

# Recruitment Information Pack



## Bosworth Academy

**Mini Bus Driver (PM)**

**Permanent**

**Paid at Grade 4 (points 5- 6 )**

**10 hours per week, term time only (38 weeks per year) some adhoc daytime driving required for sports fixtures**

**Actual Salary £5,427 - £5,470 pa ( £24,033- £24,222 FTE)**

**Required January 2025**



## Message from the Headteacher

Thank you for showing an interest in the Cover Coach 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.*

# The Advert

## Mini Bus Driver with D1 Licence PM hours Permanent

Paid at Grade 4 (points 5- 6 )

10 hours per week, term time only (38 weeks per year) **some adhoc  
daytime driving required for sports fixtures**

Actual Salary £5,427 - £5,470 pa  
(£24,033- £24,222 FTE / £12.45 - £12.55 per hour)

Required January 2025

Bosworth Academy is the lead institution within the LiFE Multi-Academy Trust. We are seeking to appoint a mini bus driver with D1 on driving licence to support our afternoon school run. You will be responsible for transporting students and ensuring their safety and wellbeing.

Bosworth Academy is a popular and expanding 11-19 school, which has been recognised as outstanding by Ofsted in its recent inspection, and is increasingly the school of choice for parents in the area. Our school is highly regarded and supports our community effectively. We believe our community deserve nothing less. Bosworth Academy is the lead school in the LiFE Multi Academy Trust, which has been recognised by Ofsted as an 'Outstanding' school in our published inspection. Our School is increasingly the school of choice for parents in the area, is highly regarded and supports their community effectively.

**The closing date for completed applications is 3pm on Monday 13<sup>th</sup> January 2025, with interviews to follow shortly after.**

"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](mailto:hr@bosworthacademy.org.uk)  
CEO: Mr Chris Parkinson                      Headteacher: Mr Simon Brown



Developing *confidence*  
*and resilience*



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](mailto: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 12. In your letter, address your experience, vision for education and how you meet the requirements of the post.
2. Complete the application form via E teach

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

Please ensure applications are completed **by 3:00pm on the closing date as specified in the advert via Eteach.**

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 ex 315 who will be happy to 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](mailto:hr@bosworthacademy.org.uk)

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

*Doing the best we can for our students is at the heart of everything we do. **Investors in People (Gold Award)***

## 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
- An Employee Assistant Programme
- Childcare and cycle to school vouchers
- Located in Leicestershire our schools have excellent transport links and road networks

## Job Description

**School:** Bosworth Academy

**Job Title:** Mini Bus Driver

**Grade:** 4 (points 5-6), 10 hours per week x 38 weeks per year. Plus some casual hours for sports fixtures.

**Responsible To:** Headteacher, Senior Leaders, Person(s) in school responsible for transport.

**Responsible For:** Safety of students whilst on the bus and basic maintenance

### Key

**Relationships/** Teachers, Senior Leaders, support staff, Person(s) in school responsible for

**Liaison with:** transport.

**Job Purpose:** To drive the minibus to transport students and staff in accordance with the Rules and Regulations of the Highway Code and in accordance with good practice provided by the County Council's Code of Practice No 14 'Policy on Driving on Local Authority Business' to maintain student, staff and public safety whilst on the highway.

To provide basic maintenance of the minibus e.g. oil levels, cleaning of vehicle to maintain basic working order and prevent unnecessary deterioration of the vehicle



inspiration innovation integrity



### Main Duties and Responsibilities:

- Drive the minibus in accordance with the Regulations of the Highway Code, County Council's Code of Practice for minibus drivers and training provided to maintain student, staff and public safety whilst on the highway.
- Provide daily visual checks and basic maintenance for the vehicles as required.
- Report any vehicle defects, faults, incidents and accidents.
- Be responsible for the cleanliness of vehicle inside and out and
- Ensuring the vehicle is in a clean and roadworthy condition before and after use.
- Refuel vehicle as required.
- Maintain accurate records of vehicle usage.
- Maintain and help to promote a good company image e.g. work attire should be worn at all times and kept in a clean and tidy condition.
- Work within Health and Safety guidelines, fire regulations and other
- County and Academy policies that may be issued from time to time.
- Undertake any other associated duties as required by the manager e.g. collection or delivery of equipment or staff as required.





# Person Specification

	Essential	Desirable
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• D1 Licence</li> <li>• Clean Driving Licence</li> <li>• Hold a current, clean and valid driving licence D1 unrestricted or a PCV Licence, D1 restricted (car licence obtained prior to 01/01/1997) be considered</li> <li>• Be 25+ (for insurance purposes)</li> <li>• Capability to maintain accurate vehicle and user records</li> <li>• Competent to undertake daily and weekly vehicle checks and carry out basic maintenance</li> <li>• Midas trained</li> <li>• PCV licence holder</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of driving a large vehicle, preferably an LGV</li> </ul>	<p>✓</p>	
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Knowledge of child protection and health and safety procedures</li> </ul>	<p>✓</p>	
<p><b>Skills/Attributes</b></p> <ul style="list-style-type: none"> <li>• Pleasant approachable personality</li> <li>• An ability to communicate with a range of people</li> <li>• Patient manner</li> <li>• Ability to work on own initiative and as part of a team</li> <li>• Reliable and trustworthy</li> <li>• Honest, sense of responsibility and confidentiality</li> <li>• Flexible approach to working arrangements</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	



<ul style="list-style-type: none"> <li>● Willing to undertake training as appropriate</li> <li>● Sense of humour</li> <li>● Experience of working with young people</li> <li>● Interest in sport</li> </ul>	✓ ✓ ✓ ✓	
<p><b>General Circumstances</b></p> <ul style="list-style-type: none"> <li>● Attendance - evidence of regular attendance at work</li> <li>● An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations</li> </ul>	✓ ✓	
<p><b>Factors not already covered</b></p> <p>Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Disability Discrimination Act</p>	✓	

# 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 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.

#### **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
<b>Putting your trust in our Trust</b>	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.
<b>Coaching</b>	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.
<b>Personal Improvement Plan versus Performance Management</b>	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.
<b>Health and Wellbeing Strategies</b>	Having happy and healthy staff is key to a successful organisation. The Trust is committed to:



	<ul style="list-style-type: none"> <li>• providing employees with a safe, healthy and supportive environment in which to work</li> <li>• recognising that the health and wellbeing of our employees is important</li> </ul> <ul style="list-style-type: none"> <li>• providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged</li> </ul> <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>
<p><b>Equality and Equal Opportunities</b></p>	<p>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>
<p><b>Presumed Professionalism</b></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><b>Development of Professional Capital and Excellence</b></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"> <li>• The National Professional Qualification for Headship (NPQH)</li> <li>• The National Professional Qualification for Senior Leadership (NPQSL)</li> <li>• The National Professional Qualification for Middle Leadership (NPQML)</li> <li>• The Outstanding Teacher Programme (OTP)</li> <li>• Initial Teacher Training (ITT)</li> </ul> <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><b>Great access to progression and leadership responsibility</b></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><b>Sabbatical and flexible working policies</b></p>	<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>
<p><b>Strong Induction Process</b></p>	<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>
<p><b>ECF Programme</b></p>	<p>We offer Early Career Teacher a robust, supportive and bespoke training programme which will enable you to develop into an outstanding teacher.</p>
<p><b>Continued ECT and ECT support</b></p>	<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>
<p><b>3DJ Networks</b></p>	<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>
<p><b>Attendance of staff</b></p>	<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**