academy unites and inspires our community through education and opportunity. With a broad, ambitious curriculum and strong pastoral support, every student can reach their full potential, while staff are supported to thrive in a nurturing, high-standard environment.

Ofsted "A happy and inclusive school"

Vision Statement: **Evolving Excellence**

Our core values are: **Care, Commitment, Community**





