



APPLICATION PACK

POST REFERENCE: 2202

ROLE: SENIOR PASTORAL LEADER: KEY STAGE 3 LEADER

START DATE: AS SOON AS POSSIBLE

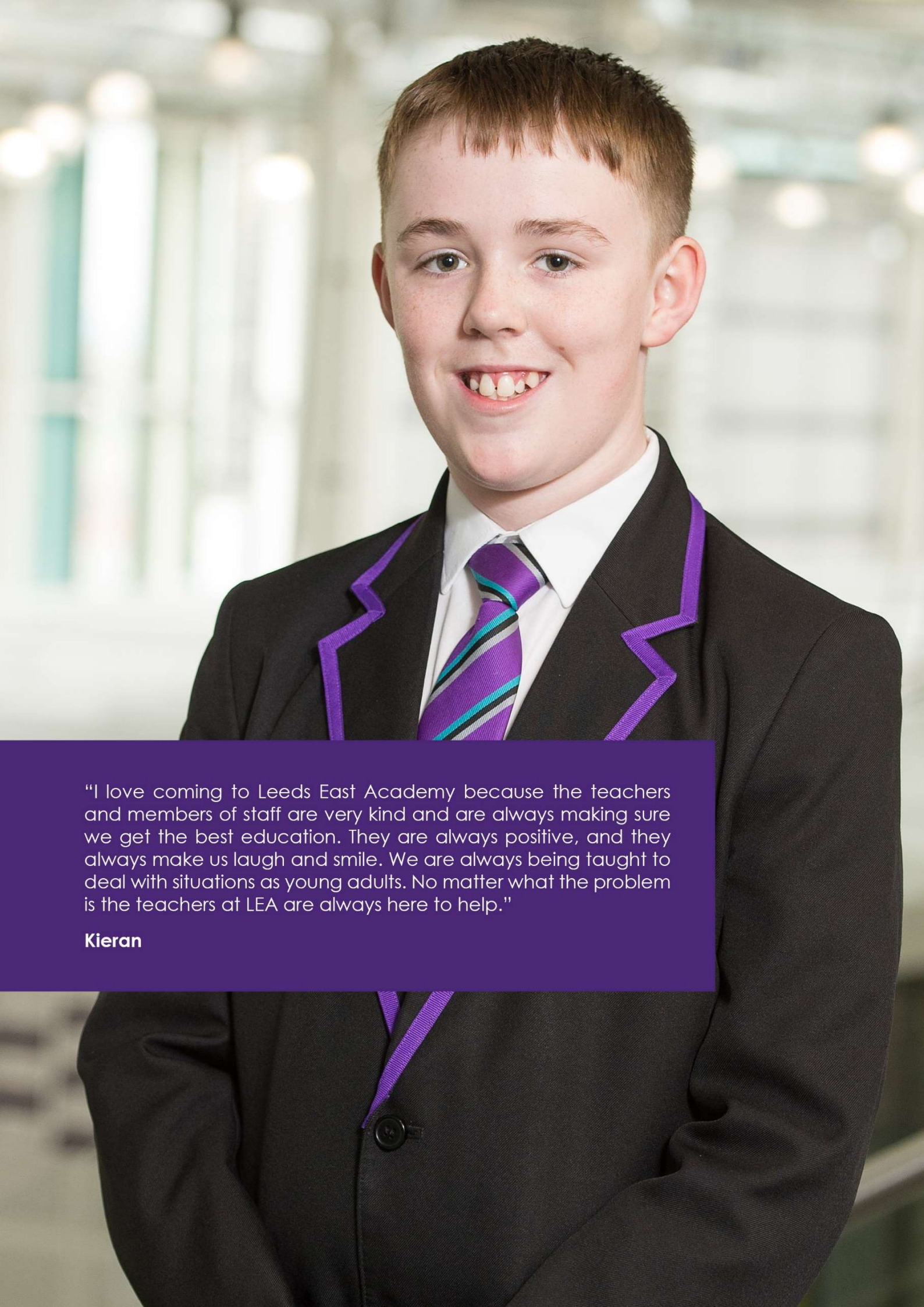
SALARY: PO5 – ACTUAL SALARY £43,321 TO £46,272

**HOURS: 39.5 HOURS PER WEEK,
TERM TIME ONLY PLUS 15 DAYS**

Leeds East Academy
South Parkway
Seacroft
Leeds, LS14 6HA

Telephone:
0113 273 1964
Email:

recruitment@whiteroseacademies.org



"I love coming to Leeds East Academy because the teachers and members of staff are very kind and are always making sure we get the best education. They are always positive, and they always make us laugh and smile. We are always being taught to deal with situations as young adults. No matter what the problem is the teachers at LEA are always here to help."

Kieran

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MESSAGE FROM THE TRUST

Dear applicant,

We are delighted that you are considering applying for a role within the White Rose Academies Trust. Your interest comes at an important and exciting time in the development of the trust and our relentless implementation of our 2025 vision. At the heart of this vision is the aim for more young people and colleagues to benefit from our community-focused philosophy; the belief that the education we deliver regenerates our communities and transforms lives.

In December 2020, we reached our first milestone when our first primary joined our trust as a sponsored academy. Already, this truly community-focused academy, now named Alder Tree Primary, has enriched our trust and so, our vision is one step closer to becoming reality. Therefore, you could not be joining us at a more exciting point in our ongoing transformation. As we look forward to the prospect of many more schools joining us, the reality is that this could be a pivotal moment in your career. As we grow, the opportunities within our trust and the wider Luminate Education Group are limitless.



The power of a vision is best measured by the number of detractors who claim it cannot be achieved. In our roles as Chief Executive Officer and Executive Principal of the White Rose Academies Trust, it has been a privilege to witness the drive and determination with which our staff have implemented our vision, to ensure that our academies provide:

- world-class levels of teaching and learning,
- bespoke pastoral care that nurtures our students' aspirations,
- inspiring learning environments where our students can make mistakes and overcome their personal fears to become the best version of themselves,

- industry-leading continuous professional development for all staff, as investing in our colleagues is always the right thing to do,
- local centres of community transformation.

The hard work has been recognised, and whilst we know our work is far from complete, we are proud to have reached several milestones:

- 'Good' Ofsted ratings at all three secondary academies in 2019, with an 'Outstanding' rating at Leeds City Academy for Leadership and Management.
- We welcomed our first primary in late 2020, Alder Tree Primary.
- We began an aspirational journey in 2021 by joining High Performance Learning's 'World Class' school transformation programme.

Our dedicated staff, incredible governors and amazing students are relentless in their shared aim to create truly world-class schools. The trust strives daily to empower its Academy Principals to create schools that truly represent the communities they serve. We insist that our academies and our trust are externally focused, obsessive in their quest to learn from the very best, never leaving self-improvement to chance. We see vacancies such as this as an opportunity to attract talent, bringing the best practice into our trust. By joining us, you become a crucial part of the team that will deliver our powerful vision. Together, we will transform lives.



THE WHITE ROSE ACADEMIES TRUST “WE SAID, WE DID”



Yours sincerely,

Mr Andrew Whitaker
CEO, White Rose Academies Trust
Deputy CEO Teaching and Learning, Luminate Education Group



Yours sincerely,

Sarah Carrie
Executive Principal

MESSAGE FROM THE PRINCIPAL

I am absolutely delighted to share this amazing opportunity at Leeds East Academy, as we seek to recruit another talented and aspirational professional to join our team.

I am sure that having read about the White Rose Academies Trust, Leeds East Academy, our students and our continued journey of transformation, I am confident you will be keen to become an integral part of building something remarkable.

Our core values of: Resilience, Integrity, Trust and Ambition are at the heart of everything we do, ensuring that our students receive an excellent academic and pastoral experience.

Leeds East Academy is a vibrant, diverse, and welcoming school community, which is currently making excellent progress. As part of the White Rose Academies Trust, Leeds East Academy has set its ambition to be rated Ofsted 'Outstanding' in the next two years. This is a challenge that both staff and students alike are determined and excited to meet.



I am delighted to report we are well on our way with this journey as in our recent Ofsted inspection the academy was judged to be 'Good' in all areas of the Ofsted framework. This is a fantastic achievement for the school and our community, and we are very excited about commencing the next phase of our journey to outstanding.

Our ambition for all stakeholders is quite simply 'Everyone Exceptional'. As we continue this journey of transformation, we are determined to provide both an exceptional quality of education and culture for all students at Leeds East Academy. We are committed to supporting all our students to excel academically and personally to become aspirational and inspirational young people, who are ambassadors of change for their community.

Leeds East Academy is a unique and very special place to work. Our philosophy is grounded in securing the highest professional standards through the implementation of a framework of 'high expectations, high challenge and high support' for all professionals. As a key member of the White Rose Academies Trust and ground-breaking Luminate Education Group, all professionals benefit from exceptional CPD like no other in the City. A broad, varied and highly personalised CPD offer is in place, driven by the latest educational research, focused on the development of all professionals in the organisation at each career stage. Colleagues train with us, grow with us and progress with us. There is no better time to join Leeds East Academy as a colleague.

Leeds East Academy serves the community of Seacroft and other surrounding areas and is fortunate to be housed in a £14 million building, which opened in late 2013. Staff and students at the academy benefit from a bright, modern, heavily resourced learning environment, which is highly flexible to meet the needs of the 21st century learner.

It is a privilege and an honour to be the Principal of such an amazing school. It is an extremely exciting time to join us as we embark on our journey to outstanding.

I hope you enjoy learning about our students, our school and our culture, and I look forward to the possibility of working with you should you choose to apply for this role.

SO, NOW IT'S OVER TO YOU...

- Are you eager to join a forward-thinking organisation committed to securing the highest educational, professional, and personal standards?
- Do you feel you will thrive within a culture that is driven by clear values that permeate everything we do?
- Do you feel passionately about transforming student lives and the opportunities provided to our communities? If so, then we would be delighted to hear from you.



Yours sincerely,



Danny Bullock
Principal

JOB DESCRIPTION

Post Reference: 2202

Job Title: Senior Pastoral Leader: Key Stage 3 Leader

Grade: PO5 – Actual salary £43,321 TO £46,272

Hours: 39.5 hours per week, term time only plus 15 days

Accountable to: Assistant Principal: Positive Behaviour

Role:

To work with key colleagues in the academy to further develop the strategic management of the academy's Key Stage 3 pastoral provision. This will include having a particular focus on further strengthening the positive climate for learning within the academy to ensure the continued growth and success of the academy. You will take responsibility for safety and welfare of students in the academy.

Please note that this job description should be read in conjunction with the National Core Standards for Teachers for main-scale post holders and the post-threshold standards where applicable or the non-teaching equivalent incorporating academy standards.

Please note that this job description should be read in conjunction with the National Core Standards for Teachers for main-scale post holders and the post-threshold standards where applicable or the non-teaching equivalent incorporating academy standards.

You may be deployed in other White Rose Academies Trust locations within a reasonable distance from your main place of work from time to time. You will be compensated for your additional travel costs.

NB: All post-holders at 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 practice direct the work of every adult working at or associated with White Rose Academies Trust.

General Duties and Responsibilities:

- Take a lead role in ensuring there is a high standard of behaviour around the academy at all times, specifically for your Key Stage
- Deliver training in line with the Positive Behaviour policy to identified colleagues
- Take a lead on the organisation of morning, break, lunch and after school duties
- Deliver assemblies in line with the academy Core Values framework and promote the high expectations of students attitudes to learning at all times
- Ensure that any data relevant to responsibilities is checked for accuracy and carefully analysed before actions are put in place, and that all actions are carefully monitored to evaluate the impact
- Develop and improve the academy's behaviour data management systems
- Support the academy with all key events, including Open Evenings
- Respond to parental queries and complaints as directed by the Principal/Vice Principal
- Challenge underperformance within the Key Stage 3 pastoral team, and to take a role in supporting underperforming staff, as required by the Principal.
- Report to the Principal and Local Accountability Board on areas of responsibility as required.
- Ensure the academy's culture of vigilance is upheld at all times and all safeguarding processes and procedures are appropriately followed

Duties specific to the role:

- Strategically lead and monitor to ensure a high standard of behaviour around the academy at all times for KS3
- Strategically lead and monitor the ensure high expectations of attendance and offer high challenge in relation to attendance at KS3

- Offer high support to teachers with whole school routines and behaviour management
- Have overall pastoral and holistic responsibility for all students within KS3
- Have operational oversight of managed moves, Fixed Term Suspensions and Planned Interventions within relevant year groups ensuring all relevant paperwork is complete, processes are followed, and all stakeholders made aware
- Line manage the KS3 behaviour and attendance leader, as well as the two attendance and behaviour managers for KS3 with the framework of high expectation, high challenge, and high support
- Oversee the strategic development of all areas of pastoral care for KS3
- Contribute to effect policies and processes to ensure all KS3 students feel safe in the academy
- Ensure that data relevant to KS3 is checked and analysed to ensure that appropriate actions, interventions, and support mechanisms are put in place
- Report against key performance targets defined in the academy development and improvement plan
- Support students through interventions to ensure they have key strategies to be successful learners
- Ensure that all KS3 interventions are data led and impact is measured
- Organise and chair all KS3 student support meetings (half termly) to ensure the correct support is being offered for KS3 students
- Attend/ensure there is a representative present at all 'high support for vulnerable learners' attendance fortnightly meetings for KS3 to support exceptional attendance
- Liaise with other professionals to ensure student support meetings have the correct and relevant data to ensure meetings are purposeful
- Ensure that attendance is a high priority in the weekly pastoral briefing
- Plan and facilitate Continued Professional Development to pastoral colleagues
- Quality Assure dismissal routines for KS3

- Support social times for KS3 and lead the dismissal routines for KS3 where necessary
 - Regularly undertake data analysis of the behaviour data across KS3 to ensure appropriate cohorts are identified and receive intervention which supports their student experience
 - Work closely with leaders to ensure that there is a high-quality transition package for students from primary to secondary and then year group to year group.
 - Engage with parents in a professional manner where appropriate ensuring they are kept up to date on all relevant data
 - Where directed to do so, contribute to the Guardian time programme in the way of resources and assemblies
 - Uphold all professional standards that is expected of all colleagues including punctuality, attendance and dress
 - Where appropriate challenge underperformance within the KS3 pastoral team
 - Support and hold Key Stage 3 Guardians to account
 - Keep up to date with all relevant safeguarding training pertinent to your role and attend appropriate meetings
-

Equal Opportunities:

- To promote equal opportunities in Education in Order that all children and families will gain optimum benefit from the service provided
 - To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing
-

Generic Staff Requirements:

- Uphold the professional standards expected of every member of staff in all dealings with colleagues, students, parents/carers and the wider community
 - Adhere to the principles expressed in the aims of the Trust and its mission statement
 - Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement
 - Be a positive, collaborative team member
 - Apply Trust policies in all aspects of the role
 - Keep up to date with all aspects of the safeguarding children policy as it applies to the post
-


Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

This job description will be reviewed annually. The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through the White Rose Academies Trust Performance Management Policy. The Governors and Principals of the White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

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.



"Whilst working at LEA I have had the experience of meeting the most amazing diverse community of students and staff. The best thing about the academy is the inclusivity it prides itself on therefore, making sure every individual reaches their full potential. I am proud of the tailored interventions the academy provides to every student who requires it, making sure to meet the individual needs of every learner. Since working for LEA I have also experienced continued uplifting support every day which truly stimulates an inspiring work environment."

Sara Zaman, Learning Support and Care Assistant

PERSONAL SPECIFICATION

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		
D	A Level, NVQ, Degree or equivalent and relevant experience	A I R
D	Relevant qualification or experience	A I R
E	A good level of appropriate ICT skills	A I R

EXPERIENCE/KNOWLEDGE		
D	Recent successful experience in demonstrating impact in a similar role	A I
E	Recent experience in leading, developing and holding a team to account, including experience of adhering to line management structures	A I
E	Recent successful experience of supporting students overcome a range of personal barriers to achieve academic success	A I
E	Able to develop positive relationships with a wide range of young people	A I
E	Experience in developing bespoke personalised intervention to overcome barriers to learning	A I
E	Experience of working and leading in an education setting with challenging students	A I
E	Experience in improving the behaviour and attendance of groups of students	A I

D	Experience of co-ordinating internal and external alternative provision to support students in better behaviour.	A R
E	Successful contributions to teamwork	A T
E	Excellent knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	A I
E	Excellent knowledge, understanding and commitment to safeguarding and promoting the welfare of students	A I
E	Demonstrate further professional development through qualifications or training	A I
D	Experience of having a Child Protection caseload	A I
D	Experience of coordinating and leading educational visits which have had a meaningful impact on the lives of students	A I

SKILLS, ATTRIBUTES AND ABILITIES		
E	Able to work under pressure and meet deadlines	A T I
E	Possess strong interpersonal skills and able to communicate effectively with children and adults	A
E	Able to use data to identify specific cohorts who need interventions and demonstrate impact of said interventions	A I
D	Able to make links and coordinate strong relationships with external agencies and partners who can support children and families through a multi-agency approach	A I
E	Able to chair meetings with internal and external professionals	A I
E	Excellent experience of developing appropriate strategies for children with SEMH needs	A I
E	Possess strong interpersonal skills and able to communicate effectively with children and adults	A I
E	Able to keep accurate and up to date records	A I
E	Able to use ICT for recording, monitoring, and reporting	A I
E	Able to effectively interpretation, analysis and use data	A I

E	Be resilient, reliable, in good health, and possess a sense of humour	A I
E	Able to use progress data of students to benchmark, track and improve attendance of students for whom responsible	A I
E	Possess emotional resilience in working with challenging behaviours; and attitudes to the use of authority and maintaining discipline	A I
E	Able to deal sensitively with people and achieve positive outcomes	A I
E	Possess a high level of motivation and commitment	A I
E	Be committed to own personal development and learning	A I
E	To promote equality, diversity and inclusion and demonstrate this within the role	A I
E	Be responsible for promoting and safeguarding the welfare of students	A I
D	Able to form and maintain appropriate relationships and personal boundaries with students	A I

GENERAL		
E	Be respectful towards all students, with total belief in their entitlement to a high-quality education, whatever their circumstances and ability	A I
E	Be committed to the principles of the academy programme	I
E	Possess personal integrity, warmth, and a willingness to grow and learn	A I
E	Be committed to the education of the whole child, i.e., social, emotional and citizenship development	A I

TRAINING		
E	Evidence of commitment to personal CPD	A
E	Able to lead the development of others	A
E	Child Protection Trained	A

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 a 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.



"I am now in my eighth year of working within the White Rose Academies Trust. Since the beginning, I have had many opportunities to progress and reach my career goals. I have always had a passion for working closely with children and their families and ensuring that no matter the circumstances, every student has a safe, stimulating environment in which they can thrive. Alongside teaching PE, my current role as KS4 Behaviour and Attendance Leader allows me to dedicate much more time to the wider community at Leeds East Academy and make a sustainable impact on the students' futures."

Corbin Carrington, KS4 Behaviour and Attendance Leader

THE SELECTION PROCESS

HOW TO APPLY

Thank you for taking time to read and digest our information. If you wish to apply for this post with the White Rose Academies Trust, then you should;

- **Download and complete the WRAT application form**
- Complete the application form **fully**, ensuring all details are accurate and all declarations are signed. Please ensure you enclose **two** professional referees, one being your current employer (with name and email addresses if possible).
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the **person specification**, along with details of the unique contribution that you could make to the future success of the White Rose Academies Trust. If you do not complete the personal statement section of the form, you will not be considered for the role. CVs cannot be accepted.
- **PLEASE NOTE THE REQUIREMENT TO ATTACH YOUR APPLICATION FORM AS A SEPARATE DOCUMENT TO YOUR EQUAL OPPORTUNITIES FORM WHEN EMAILING YOUR APPLICATION TO US.**
- Submit your application by the deadline stated below. Late applications will not be considered.

TIMETABLE FOR THE SELECTION PROCESS

Closing date for applications: Monday 9th January 2023

Start date: As soon as possible, upon successful completion of pre-employment checks

For more information, please visit our website at [White Rose Academies Careers](https://www.whiteroseacademies.org/careers).

To apply for this role please complete our application form and return to recruitment@whiteroseacademies.org by the closing date. Please note we are unable to accept CV's.

The 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 a 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. You can view our Child Protection policy [here](#).

STAFF BENEFITS

A HAPPY WORKFORCE IS A PRODUCTIVE ONE

We are delighted that you are considering applying for a role with the White Rose Academies Trust. In addition to highlighting this opportunity for you to work for a progressive, highly supportive and visionary trust, we also want to share with you a sample of the amazing benefits available to all staff.



Access to the Nuffield hospital. Staff have access to physiotherapy, counselling and appointments with medical specialists in a range of fields. Nuffield also offer discounted gym memberships and private medical plans to all our staff, as well as a FREE annual health check available in the academies (when possible).



Teaching staff have access to a wide range of excellent CPD opportunities – including a new trust-wide CPD programme, attendance at national and international conferences, visits to 'outstanding' academies/trusts nationally and formal qualifications up to Masters level.



Discounted monthly bus ticket, automated mobile ticket renewals, unlimited bus travel for work or leisure, price frozen for 12 months, tickets sent straight to your mobile, never worry about renewing your bus ticket again. If you lose your phone we can transfer your ticket to a new one.



The trust continues to support a wide number of colleagues in undertaking apprenticeships, undergraduate and post-graduate degrees and professional qualifications (e.g. CIMA).



The Local Government Pensions Scheme (LGPS) is a statutory scheme. This means that the rules of the scheme are issued by Parliament and have the force of law. The legal status of the pension scheme rules gives it a great deal of security.



We are part of the CycleScheme. Save money on a new bike and spread the cost. Visit their website for more information on how to sign up to this fantastic scheme.



Free parking for staff at all of our academy locations.



Techscheme allows you to purchase the latest tech through your employer through salary sacrifice. What this means is that you can now spread the cost of tech products in up to 12 payments from your salary across a year, making a National Insurance saving of between 2 and 12%. There are over 5,000 tech products to choose from, from cameras to phones, tablets or game consoles.

STAFF WELLBEING

The White Rose Academies Trust is made of outstanding professionals, whose daily commitment is matched only by the pride our students feel for their school and education. The future of our society is exciting, vibrant and safe in the hands of our students and staff.

We are committed to encouraging a positive working environment that promotes the physical and mental wellbeing of our staff. The capability, capacity and wellbeing of our colleagues is a priority for the trust. Therefore, we make every effort to address and meet our employee's health and wellbeing needs.



Several schemes operate across our academies where staff can recognise their colleagues for going above and beyond. We have a great staff recognition system which is built around a system of gratitude/appreciation cards. This initiative encourages staff to submit positive feedback to their peers and allows all staff to be appropriately recognised for their hard work.



Our academies have introduced Wellbeing Wednesday breakfast for all staff. Breakfast is available from 7.45am in the canteen.



This group is made up of colleagues across the trust who are on maternity leave. The aim of the group is to create a provision in which colleagues can receive support from one another, as well as the trust, during this exciting, yet possibly isolating, time.



Access to the Nuffield hospital. Staff have access to physiotherapy, counselling and appointments with medical specialists in a range of fields. Nuffield also offer discounted gym memberships and private medical plans to all our staff, as well as a FREE annual health check available in the academies (where possible).



We have signed up to the Education Staff Wellbeing Charter because the wellbeing of our staff is of paramount importance to us. Visit the DfE website for further details.



Unlike other accreditations or quality standards, the Charter for 'Employers Positive about Mental Health' is about recognising those employers working towards better mental health in the workplace; no matter where they are in their journey. Add to the end 'We are proud to be registered as a Mindful Employer.'



Staff Recognition Treats

Staff are awarded with sweet treats throughout the year to thank them for their hard work.

MESSAGE FROM THE BOARD

Welcome to the White Rose Academies Trust.

We are an ambitious trust with very high aspirations for the children and diverse communities which we serve. Our values underpin everything we do and our compassionate approach is reflected in our students and how we all work together as one.

Our Board is made up of incredibly talented and inspiring people. With backgrounds and experience spanning the public and private sector, our members bring both strong business acumen and extensive education skills and knowledge.

We are focused on building the best environment for our academies to flourish and by providing excellent governance we aim to:

- ensure clarity of vision and strategic direction,
- hold executive leaders to account for the educational performance of the organisation, its students and the performance of staff,
- oversee the financial performance of the organisation and make sure its money is well spent.

We are thrilled with the improvements and progress achieved by all our academies so far. Our rating of 'Good' by Ofsted, with Leeds City Academy also achieving 'Outstanding' for Leadership and Management is something we are incredibly proud of. We are also delighted to have welcomed our first primary school, Alder Tree Primary, to the trust. We know we have the right teams of professionals in our academies to take us further as we continue to grow the trust.

Board of Directors

OUR SHARED PURPOSE AS THE LUMINATE EDUCATION GROUP IS DEFINED THROUGH THE WORK OF ALL OUR STAFF EVERY DAY.

The White Rose Academies Trust is a member of Luminate Education Group.

Together, the academies (Leeds City Academy, Leeds East Academy, Leeds West Academy and Alder Tree Primary) provide education to almost 4,000 4-16 year olds in Leeds. The trust employs over 500 staff and has an annual turnover of £26 million.

Luminate Education Group also consists of Harrogate College, Keighley College, Leeds City College, Leeds Conservatoire, Leeds Sixth Form College and University Centre. It is one of the largest education providers in the Yorkshire region, with over 30,000 students and 3,000 staff members, offering education from Early Years through to Higher Education. The members work together to provide the best opportunities and experiences for students that are aligned to local needs and inclusive for all. The group has now established itself as 'a leading voice in education, training and community transformation'.

www.luminate.ac.uk

**HARROGATE
COLLEGE**

IC **Keighley
College**

**LEEDS CITY
COLLEGE**

**LEEDS
CONSERVATOIRE**

**LEEDS SIXTH
FORM COLLEGE**

**University
Centre Leeds**

**WHITE ROSE
ACADEMIES**

**YORKSHIRE CENTRE FOR
TRAINING &
DEVELOPMENT**



WHITE ROSE ACADEMIES

"Our ambition is excellence.
Every child, every teacher,
everyone; outstanding."

The White Rose Academies Trust is a
member of Luminare Education Group

luminare
EDUCATION GROUP

