



Leeds City Academy
Aspire Together - Achieve Together



APPLICATION PACK

ROLE: Senior Vice Principal: Curriculum and Standards

START DATE: September 2021

SALARY: Leadership Scale L24-28

ACCOUNTABLE TO: Principal

Leeds City Academy

Bedford Field,
Woodhouse Cliff,
Leeds, LS6 2LG

Telephone:

0113 284 4260

Email:

recruitment@whiteroseacademies.org



“Leeds City Academy is a special place because it does not just provide you with knowledge and skills, it prepares you for life in general. The academy teaches us to be resilient in hard situations, so we do not give up. Every time I find something challenging, I get excited because if I do get it wrong, I get to learn from my mistakes and get better.”

Abraham

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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 Mill Field Primary School joined our Trust as a sponsored academy. Already, this truly community-focused Primary Academy 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 Mill Field Primary Academy in late 2020, our first primary school to join our Trust.
- 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,



Mr Christian Wilcocks
Executive Principal
White Rose Academies Trust

MESSAGE FROM THE PRINCIPAL

I am absolutely delighted to share this amazing opportunity at Leeds City 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 City 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.

We have established a unique, positive and transformative 'In Partnership' culture at Leeds City Academy which truly sets our school apart from others. This culture is founded and built upon six key values that each drive and permeate everything we do, how we behave, our relationships and all strategic decisions. Our 'In Partnership' values are affectionately referred to as the DNA of Leeds City Academy and this is something our wonderful students, staff, parents and community are immensely proud of. We strongly believe that our vision and strong culture will help us not only transform the lives of our young people but transform the local communities which we so passionately serve.



The academy has enjoyed an impressive period of transformation across the last four years and was judged as 'Good' overall by OFSTED in April 2019, securing an 'Outstanding' judgement for the quality of Leadership and Management. The quality of education and teaching is very strong, student behaviour is extremely impressive, and the support provided for students is unrivalled. Results continue to rapidly improve and this year saw our students secure the best results in the school's history.

We continue this journey of transformation and are determined to provide an exceptional quality of education and culture for all students at Leeds City Academy, with the ambition that all students excel both academically and as aspirational and inspirational young people. There is no better time to join Leeds City Academy, as a colleague, a leader or as a student.

Leeds City Academy is a unique and very special place to work. Our philosophy is grounded equally in securing the highest professional standards and supporting and caring 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 package is well-established, 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.

Our academy is an extremely unique and amazing inner-city school, situated in the Woodhouse area of Leeds. The student body has nearly doubled in size over the last three years and now boasts just over 800 students in attendance. There is a vibrant, rich and amazing culture in the academy, characterised by the over forty different countries and first languages represented by our inspirational student body. Students and staff are incredibly proud of their academy and determined to work 'In Partnership' to secure further improvements and achievements.

We benefit from increasingly impressive facilities. The last twelve months have seen significant investment in a comprehensive building and refurbishment programme, resulting in a range of new specialist classrooms, learning and office spaces, new dining facilities, updated sports accommodation and changing rooms. This improvement programme will continue over the next twelve months, leading to improved specialist teaching spaces and the transformation of our outside space so that students can enjoy physical activity, relax and socialise with their friends in an amazing and inspirational environment.

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?
- Are you keen to learn, develop and work 'In Partnership' with colleagues, students, parents and the community?
- 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,



Mr Richard Chattoe
Principal

JOB DESCRIPTION

Academy: Leeds City Academy

Job Title: Senior Vice Principal: Curriculum and Standards

Grade: Leadership Scale L24-28

Accountable to: Principal

Purpose of job:

- The role of Senior Vice Principal ensures that the academy acts as a catalyst for social change, improving the outcomes for students and the wider community
- The Senior Vice Principal will provide inspiring leadership to ensure an exceptional curriculum intent, implementation and impact across the academy
- The Senior Vice Principal will support and uphold the vision, ethos, principles and policies of the academy, characterised by high expectations and a community which works 'In Partnership' to secure the aspirations and ambitions for all young people
- The Senior Vice Principal will deputise for the Principal in the day-to-day running of the academy

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.

Post-specific responsibilities

Lead on further improving outcomes for all students and the quality of curriculum across the academy.

The Senior Vice Principal will oversee, lead and manage a team of senior leaders to ensure the implementation and impact of the curriculum is outstanding. This includes:

- the quality of long, medium and short-term curriculum planning
- the quality of lesson delivery that ensures that knowledge, understanding and skills are strengthened over time
- the progress and attainment of all students exceeds national expectations

- the line management of the Quality of Education Senior Leaders to ensure that they are highly effective in driving improvement in the implementation and impact of the curriculum across all subject areas. This requires an effective quality assurance strategy and supportive line management in the following areas:
 - Student outcomes
 - The quality of teaching and learning
 - Student support and development
 - Staff support and development
 - Curriculum design and development
 - Reporting to stakeholders
 - Resource management
- Lead the quality of:
 - Student work
 - Assessment
 - Marking and feedback
 - Coursework and non-examined assessment
 - Information technology to support and enhance learning, including home learning
- Lead in developing a culture of continuous improvement and striving for excellence across the academy
- Lead professional development across the academy. This includes:
 - High quality professional learning for middle leaders so that they are highly competent and confident to lead their teams
 - High quality professional learning for teachers that raises standards across all classrooms
 - High quality professional learning for NQTs and RQTs that supports them to be successful in a high-performing academy during the initial stages of their career
- Lead the coordination of Initial Teaching Training in partnership with the LUMINATE ITT programme and other ITT providers
- Leadership, line management and development of UPS Teachers
- Provide the strategic leadership of ARBOR MIS, E-reporting and parental communication systems

Senior Leadership responsibilities:

- Be a member of the Leadership Team, in which everyone is committed to securing outstanding outcomes for our students and our community
- Share direct accountability for the successful delivery of the vision for the academy as a whole
- Assist the Principal in leading Leeds City Academy in such a way that the highest standards are secured amongst staff and students in all areas of the academy's performance and practice
- Drive up expectations and promote an aspirational culture
- To take responsibility for safeguarding and promoting the welfare of children
- Act as a role model for staff, providing active support and advice to them whilst holding them accountable
- Lead on improvement strategies, coaching and supporting staff, ensuring quality, monitoring and evaluation of performance

- Lead and manage middle leaders to ensure that academy improvement is being effectively led at this level
- Take a corporate view of policy implementation and an appropriate share of the many and varied tasks required of academy Leaders
- Monitor the impact of initiatives on workload and staff wellbeing
- Play a lead part in the community of the Academy, being highly visible on a daily basis and undertaking a range of duties to ensure the smooth running of the academy
- Lead on Ofsted preparation
- Contribute to, implement and monitor academy improvement plans and self-evaluation measures
- Conduct reviews which identify strengths and areas for development
- Work effectively with the Principal, Executive Principal and the Chair of the Local Accountability Board to enable it to meet its responsibilities for securing effective teaching and learning and high standards of achievement, and for achieving efficiencies and value for money
- Develop positive external relationships at a local and strategic level, in partnership with the White Rose Academies Trust, Luminate Education Group and others, to promote the continued development of the academy, as a central resource for the community
- Work closely with the Board of the White Rose Academies Trust, its other academies, strategic partners and stakeholders
- Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities
- To carry out the duties and responsibilities of the post in accordance with the academy's Health and Safety Policy and relevant Health and Safety Guidance and Legislation, including the General Data Protection Regulation (GDPR)
- To undertake training and professional development as appropriate
- To undertake other duties appropriate to the post that may reasonably be required from time to time

Developing professional and constructive relationships:

- Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them
- Establish and develop effective team working practices
- Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies
- Ensure an aspirational and motivational culture is developed, sustained and celebrated
- Be able to prioritise, be efficient and meet deadlines
- Be an effective and clear line manager

Working within the law and frameworks:

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

Developing practice:

- Evaluate own performance and be committed to improving own practice through appropriate professional development (i.e. training, mentoring etc.)
- Recognise the importance of self-evaluation in raising standards
- Have a creative and constructively critical approach towards innovation; being prepared to adapt own practice where benefits and improvements are identified
- Review the effectiveness of own teaching and its impact on learners' progress, attainment and well-being refining own approaches where necessary

Professional skills:

- Promote and model inspirational teaching and learning
- Manage pastoral care, student welfare, child protection and anti-bullying procedures effectively
- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
 - Build on the prior knowledge and attainment of students in order that learners meet learning objectives and make sustained progress
 - Develop concepts and processes which enable learners to apply new knowledge, understanding and skills
 - Adapt language to suit the learners, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
- Provide learners, colleagues, and parents/carers with timely, accurate and constructive feedback on learners' attainment, progress and areas of development
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners
- Use assessment as part of teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people, so that learners feel secure and sufficiently confident to make an active contribution to learning and to the academy
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the academy's Behaviour Policy
- Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioral skills

The White Rose Academies Trust is committed to safeguarding and promoting the welfare of all children, and expects all staff, Governors and volunteers to share this commitment. The successful candidate will be subject to an enhanced Disclosure and Barring Service (DBS) check. We promote diversity and aim to establish a workforce which reflects the population of Leeds.



"While working at Leeds City Academy I have been able to gain valuable knowledge and experience which has led me to becoming Academic Achievement Leader.

I have been able to continue with CPD within school but also my own Professional development, which is encouraged to ensure we are all outstanding professionals. I believe it is one of the fundamentals of working within an establishment as we need to develop and evolve using educational research to keep up to date with new ideas and techniques.

I feel like I have had the opportunity to grow not just as a teacher but as a person."

Frankie Sharpe, Academic Achievement

PERSON SPECIFICATION

Academy: Leeds City Academy

Job Title: Senior Vice Principal: Curriculum and Standards

You should be able to demonstrate that you meet the following criteria:

E = Essential D = Desirable

Measured by:

A = Application Form T = Test / Exercise

I = Interview R = References

| | Qualifications | |
|---|--|-----|
| E | Good honours degree in relevant subject | A |
| E | Qualified Teacher Status | A |
| D | Masters degree or further qualification relating to educational pedagogy | A |
| D | Evidence of involvement in relevant CPD | A/I |

| | Knowledge & Skills | |
|---|---|---------|
| E | Knowledge of effective leadership and line management strategies and processes | A/I/T/R |
| E | Good understanding and knowledge of GCSE and Vocational examination specifications | A/I/T/R |
| E | Knowledge of strategies that promote a positive climate for learning in subjects with differing demands | A/I/T/R |
| E | Knowledge of current educational thinking | A/I/T/R |

| | | |
|---|--|---------|
| E | Good understanding of school improvement and Ofsted inspection programmes | A/I/T/R |
| E | Knowledge of subject monitoring and tracking systems and their role in securing improvement | A/I/R |
| E | Ability to provide clear evaluation and strategies for improvement | A/I/T/R |
| E | Ability to use data to analyse and evaluate school / subject performance | A/T |
| E | Knowledge of Ofsted inspection framework and Evaluation Schedule | I/T |
| E | Knowledge of effective systems of assessments and examination preparation | I/T |
| E | Knowledge and understanding of the vision and ethos of Leeds City Academy and a commitment to our core In Partnership values | A/I/T |
| E | Knowledge of processes to improve and support teachers | A/I/T/R |
| E | Knowledge of effective self-development strategies | I/T/R |
| D | Knowledge of the challenges of Primary, Secondary and post-16 education | I/T/R |
| D | An understanding of associated external agencies and avenues to support young people | A/I/R |

| | Experience | |
|---|---|-------|
| E | Track record of successful senior leadership experience | A/I/R |
| E | Experience of successfully changing organisational culture, in relation to aspiration, teaching practices and standards | A/I/R |
| E | Experience of raising standards | A/I/R |
| E | Excellent record of student performance in GCSE examination | A/I/R |

| | | |
|---|--|---------|
| E | Experience of delivering CPD | A/I/R |
| E | Evidence of managing and leading a new initiative | A/I/R |
| D | Outreach work / supporting a subject in challenging circumstances | A/I/R |
| D | Financial, budgetary and resource management experience | A/I/T/R |
| D | Experience of engaging with community, business and industry partners | A/I/R |
| D | Experience of developing, expanding and managing organisational change | A/I/R |

| | Skills | |
|---|---|---------|
| E | Ability to turn vision into reality | A/I/R |
| E | Ability to inspire, motivate, manage and develop others | A/I/T/R |
| E | Ability to lead and manage a fully inclusive school | A/I/R |
| E | Ability to lead the design and development of an innovative curriculum | A/I/T/R |
| E | Ability to work effectively with members of the local community and a range of stakeholders in developing the academy as a community resource | A/I/R |
| E | Ability to provide a safe environment to ensure the physical and psychological safety of the students | A/I/R |
| E | Ability to lead the development of others | A/I/T/R |
| E | Genuine passion and a belief in the potential of every student | I |
| E | Good communication, planning and organisational skills | I/T |
| E | Ability to deliver bespoke CPD to colleagues and trainees | A/I/R |
| E | Ability to evaluate and strengthen the effectiveness of reports that analyse and review data | A/I/T/R |

| | | |
|---|---|---------|
| E | Able to assess academy-based assessments accurately and identify strategies for improvement | A/I/T/R |
| E | Ability to evaluate and strengthen intervention strategies that bring about rapid improvement | A/I/T/R |
| E | Ability to work flexibly and under pressure | A/I/T/R |
| E | Ability to provide clear strategies for improvement, following analysis / review of data and / or performance | A/I/T/R |
| E | Highly motivated with the ability to plan, problem-solve and negotiate | A/I/T/R |

| | Personal Qualities | |
|---|---|---------|
| E | A passion for education and making a difference | A/I/T/R |
| E | Excellent communicator | I/T |
| E | Pleasant and friendly manner | I/T |
| E | Polite and punctual | I/T/R |
| E | Reliable | I/T/R |
| E | A commitment to working as part of the whole academy team and supporting the vision and aims of the academy | I/T/R |
| E | To have high aspirations but to manage those with pragmatism | I/T/R |
| E | To have the ability to win the respect of colleagues and students alike | I/T/R |
| E | Energetic, enthusiastic and hard-working | I/T/R |
| E | Highly motivated, ambitious, and upbeat | I/T/R |
| E | Calm under pressure | I/T/R |
| E | Flexible and collaborative | I/T/R |

| | | |
|---|--|-------|
| E | To be a leader but also with the emotional intelligence to be a team player | I/T/R |
| E | Take responsibility for own professional development as identified with the Line Manager | I/T/R |



"It is in this academy's DNA to inspire all to reach their potential. I have been involved in a wide variety of CPD programmes, training and other opportunities, which have all been encouraged by senior leaders.

This encouragement towards continual professional development is one that inspires me and has allowed me to improve each year. Our alignment as a group of teachers has been inspired by a collaborative approach where we recognise that every staff member has a key part to play.

It is these high standards that have allowed for the positive change in student culture and achievement over my time at this academy."

Elliot Wade-Booth, Subject Leader of Maths

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: **12 noon, 11.03.21**
- Shortlisting: **11.03.21**
- Interview Date: **24 & 25.03.21**
- Start Date: **September 2021**

If you have not been contacted within the timescales outlined above, we regret that you have not been offered an interview on this occasion. Due to the large amount of applications received for each advertised post, it is not possible for feedback to be provided at this stage.

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 an enhanced DBS check.



"Working with young people is incredibly rewarding but it also comes with a great deal of responsibility. I've seen a transformational change since joining, and I am proud to lead the Safeguarding and Child Protection at the academy.

I feel strongly about our duty to protect our children and I am proud that we are able to work holistically with a range of external agencies to offer support and solve problems for our students and families in all aspects of their lives.

We have a strong Child Protection team who work effectively to provide support, accountability and professional development opportunities."

Gemma Edwards, Assistant Principal

MEET THE TEAM



SENIOR LEADERSHIP

Our Senior Leadership Team is a rare blend of positive, solutions-focused professionals who are relentless in their pursuit of a better future for our students.

The culture of the academy is truly special. Students and staff live and breathe our approach to work In Partnership, and as a result you will find a community with mutual respect, tolerance, aspiration and perseverance in action every single day.

If you are excited by innovative practice and desire to make our academy a beacon of light for our whole community then submit your application. We look forward to welcoming you to Leeds City Academy.



"I love being a student at LCA because this school is really supportive to students that need help at home. The teachers are so helpful, especially when they make students laugh and enjoy their work.

The academy is a special place because I can make new friends and I can learn different things every day. Learning here makes me want to try to help new people when they join."

Anna

IN PARTNERSHIP



Working 'In Partnership' to secure the aspirations and ambitions of all young people.

The phrase working 'In Partnership' is a central reference point for everything we do at Leeds City Academy and has become affectionately referred to as Leeds City Academy's DNA.

It is our absolute belief that the forging of an incredibly strong partnership and a shared focus on a set of core values between staff, students, parents and the local community will secure and sustain not only the very highest academic standards for all young people, but will also support, nurture and guide our students to become simply amazing young people who are able to shape their own lives, the lives of their families and help the transformation of their local communities.

Our six core values are promoted, celebrated, and used as a constant reference point throughout the academy, ensuring all staff and students understand their value and influence on their day to day lives, decisions and behaviours. Each value aligns to our Positive Behaviour system ensuring students receive appropriate rewards, restorative practice and sanctions.

All visitors comment about the exceptional culture that can be seen, heard, and felt when they visit Leeds City Academy. They note the impressive, positive, and respectful working relationship existing between students, staff and visitors.

If you would like to find out more about our 'In Partnership' culture, you can call or visit the academy to arrange a meeting and enjoy a tour with a member of our Senior Leadership Team and Student Ambassadors.



Caring



Resilient



Aspirational



Professional



Respectful



Tolerant



"I love working here as there are so many opportunities available. My role as bursary holder for Teaching and Learning has meant I've collaborated with others and delivered my own CPD to colleagues across the Trust and across Luminate Education Group.

I've also had the chance to volunteer as a staff governor which gives me a chance to influence the direction of the academy as our senior leaders are open to new ideas.

I truly believe LCA is a place which notices staff and helps them achieve their aspirations. My experience of joining LCA as an NQT and gaining leadership responsibility a few years later highlights this."

Alex Halpin, Teaching and Learning

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.



Staff are entitled to discounted meals at over 6,000 restaurants worldwide including 50% off and 2-4-1 deals, home hub discounts including up to 27% off movie rentals, discounted cinema, days out and attractions, theatre tickets, and hotels and resorts worldwide, as well as retail discounts off gym memberships, retail and online stores, all with the Tastecard+ membership.



Discounted monthly bus ticket, Automatic mobile ticket renewal, 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 Pension 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.



"The best thing about our academy is our vibrant and diverse community of students, staff and leaders who all work together to achieve what others said was impossible. I am so proud of the journey our academy has taken over the last few years and I'm very excited about how we develop in the future.

The support I have received since joining the academy has been second to none. I've had the opportunity to study for a Masters degree and engage in a government-funded leadership programme.

If you're looking for an opportunity to develop your leadership skills, then I highly recommend you apply."

Marcia Gunson, Assistant Principal



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 and protects 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 employees' health and wellbeing needs.



COLLEAGUE
RECOGNITION SCHEME

Several schemes operate across our academies where staff can recognise their colleagues for going above and beyond. Leeds City Academy have a 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.



WELLBEING WEDNESDAYS

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



MATERNITY SUPPORT
GROUP

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.



YORKSHIRE
FITNESS
COACH

All staff have access to an exercise programme with the Yorkshire Fitness Coach, this includes three virtual body weight fitness classes a week. These classes take place on Zoom and are also recorded for those staff who cannot make the live sessions.



YOGA CLASSES

All staff have access to a virtual gentle Yoga class every Tuesday evening.



Nuffield
Health

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).



"It is clear when visiting the academy that there is an engrained focus to secure the aspirations of all students. Our talented staff embody these values, supporting our inspirational young people and their families at every step of their journey.

In the knowledge that all our students have an exceptional learning experience, in addition to the development of their character, we are confident that they are fully equipped to achieve their ambitions.

Our community thrives around our six 'In Partnership' values, which nurture our students to become successful, happy, and contribute positively to their communities and wider society."

Simon Ford, Vice Principal Student Culture

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, Mill Field Primary Academy, 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 part of Luminate Education Group. Together, the academies (Leeds City Academy, Leeds East Academy, Leeds West Academy and Mill Field Primary Academy) provide education to almost 4,000 4-16 year olds in Leeds, have over 550 staff and an annual turnover of £23 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 the largest education provider in the Yorkshire region, with over 30,000 students and 2,000 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.



WHITE ROSE ACADEMIES

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



**LEEDS CITY
COLLEGE**

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

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