

Recruitment Information Pack



Permanent Lead Practitioner for Mathematics

Full time (part time considered)

LP Scale 5-8 £55,209 to £59,547 per annum

Required August Term 2025



Message from the Headteacher

Thank you for showing an interest in the Lead Practitioner in Mathematics 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 the positive contribution that our colleagues and students make by promoting a strong sense of community and responsibility towards others. Every student is important to us. We have high expectations of our students and believe that they deserve nothing less than a first class education, through expert teaching and outstanding curriculum experiences. It is our role as teaching professionals to foster within all students 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, aspirational 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, into 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 believe that through collaboration and investment in high quality coaching, all staff can develop their professional capital and agency, allowing them to have a positive impact on the culture within the school, our students and on the community in which the school serves. 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 lasting future opportunities for them.

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.

The Advert

Permanent Lead Practitioner for Mathematics Full time (part time considered) LP Scale 5-8 £55,209 to £59,457 per annum Required from the August 2025

The Headteacher and Governing Body are wishing to appoint to a Lead Practitioner and teacher of Mathematics. 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. The successful candidate will have a real passion for learning and the ability to promote the Academy's vision, inspiring colleagues to develop professionally, enhancing the teaching practice of staff across the Academy and our MAT. By modelling excellence in planning, teaching and assessment and maintaining excellence within their curriculum team, the post holder will support staff across the school to achieve high standards of learning and achievement. The Lead Practitioner will work closely with other Lead Practitioners to promote our vision, culture and ethos of Learning and Teaching across the Academy, to ensure that there is high quality teaching in place for all students so that our core value of **'no student will underachieve'** is fulfilled.

The Lead Practitioner pay range and starting point will be determined by the post holders current experience and be from LP1 range.

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 **Wednesday 7th May at 10am**
Interviews will take place shortly afterwards the following week.

'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
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 of A4**, font no smaller than Arial 11.
In your letter, answering the question 'How will you lead on developing a collaborative culture that improves the experiences and outcomes in Mathematics for the young people at Bosworth Academy and the wider LIFE MAT'.
2. **Complete the application form.**

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

Please send completed applications **by 10:00am 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 Mrs Leander Mason via the email below or 01455 822841 ext 315 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

Job Description for Lead Practitioner

Title: Lead Practitioner for Mathematics

Job Purpose:

- To lead the improvement of learning and teaching across our LIFE Multi-Academy Trust and at Bosworth.
- To lead on learning and teaching at Bosworth and within own curriculum team, ensuring that the team remains an exemplar of outstanding practice and student outcomes.
- Lead, inspire and motivate colleagues in developing their learning and teaching practice to have a major impact on improving student attainment across our MAT.
- To coach teachers at Bosworth Academy towards achieving excellent outcomes for all.
- Lead and promote professional learning opportunities to enable staff and students to achieve excellence, fulfilling their potential.
- To work closely with other Lead Practitioners and the Extended Leadership Team/Senior Leadership Team in developing, implementing and evaluating policies and practice that lead to school improvement across the MAT.
- Act as a leading professional to be part of a centre of outstanding practice; modelling excellence in planning, teaching and assessment to support staff across the MAT to achieve high standards of learning and achievement.
- To continually research into best practice across the MAT and beyond, sharing and embedding this practice where needed.
- To promote the vision, culture and ethos of our MAT and School.

Responsible to: The CEO, Headteacher, Deputy Headteacher, Lead Practitioner Leader, Curriculum Leader

Responsible for:

- Quality of teaching, learning and progress of students across the LIFE Multi-Academy Trust, in Bosworth and across own curriculum team
- Seeking out and sharing most effective practice across the MAT, both in Learning and teaching and across curriculum teams and key stages
- To support underperformance in teachers by designing support programmes enabling them to improve through modelling, coaching and frequent feedback
- Supporting students to achieve their best whatever their ability
- Supporting the Senior Leadership Team in creating a culture for continuous professional learning, committed to achieving highly in all schools in the MAT

- Working collaboratively with other Lead Practitioners (and coaching those on a lower pay range).
- Delivering Professional Learning to meet staff needs and raise standards across the MAT

Functional Relationships:

- Member of the Lead Practitioner Team (across MAT)
- Membership of a Curriculum Team and a Year team
- Member of ELT (SLT on invite)
- Member of Learning and Teaching Groups
- Liaison with other subject teachers across the MAT
- Liaison with classroom based staff
- Liaison with Clerical and Technical Support staff

Grade and Salary:

Lead Practitioner LP 5- 8 (dependent on experience)

Conditions of Service:

Post subject to Teachers' Pay and Conditions

Job Description for Teacher of Mathematics

Title:	Teacher of Mathematics
Job Purpose:	To be a member of the Teaching staff of the Academy with specific responsibility for teaching Mathematics and being a tutor
Responsible to:	The CEO, Head Teacher, Head of Faculty/Mathematics Coordinators and a Year Head
Responsible for:	<ul style="list-style-type: none"> • The planning and delivery of effective classroom teaching in Mathematics incorporating appropriate ICT skills • Supporting students to achieve their best, whatever their ability • Monitoring the progress of students within classes taught • Using effective assessment techniques and providing students with achievable targets and appropriate feedback • Tutoring a group of students, providing guidance, delivering a PSHE programme, and monitoring their progress across the curriculum • Liaison with their parents/guardians • Working collaboratively with colleagues in both Curriculum and year teams • Ensuring that Academy policies are implemented • Promoting the Academy ethos
Functional Relationships:	<ul style="list-style-type: none"> • Membership of the Mathematics Faculty, subject specialist teams and a Year team • Liaison with other subject teachers • Liaison with learning support staff • Liaison with clerical and technical associate staff • Liaison with Mathematics tutors
Grade and Salary:	<p>MPS/UPS</p> <p>Applications from Early Careers teachers would be welcome, a full induction programme is offered</p> <p>Applications from existing practitioners seeking new challenges and development are also welcomed.</p>
Conditions of Service:	Post subject to Teachers' Pay and Conditions
Teacher Standards:	<p>Link to the teacher standards:</p> <p>https://www.gov.uk/government/publications/teachers-standards</p>

Job Profile continued

Specific Duties and Responsibilities

- Day to Day Management:**
- Classroom management and general oversight of the welfare of students in classes and around the Academy
 - Implementation of all Academy policies and routines
 - Contribute to the continued improvement of the Academy

Teaching Role: As in Teachers' Pay and Conditions of Service and as directed by Academy Headteacher

Teacher MPS/UPS

Applications from Early Careers teachers would be welcome, a full induction programme is offered or an existing practitioner seeking new challenges development.

Examples of the types of responsibilities and activities associated with the specific duties of this post. This is not exhaustive and will be subject to changing emphasis.

Day to day classroom management activities	
Recording Student attendance	Planning and preparing lessons
Assessing students' work and progress	Producing appropriate learning materials and ensuring students develop key learning skills
Recording student assessment data	Participating in Faculty and whole school planning
Using assessment data to inform lesson planning	Setting achievable/aspirational targets for students
Maintaining effective contact with parents	Working to achieve Faculty and whole school targets
Taking responsibility for the classroom learning environment: <ul style="list-style-type: none"> • Display • Reporting routine maintenance needs • Monitoring the condition of furniture etc 	Implementation of academy policies in relation to: <ul style="list-style-type: none"> • Equal Opportunities • Student Welfare and Behaviour • Health and Safety, • Classroom Observation etc
Participating in Staff Development	Teaching the Tutor Programme

Person Specification for Lead Practitioner of Mathematics

	Essential	Desirable
Qualifications and Professional Learning	<p>Appropriate Degree</p> <p>Qualified Teacher Status</p> <p>Experience of teaching across 11-18 age range</p> <p>Effective team member and leader</p>	<p>Understanding of how the 'professional learning journey' as part of CPL impacts on student outcomes</p> <p>Evidence of a range of supportive professional development</p> <p>Evidence of post-qualification development</p>
Professional Development Learning and Teaching	<p>Evidence of commitment to own professional development</p> <p>Established and evidenced practice as an outstanding teacher over a prolonged period</p> <p>Experience of leading on aspects of learning and teaching initiatives beyond own classroom</p> <p>Excellent understanding of what constitutes outstanding teaching and learning practice</p> <p>Experience of coaching, mentoring and conducting lesson observations</p> <p>Understanding of current curriculum issues with own subject and able to support colleagues in curriculum development</p>	<p>Direct impact on professional development of others that has raised student achievement</p> <p>Evidence of leading professional learning for staff</p> <p>Experience of providing effective feedback to colleagues to improve their performance</p>
Skills and Experience	<p>Excellent interpersonal skills</p> <p>The ability to foster positive professional relationships and work effectively with staff of varying experience</p> <p>Innovative approaches to raising student attainment through high quality learning strategies and monitoring progress</p> <p>Enthusiasm and passion for teaching and learning and own subject</p> <p>Understanding of the importance of the inter-relationship between all areas of the curriculum in a secondary school</p>	<p>Awareness of recent developments and initiatives in education</p>

	<p>Knowledge of learning technologies and how they add to the teaching and learning experience of students</p> <p>Effective use of assessment for learning to engage learners</p> <p>Ability to plan and resource interventions to meet student/curricular needs</p> <p>Excellent knowledge of classroom skills and Teacher Standards</p> <p>Willingness to deliver the school's PSHE programme</p>	
Leadership	<p>Experience of leading staff and securing quality outcomes</p> <p>Motivate, challenge and inspire colleagues to provide outstanding provision for learners</p> <p>Be a strong role model for staff and students</p> <p>To have a shared vision for learning through teamwork, collaboration and ensuring a consistent approach</p> <p>Ability to analyse data to identify trends and intervene as appropriate</p> <p>Have secured elements of excellent practice that have been shared with colleagues to improve their practice</p>	<p>Play a proactive part in networks wider than the Academy</p> <p>Evidence of effective classroom management strategies</p> <p>Evidence of being an effective member of a team</p> <p>Contribute to appraisal of staff</p>
Parents/Guardians and the Community	<p>Understanding the importance of the Multi-Academy Trust in securing the best outcomes for all students in our community</p> <p>Knowledge of the ethos of Bosworth Academy</p> <p>Evidence of effective relationships with young people</p>	<p>Evidence of involvement with Community groups and/or Parents</p>

Person Specification for Teacher of Mathematics

	Essential	Desirable
Qualifications	Appropriate Degree Qualified Teacher	Evidence of a range of supportive professional development Evidence of post-qualification development
Experience	At least one teaching practice in a comprehensive school	Experience of working with young people in the 11 to 19 age range
Curriculum	Understanding of current curriculum issues with particular reference to the teaching of Mathematics Enthusiasm for the subject. Understanding of the importance of the inter-relationship between all areas of the curriculum in a secondary school. Ability to teach Mathematics at Key Stages 3 and 4 Knowledge of ICT applications Willingness to deliver the Academy's PSHE programme	Evidence of clear ideas about the delivery of the Mathematics curriculum to all abilities Evidence of the production of learning resources Knowledge of the GCSE syllabus and appropriate 'A' level syllabus Experience of teaching Mathematics at Key Stage 5 Ability to contribute to extra-curricular activities Ability to contribute to the teaching of Computer Science
Management	Understanding of good classroom management techniques Ability to be part of a Faculty team and a year team	Evidence of effective classroom management strategies Evidence of being an effective member of a team
Parents and the Community	Understanding the importance of the partnership between parents and Bosworth Academy	Evidence of involvement with Community groups and/or Parents
Personal Qualities	Ability to develop good relationships Good communication skills High level of commitment to the Academy Ability to work in a team, follow instructions and be self-organising Record of good attendance	Evidence of good working relationships with a range of people Evidence of a willingness to work hard Be able to demonstrate that she/he can work as part of a team and be able to meet deadlines and achieve targets

Faculty Overview – Mathematics

About our team

The Mathematics team at Bosworth Academy currently consists of 12 subject specialist teachers with a variety of skills and strengths. All of the team are committed to securing strong outcomes for students, are supportive of each other and work effectively together.

The department leadership team is composed of the Team Leader, a Lead Practitioner, and two Assistant Team Coordinators (2 x TLR 2a). In addition to the teaching staff the team have a Teaching Assistant linked to the Mathematics team who works in classes to aid those on the Special Education Needs register. We also have three Mathematics Tutors to provide support to small groups of targeted students.

The Mathematics Curriculum

Key Stage 3

We were one of the very first schools delivering a curriculum inspired by the work of the 'Singapore Mathematics Scheme', which places an emphasis on moving from concrete representations to pictorial and finally abstract methods to solve problems. We currently use some light setting in Key Stage 3, with a separate numeracy intervention 'Fresh Start' class. We currently teach mixed attainment in Year 7, with setting for Year 8 and Key Stage 4.

Key Stage 4

Students at Key Stage 4 currently follow the AQA Mathematics GCSE. Some students are entered for an Entry Level qualification.

We have a strong track record of excellent outcomes at GCSE. In 2022, 80% (2021, 82%) of our students achieved grade 4-9, 49.2% (65%) grade 5-9 and 19.4% (25%) grade 7-9 and we have also seen significant improvements in the measures of progress across all groups. Our challenge currently is to ensure that our level of achievement is not merely maintained but is improved upon still further. We also enter an ever growing cohort of our most able Year 11 students for the AQA Level 2 Further Mathematics qualification.

Post 16

Mathematics is the most popular A Level subject at Bosworth, and one of the most successful. There are currently four A Level groups in Year 12, and four groups in Year 13. Students follow the AQA GCE course at both levels.

We also have a group studying Further Mathematics in each Year 12 and Year 13, following the Edexcel specification.

We have a track record of excellent results at A Level. We consistently score at an ALPs three or above, with 53% of students in 2022 attaining a grade A or A* and 91.2% attaining a grade C+.

General Information, accommodation and resources

Recent areas of focus for our planning work have included approaches that encourage the development of problem solving skills, developing lesson plans that follow the Academy model for outstanding, making Mathematics real, and, identifying opportunities and strategies to engage students in active learning.



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*

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.

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.



*Success is celebrated
 and rewarded*

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.

Presumed Professionalism

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.

Development of Professional Capital and Excellence

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.

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.

Examples of the many opportunities we encourage staff to take up externally include:

- 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)

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.

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.

Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.

Great access to progression and leadership responsibility	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.
Collaboration across all schools	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.
Sabbatical and flexible working policies	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. Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.
Strong Induction Process	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.
ECF Programme	We offer Early Career Teacher a robust, supportive and bespoke training programme which will enable you to develop into an outstanding teacher.
Continued ECT and ECT support	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.
3DJ Networks	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.
Attendance of staff	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.

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