



APPLICATION PACK

POST REFERENCE: 2240

ROLE: SENIOR VICE PRINCIPAL

START DATE: 1ST SEPTEMBER 2023

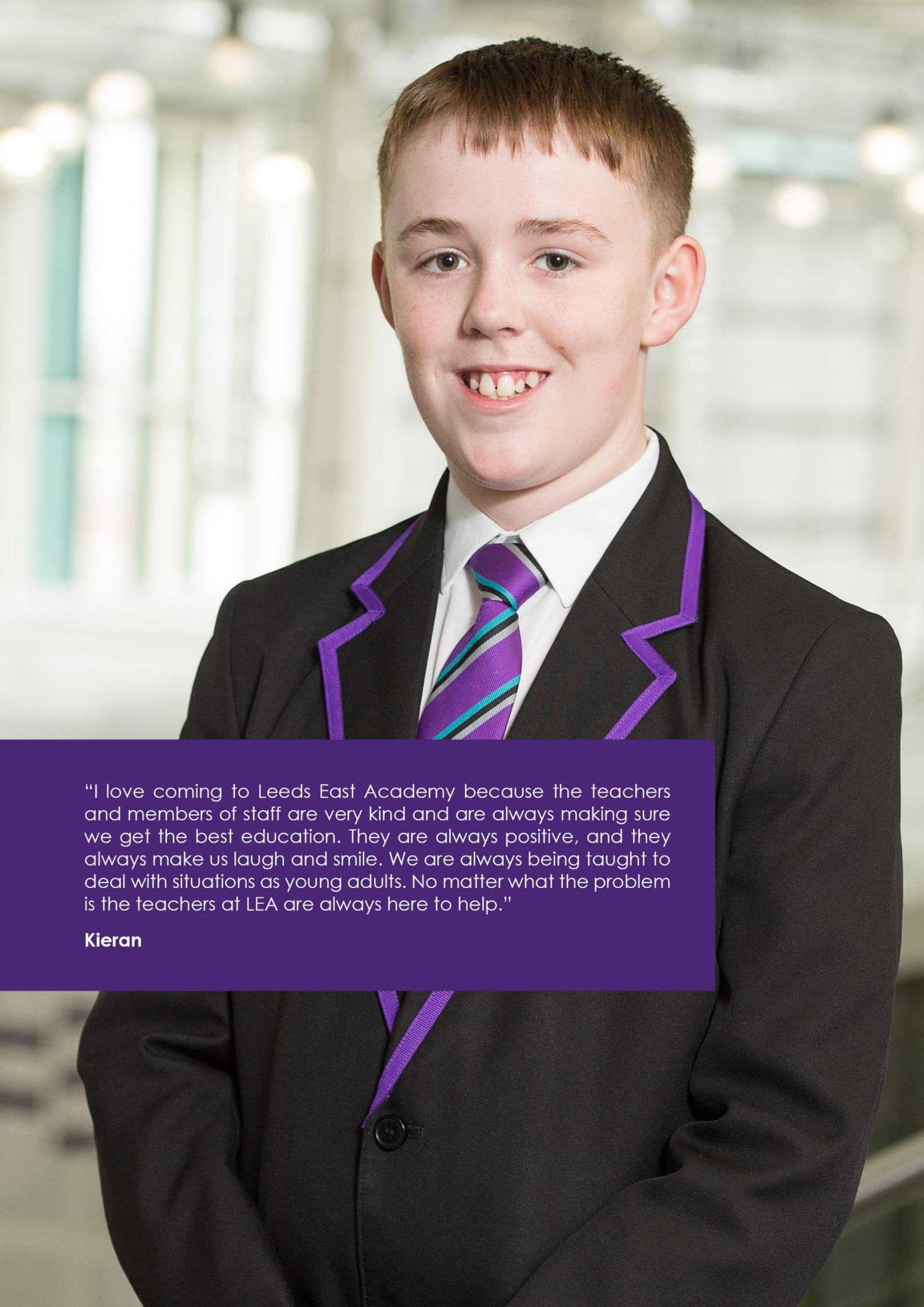
SALARY: L24 – L28 (SALARY £78,010 TO £86,040)

HOURS: FULL TIME

Leeds East Academy
South Parkway
Seacroft
Leeds, LS14 6HA

Telephone:
0113 273 1964
Email:

recruitment@whiteroseacademies.org

A portrait of a young man with short brown hair and freckles, smiling at the camera. He is wearing a dark grey school suit jacket with purple piping along the lapels, a white collared shirt, and a purple and blue striped tie. The background is a blurred indoor setting with large windows and green vertical panels.

"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

CONTENTS

PAGE	ITEM
4	Message from the Trust
6	Message from the Principal
8	Job Description
16	Person Specification
23	The Selection Process
24	Staff Benefits
25	Staff Wellbeing
26	Message from the Board
27	Luminate Education Group

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:

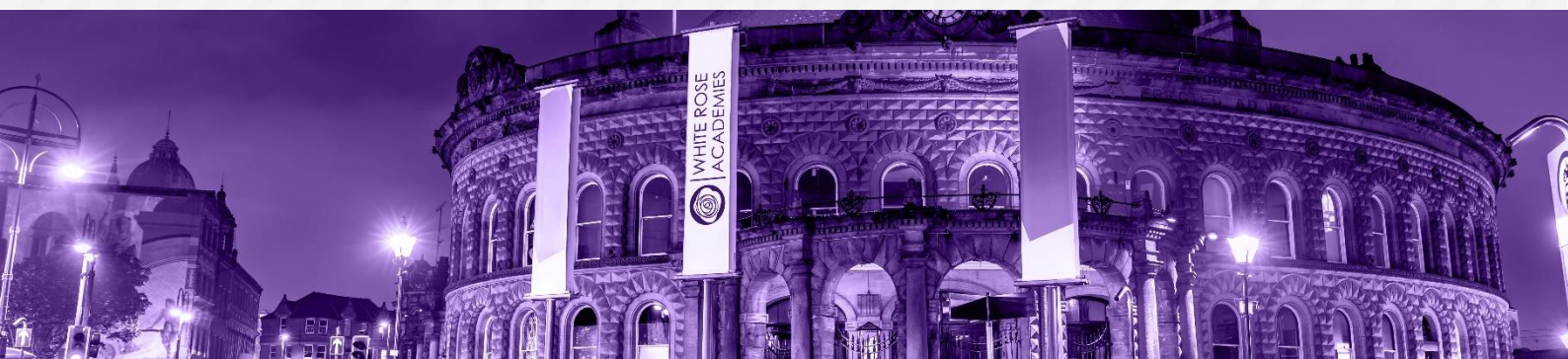
- world-class levels of teaching and learning,
- bespoke pastoral care that nurtures our students' aspirations,
- inspiring learning environments where our students can make mistakes and overcome their personal fears to become the best version of themselves,

- 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: 2240

Job Title: Senior Vice Principal

Grade: L24 – L28 (Salary £78,010 to £86,040)

Hours: Full Time

Accountable to: Principal

Role:

The Senior Vice Principal: Quality and Standards will be an outstanding leader, who is able to share the vision for our academy and who will inspire and empower others, to make a significant contribution to the academy's overall effectiveness. The postholder is driven by a commitment to creating the best possible educational opportunities for the young people of Leeds East Academy, in order to raise aspirations, transform lives and secure the academy vision of 'Everyone Exceptional'.

The role is to ensure that the academy acts as a catalyst for social change, improving the outcomes for students and the wider community and to work towards the vision for Leeds East Academy to be renowned for excellence and a seat of transformation and pride in its community.

The Senior Vice Principal will support and uphold the academy vision of 'Everyone Exceptional' through the implementation of a robust; High Expectations, High Challenge, High Support framework, and our Unified Approach in order to establish clear systems, processes and policies which secure exceptional achievement and conduct for all students across all areas of the academy.

The Senior Vice Principal will deputise for the Principal in the day-to-day running of the academy.

You will be an experienced leader with a track record of impact and influence in your area of specialism. You will demonstrate a solid understanding of formulation and implementation of strategy, evidenced by sustained and significant school-wide improvement. You will be able to drive, lead and support the academy across all aspects of the Ofsted framework.

You will have line management responsibilities for Senior Leaders, Curriculum Leaders and/or other support professionals as appropriate.

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

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.

Executive Leadership Duties and Responsibilities:

- Ensure the principles expressed in the mission statement of Leeds East Academy and those of The White Rose Academies Trust, are evident in every aspect of the discharge of the duties of the post.
- Model the highest professional standards to staff and students in all aspects of the role, maintaining a visible presence around the academy and leading by example.
- Be committed to working in a cohesive, supportive, and forward-thinking team of senior colleagues which shares an ambitious vision to transform standards and secure world class status for Leeds East Academy.
- To secure High Performance Learning accreditation for the academy
- Contribute to the formulation and implementation of a key section of the academy Development Plan as designated by the Principal.
- Account for the academy standards to the Principal, the Local Accountability Board, White Rose Academies Trust Executive Leadership and Ofsted/other external agencies.
- Be prepared to work flexibly, actively supporting the work other senior/executive leadership areas, in order to achieve organisational objectives.
- Recognise the importance of self-evaluation in raising standards.

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 East Academy in such a way that the academy achieves the vision of 'Everyone Exceptional' for all staff and students in all areas of the academy's performance and practice, which leads to better than national rates of progress, attainment, and attendance for all students.
- Drive up expectations and promote an aspirational culture with rigour in procedures and processes.
- 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 and Deep Dives across all areas of the academy to compile detailed reports on the findings to inform and improve practice.
- Lead on the expectation of line management of colleagues across the academy ensuring that all meetings are documented on One Note and are documented in line with the LEA line management protocol.
- Through structured monitoring, analysis and review processes, account for standards to SLT and MLT, planning interventions/support in response as necessary.
- 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 quality of education and high standards of achievement, as well as a full commitment to delivering the Positive Behaviour Policy whilst achieving efficiencies and value for money.

- Develop positive external relationships at a local and strategic level, in partnership with The White Rose Academies Trust, 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 their performance and be committed to improving their practice through appropriate professional development (i.e., training, mentoring etc.).
- Recognise the importance of self-evaluation in raising standards.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being refining their approaches where necessary.

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 eLearning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
 - Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
 - Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
 - Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- 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 their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
 - Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the academy.
 - Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the academy's Behaviour Policy.
 - Promote learners' self-control, independence, and cooperation through developing their social, emotional and behavioural skills.
-

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		
E	Degree in relevant subject	A
E	QTS and PGCE or equivalent (not suitable for NQT candidates)	A
D	Masters degree or further qualification relating to educational pedagogy	A

EXPERIENCE		
E	Successful track record and previous experience as a senior leader	A R
E	Experience of successfully changing organisational culture, in relation to aspiration, teaching practices and standards	A I
E	Experience in accelerating the progress of groups of/individual students	A I
E	Experience of shaping and delivering professional development activity	A I
E	Recent successful experience of shaping and delivering an initiative and evaluating its impact	A I
E	Experience of effective line management of colleagues	A T R
E	Experience of leading other colleagues	A T R
E	Successful contributions to team work	A R

E	Proven track record as a highly skilled classroom practitioner	A R P
E	In-depth knowledge and understanding of national educational development and priorities to include 11-16 curriculum, assessment, and reporting	A I R
E	Successful involvement in self-evaluation processes and data analysis, as an aid in personal and institutional improvement, development, and change	A I R
E	Successful working relationships with students, staff, parents/carers, Governors, and the wider community	A I R
E	Successful implementation of strategies to improve behaviour	A I R
E	Experience of financial, budgetary and resource management	A I R
D	Experience of outreach work/supporting a subject in challenging circumstances	A
D	Experience of engaging community, business, and industry partners	A
D	Experience of developing, expanding, and managing organisational change	A
D	Successful track record and significant previous experience at Vice Principal	A P

KNOWLEDGE, SKILLS, ATTRIBUTES AND ABILITIES	
E	Knowledge of effective leadership and line management strategies and processes A P
E	Understanding of key methodologies which are effective in raising standards in schools/academies and that promote a positive climate for learning I
E	Knowledge of current educational thinking I
E	Good understanding of school improvement and Ofsted inspection programmes A I
E	Knowledge of subject monitoring and tracking systems and their role for securing improvement A I
E	Able to provide clear evaluation and strategies for improvement, following analysis/review of data and/or performance A T I

E	Able to use data to analyse and evaluate academy/subject performance	A T I
E	Knowledge of Ofsted inspection framework and evaluation schedule	T I
E	Knowledge of effective self-improvement strategies	T I
E	Understanding the potential of ICT to enhance learning and teaching	I
E	Able to lead, motivate and develop people of all ages to work individually and in teams towards a common goal	T
E	Able to lead and manage a fully inclusive academy	I R
E	Able to work effectively with members of the local community and a range of stakeholders in developing the academy as a community resource	I
E	Able to make decisions, identify and solve problems based on thorough analysis and sound judgement	I R
E	Able to evaluate and strengthen the effectiveness of reports that analyse and review data	T I
E	Possess strong interpersonal skills and ability to work well under pressure, delegate, plan and manage time effectively	T P
E	Able to communicate effectively and clearly with young people and adults	T I
E	Able to deliver bespoke CPD to colleagues and trainees	T I
E	Able to evaluate and strengthen intervention strategies that bring about rapid improvement	A I
E	Possess personal resilience and able to maintain staff morale at times of pressure and change	A I
E	Able to plan strategically for the future	A T
E	Able to think 'outside the box' in order to stimulate innovation and to secure the future success of the academy	I
E	Able to work effectively and efficiently as part of a group and individually	A I
E	Competent in using ICT for recording, monitoring, and reporting	A T I

E	Able to respect sensitive and confidential work and respect the wishes or others	A I R
E	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	A I R
E	Knowledge, understanding and commitment to safeguarding and promoting the welfare of students, including providing a safe environment to ensure physical and psychological safety of all students	A I R
E	Have a clear understanding of effective safeguarding within the academy	A I
D	Knowledge of the challenges of primary, secondary, and post-16 education	A I
D	An understanding of associated external agencies and avenues to support young people	A I

CONTINUOUS PROFESSIONAL DEVELOPMENT		
E	Evidence of commitment to personal CPD	A
E	Ability to lead the development of others	A

LEADERSHIP AND MANAGEMENT		
E	Able to articulate, communicate and uphold the vision and embody the values that make Leeds East Academy unique	I P
E	Enabling the highest levels of student achievement through translating vision and ethos into practice	T I
E	Continue to take the academy through a process of development and ongoing improvement	I
E	Commitment to leadership and professional excellence demonstration by setting exceptional standards	I
E	Personal leadership skills in networking with a range of other providers in other sectors and institutions	I R
D	Proven practice in selecting, leading, motivating, and supporting staff to achieve high standards for all	T I

GENERAL		
E	An inspirational strategic leader, passionate about teaching and learning	I
E	Respectful towards all students, with total belief in their entitlement to a high-quality education, whatever their circumstances and ability	A I
E	Committed to raising standards of achievement through creative practice and applications of the arts specialisms	I
E	Committed to the principles of the academy programme	I
E	Possess personal integrity, warmth, and a willingness to grow and learn	I
E	Able to carry out all duties within the role to the best of your ability	I
E	Adopting a co-operative approach to the vision of the academy	I

PERSONAL QUALITIES		
E	An inclusive approach to education and a passion for making a difference	A I R
E	Excellent communicator	A I R
E	Effective team leader/member	A I R
E	Drive and determination	A I R
E	Highly motivated, ambitious, and upbeat	A I R
E	Energetic, enthusiastic, and hard-working	A I R
E	Able to forge effective working relationships	A I R
E	Pleasant and friendly manner	A I R
E	Polite and punctual	A I R
E	Reliable	A I R
E	To have high aspirations but to manage those with pragmatism	A I R

E	Able to win the respect of colleagues and students alike	A I R
E	Calm under pressure	A I R
E	Flexible and collaborative	A I R
E	Be a leader but also with the emotional intelligence to be a team player	A I R

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.



"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 24th April 2023, at 9am

Shortlisting: Monday 24th and 25th April 2023

Interview date: Thursday 27th April and Friday 28th April 2023

Start date: 1st September 2023, 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

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.

health assured

Health Assured offer free and confidential advice and support to staff and immediate family, 24 hours, 7 days per week. Services include support with family, finances, legal advice, stress, anxiety and bereavement, also providing access to structured counselling sessions.



We provide a trust-wide CPD programme and opportunities to attend national and international conferences, visit 'outstanding' academies/trusts nationally, along with access to formal qualifications up to Masters level.

First Bus

Discounted monthly bus ticket, automated mobile ticket renewals, unlimited bus travel for work or leisure, tickets sent straight to your mobile.



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. 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 via salary sacrifice. Spread the cost across 12 payments from your gross salary, making NI savings. There are over 5,000 tech products to choose from.

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 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.



Colleague
Recognition

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.



Wellbeing
Wednesdays

Our academies have introduced Wellbeing Wednesday breakfast for all staff. Breakfast is available from 7:45am in the canteen.



Department
for Education

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.



MINDFUL
EMPLOYER

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.



TREATS

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

health assured

Health Assured offer free and confidential advice and support to staff and immediate family, 24 hours, 7 days per week. Services include support with family, finances, legal advice, stress, anxiety and bereavement, also providing access to structured counselling sessions.

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