

Recruitment Information Pack



Bosworth Academy

Teacher of Art and Design

Full time (part time considered)

Early Careers Teachers, Main Pay Scale or Upper Pay Spine

Required January 2025



Message from the Headteacher



Thank you for showing an interest in the Teacher of Art and Design (maternity cover) post at Bosworth Academy.

At Bosworth Academy, our aim is to ensure all students continue their journey into adulthood as confident, capable and successful people who can take control of, and enjoy, their future lives.

'Be better than you thought you could be'

We encourage and work with students so they can concentrate on learning in a co-operative environment, valuing the positive contribution that our colleagues and students make by promoting a strong sense of community and responsibility towards others. Every student is important to us. We have high expectations of our students and believe that they deserve nothing less than a first class education, through expert teaching and outstanding curriculum experiences. It is our role as teaching professionals to foster within all students a deep passion for learning. We aim to instil in our students the notion of a growth mind-set; the belief that they can get better at anything through hard work, aspirational challenge, determination and practice.

We work hard to provide the best teaching, clear guidance, and effective support, recognising the individual learning needs of each student, and personalising their experience accordingly. **Our driving passion is a belief that 'no student at Bosworth Academy will underachieve'.** It is our responsibility to raise students' aspirations and continually drive home the message that you can **'be better than you thought you could be'**.

We offer an exciting, ambitious and seamless pathway through Key Stage 3 and 4, into our Sixth Form, and onwards to university, apprenticeships and beyond. We are excited by the prospect of being one of only a select few institutions able to offer this in Leicestershire.

We believe that through collaboration and investment in high quality coaching, all staff can develop their professional capital and agency, allowing them to have a positive impact on the culture within the school, our students and on the community in which the school serves. Investors in People recognised this – rating us as a 'Gold' provider. This post offers an exciting opportunity to help us on our journey towards excellence in every area.

We want the best possible future for all of our students, so we know it is important to invest in them now. Crucially, we believe that all students have enormous potential, therefore we challenge them to be the best, help realise this potential and transform this into lasting future opportunities for them.

We look forward to receiving your application and good luck!

Simon Brown

Headteacher

*Allowing students to
achieve their potential*



Vision, Values and Ethos

Bosworth Academy Vision: For Bosworth Academy to be consistent in its delivery of outcomes for young people in and for our community. Bosworth Academy is an unstoppable force for affecting social mobility.

Bosworth Academy Values: *'No student will underachieve'* means: Fantastic outcomes for every child of every ability from every background, no matter what the barriers. *'Be better than you thought you could be'* means: We understand that our role is not to ensure students reach their potential, it is to help define that potential.

Bosworth Academy Ethos: We do this in an environment which is inclusive, exciting, varied and highly aspirational. The individual is recognised and celebrated. We strive for excellence and challenge in all that we do and seek feedback and positive criticism. We believe in the capacity for continual improvement and appreciate the role of leadership. We never give up and never accept that our work is done. We enjoy and achieve and embrace our responsibility as a force for good. We can and will make a difference through the empowerment of learning.

Bosworth Academy The 6C Curriculum

At Bosworth Academy, we believe in teaching to the test of life, not to a life of tests. Our curriculum is based on international research and this includes our global competency, 6C, development programme:

- **Character:** Being a motivated, proactive and resilient learner
- **Collaboration:** The ability to work well with others
- **Creativity:** Using imagination or original ideas to do something new
- **Citizenship:** Making a positive contribution to the world we live in
- **Communication:** Exchanging information with others
- **Critical thinking:** Forming your own opinions based on reliable evidence



The 6Cs form an important part of our rewards and restorative behaviour approaches. They permeate through our tutor programme, assemblies and lessons. In doing so, we help students to become effective independent learners who can adapt to a rapidly changing world. We incorporate whole school values into all of our lessons, promoting a range of skills that support the development of student agency.

Anti-Racist School Pledge

At Bosworth Academy we pledge to be an anti-racist school in order to ensure that we are a genuinely inclusive community.

Our Pledge: Bosworth Academy operates a zero-tolerance approach towards all discrimination. We believe it is imperative to address racism in all its forms and offer our unambiguous support to all our students, staff, governors, parents, carers and guardians who are racialised as Black or a Person of Colour. We wish to reassure you that all matters of racial discrimination, whether it presents itself overtly or covertly, will be handled with the utmost care and importance.

The Advert



Teacher of Art and Design

Full time (part time considered)

Early Careers Teachers, Main Pay Scale or Upper Pay Spine

Required January 2025

The Headteacher and Governing Body are wishing to appoint a teacher of Art and Design.. Bosworth Academy is a popular and expanding 11-19 school, within the LiFE Multi-Academy Trust, which is increasingly the school of choice for parents in the area. We are seeking to appoint a committed and enthusiastic Teacher of Art and design. The successful candidate will have a real passion for their subject and the ability to translate this for the students in their care. You will have the desire to ensure that our core value of **'no student will underachieve'** is fulfilled.

We have high expectations of all our staff, which makes our faculty an exciting and progressive environment in which to work. The team is forward thinking and extremely supportive of each other, working collaboratively to secure high standards of teaching and learning. We are passionate in our goal of ensuring that our students get every opportunity **'to be the best they can possibly be'**.

Bosworth Academy is the lead school in the LiFE Multi Academy Trust. We continue to develop our practice as we believe our community deserves nothing less and were awarded 'World Class Status'.

Further information and application forms are available on our school website:

www.bosworthacademy.org.uk

Closing date for applications is **30th October 2024 at 9.00 am,**

Interviews will take place on **31st October 2024**

'LiFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment will be subject to a DBS check and an online search.'

Bosworth Academy, Leicester Lane, Desford, Leicester. LE9 9JL

Tel 01455 822841, email hr@bosworthacademy.org.uk

LiFE Multi Academy Trust CEO: Mr Chris Parkinson

Bosworth Academy Headteacher: Mr Simon Brown

Developing
confidence
and resilience

Developing
confidence
and
resilience



Developing
 social and
 leadership
 skills



The Application Process

How to apply

We invite you to apply so that you can find out more about our unique school. If there is any further information you wish to know, please do not hesitate to ask by emailing hr@bosworthacademy.org.uk

To apply, you need to:

1. **Write a letter of application of no more than two sides of A4**, font no smaller than Arial 11. In your letter, answering the question 'How will you lead on developing a collaborative culture that improves the experiences and outcomes in Art and Design for the young people at Bosworth Academy'.
2. **Complete the application form.**

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

Please send completed applications **by 9.00 am on the closing date specified in the advert via email to** hr@bosworthacademy.org.uk

Applications will be acknowledged, where requested.

Queries

If you have any queries on any aspect of the application or need additional information, please contact Mrs Leander Mason, via the email below or 01455 822841 ex 315 who will be happy help you. For questions regarding the role, or a visit to our school, please contact Mr Simon Brown, Headteacher via email hr@bosworthacademy.org.uk

We invest in our staff:

Bosworth Academy achieved the Gold Award for Investors in People in 2015 and has successfully maintained this status at every review since. We pride ourselves on the support we provide all staff, valuing their contribution to the whole school ambition of ensuring no student underachieves which truly lies at the heart of everything we do.

In 2022, Investors in People found that:

- Teachers feel they are supported by their colleagues and can rely on them to support their own improvement.
- There is a culture of trust and openness and leaders are accessible, approachable and supportive.
- People feel valued and supported and this drives performance improvements at all levels.

Our CPD programme is bespoke to the needs of the staff. We do not believe in setting arbitrary targets. Instead, staff are trusted to control elements of their own professional learning to support school outcomes. Bosworth Academy provides opportunities for staff to develop their practice through a range of training options both internally, across the trust and also externally.

We can offer you:

- A chance to join a dynamic Multi Academy Trust
- A committed and dedicated team of qualified teachers
- A passion for learning by all members of our community
- 100% focus on improving outcomes for the students in our schools and across the Trust
- Strong support for your further professional development, including visiting other schools

We require you to:

- Be passionate about student's learning and development
- Be a great team player with a positive outlook
- Have high expectations of students learning and behaviour
- Be an excellent classroom practitioner with a strong record of achievement and success

In addition, we offer:

- Training & development opportunities
- On-site parking
- On-site catering facilities
- Staff wellbeing and flexible working
- Childcare and cycle to school vouchers
- Located in Leicestershire our schools have excellent transport links and road networks
- Employee Assistance Programme

Job Description for Teacher of Art and Design

Title:	Teacher of Art and Design (with the ability to teach A Level Art of ADT subjects including photography)
Job Purpose:	<ul style="list-style-type: none"> • To be a member of the teaching staff of the academy with a responsibility to teach within the Art, Design and Technology faculty and being a tutor. • To teach Art, Design & Technology courses for students aged 11-19 ensuring that the highest possible standards of pupil achievement, personal development and well-being are maintained. • To contribute to a safe working environment and ensuring that there are sufficient materials and tools available in the classroom and/or workshop. • To be responsible for the development of schemes of work, session planning, the assessment of work and all recording and reporting as well as securing good attendance and maximising course completion.
Responsible to:	The Head of School, Team Leader of the ADT Faculty and one of the Year Heads
Responsible for:	<ul style="list-style-type: none"> • The planning and delivery of effective classroom/practical teaching in Art Design & Technology, incorporating appropriate ICT Skills. • Supporting students to achieve their best, whatever their ability. • Monitoring the progress of students within classes taught. • Using effective assessment techniques and providing students with achievable targets and appropriate feedback. • Tutoring a group of students, providing guidance, delivering a PSHE programme, and monitoring student progress across the curriculum. • Liaison with parents/guardians. • Working collaboratively with colleagues in both Curriculum and Pastoral teams. • Ensuring that Academy policies are implemented. • Promoting the Academy ethos. • Supporting the management team in ADT
Functional Relationships:	<ul style="list-style-type: none"> • Membership of the ADT Faculty and a Year Team • Liaison with other subject teachers

	<ul style="list-style-type: none"> • Liaison with learning support staff • Liaison with clerical, technical and student support staff
Grade and Salary:	ECT/MPS/UPS
Conditions of Service:	Post subject to Teachers' Pay and Conditions

Day to Day Management:	<ul style="list-style-type: none"> • Classroom management and general oversight of the welfare of students in classes and around the Academy. • Implementation of all Academy policies and routines. • Contribute to the continued improvement of the Academy.
Teaching Role:	<ul style="list-style-type: none"> • As in Teachers' Pay and Conditions of Service and as directed by Academy Head of School

This job description reflects the current requirements of the post. As duties and responsibilities change and develop, the job description will be reviewed and amended subject to consultation with the post holder.

Key Responsibilities:	<ul style="list-style-type: none"> • To maintain/update for all classes and courses taught • Up-to-date syllabuses or course specifications for all classes/courses taught • Schemes of work and course files • Session plans • Programme/course files • To prepare young people for accredited courses appropriate to their age and skill level following awarding body guidelines and quality assurance arrangements ensuring registration of students for relevant assessments and examinations. • To put in place appropriate procedures and risk assessments to secure the safety and wellbeing of young people. • To promote and develop innovative learning, assessment and teaching methodologies to suit all individual student needs. • To develop learning materials to support and enhance the students' learning, attainment, achievement, success and high grades. • To assess students' work, monitor progress and to use this to inform future planning and target setting for individuals and groups. • To embed literacy and numeracy (functional, key and core skills) into curriculum delivery, and identify assessment opportunities. • To identify appropriate support for the individual students, strategies to enhance their learning and liaise with academy staff for specialist advice.
General Responsibilities:	<ul style="list-style-type: none"> • To be an excellent practitioner and to continue to develop your skills as a teacher. • To attend staff meetings and staff training as required and to maintain all professional certification/membership of trade bodies. • To participate in faculty and whole academy planning.

- To implement faculty development projects.
- To take part in the Performance Improvement Plans according to academy policy.
- To liaise with parents/carers, outside agencies and other professionals attending parents' evenings and review meetings as necessary.

Personnel Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Appropriate degree or equivalent professional qualifications • Qualified Teacher 	<ul style="list-style-type: none"> • Evidence of a range of continuing professional development. • Evidence of post-qualification development (e.g. Hygiene certificate, Health and Safety Certificates)
Experience	<ul style="list-style-type: none"> • Previous experience of teaching Art, Design and Technology subjects • Experience of managing Art and Design rooms • Experience of teaching and working with young people aged 11-19 • Experience of working successfully and co-operating as a member of a team. 	<ul style="list-style-type: none"> • Teaching experience up to A Level in a comprehensive school or Academy
Knowledge/ Curriculum	<ul style="list-style-type: none"> • Understanding of current curriculum issues with a particular reference to the teaching of Art, Design and Technology subjects • Enthusiasm for Art Design and Technology subjects • The ability and knowledge to teach at least one other ADT subject • Understanding of the importance of the interrelationship between all areas of the curriculum in a secondary school • Knowledge of ICT applications • Knowledge of young people with Special Educational Needs and Disabilities • Willingness to deliver the Academy's PSHE & tutor programme 	<ul style="list-style-type: none"> • Evidence of the production of learning resources • Knowledge of relevant GCSE and A Level specification • Ability to contribute to extra-curricular activities • Knowledge of current health and safety procedures (e.g. COSHH)

Skills in Abilities	<ul style="list-style-type: none"> • Ability to work independently • Ability to work flexibly • Good communication skills • Ability to get on with young people and develop mutually respectful relations • Ability to be consistent and maintain Academy policies and procedures 	
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Students	<ul style="list-style-type: none"> • Understanding the importance of supportive student/teacher relationships • Ability to communicate effectively with young people 	<ul style="list-style-type: none"> • Evidence of effective relationships with young people
Parents/ guardians and the community	<ul style="list-style-type: none"> • Understanding the importance of the partnership with parents and Bosworth Academy 	<ul style="list-style-type: none"> • Evidence of involvement with Community groups and/or Parents/Guardians
General	<ul style="list-style-type: none"> • Committed to equality and diversity • Committed to own continuing professional development • Appreciates the significance of safeguarding and shows a personal commitment to updating safeguarding knowledge & procedures • Flexible and resilient • An enthusiastic, reliable and outgoing person who is conscientious and punctual • Acts with integrity, honesty, loyalty and fairness, always within the limits of professional competence, to safeguard the assets, financial probity and reputation of the academy. • Willingness to undertake direction from the Senior Leadership Team • Access to a vehicle or mode of transport to get to academy site • Ability to work in a team, follow instructions and be self-organising • Record of good attendance 	<ul style="list-style-type: none"> • Evidence of good working relations with a range of people • Evidence of a willingness to work hard • Be able to demonstrate that she/he can work as part of a team and be able to meet deadlines and achieve targets

Faculty Overview – Art, Design and Technology

The faculty consists of 8 teachers and 2 technicians. The faculty offers a suite of subjects including: Art 2D, Textiles, Design Technology, 3D Design, Food, Hospitality and Catering, Food Science & Nutrition, Photography, Construction and Engineering.

About us

Our faculty aim is to engage and enthuse all learners in the creative world around them. To provide lessons that are inspiring and challenging that build their practical skills through a variety of innovative and reflective processes. We want to support their mental wellbeing and also academic progress through creative subjects.

Our Art, Design and Technology faculty comprises 8 teachers. A Curriculum team leader and a Second in Faculty are supported by a team of well-established subject specialists. We offer a suite of subjects including Art 2D, Textiles, Design Technology, 3D Design, Food, Hospitality and Catering, Food Science and Nutrition, Photography, Construction and Engineering. We are supported by 2 technicians, one of whom works primarily in Food subjects and the other supports all the other subjects in the faculty. Our technicians are skilled in the subjects they support and are an integral part of our team.

The Art, Design and Technology Curriculum.

ADT is taught right across the school from Key Stage 3 to Key Stage 5. It is a diverse curriculum that accommodates all learners. Lessons involve a variety of resources and activities that engage all learners and learning styles. We want to enable all students to develop their practical and creative skills across the specialisms and encourage and develop effective independent learning.

All students experience 4 of our subjects at Key Stage 3 - Art, Textiles, Food and DT (Design Technology) on a rotational basis throughout Year 7 and 8. This means that they get to experience each subject for approximately 9 weeks (18 lessons) in Year 7 and then again in Year 8. Allowing all students to develop a basic understanding of the subject through the *research, design, plan, make and evaluate* teaching model. The priority for the rotations is health and safety alongside practical skills and concepts, which will provide the building blocks for options in Year 9. Skills vary for each subject. We teach with an emphasis on creativity, collaboration, communication and critical thinking. KS3 ADT is delivered through *project-based learning* and in a way that allows students to create pieces of work that demonstrate personalised outcomes.

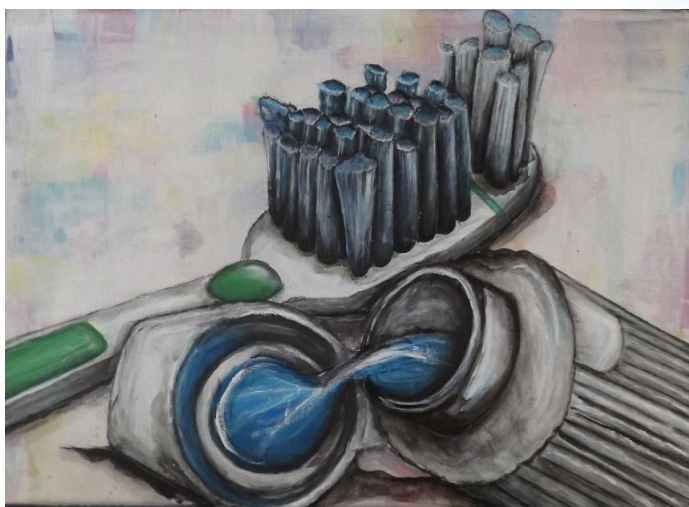
We offer students a variety of routes to choose from at GCSE. Food becomes Hospitality and Catering (H&C), there is also Art, Textiles, DT, Construction and Engineering. All course courses have a large element of internally assessed Controlled Assessment/Portfolio work that include practical elements. Construction, Engineering and H&C are Vocational Level 1 / 2 Awards courses and have a large emphasis on practical skills and the world of work. We teach both practical skills and theoretical knowledge through practical tasks. Art and Textiles work from the same specification, but the material they use varies. Students build experience and knowledge of practical techniques and then use this to create portfolios. DT is highly technical and has a focus on materials and designing products using client briefs. Students again learn theoretical knowledge and practical skills through projects, where they work through the whole design process - research, design, make, evaluate.

At A Level, students who have a real passion for the arts are supported in a truly personalised way and have a choice of courses - Art, Textiles, Photography and 3D Design and Food Science and Nutrition. They are allowed to explore and experiment, making their own journey. We support students in a variety of ways to realise their aspirations of further education in our subjects. We support applications to Post 16 college courses, Foundation and Degrees courses. We organise trips and speakers to inspire them to take their learning to the next level. We have displays that depict careers with our industry and discuss future jobs as part of some of our GCSE courses.

Our KS3 programme is really popular with students, who wear their key-rings on their lanyards and can't wait to move to the next rotation! Student voice tells us they enjoy our lessons. Our uptake at GCSE options is generally high, showing students want to continue on their journey with us and find out what they can do. As a faculty our GCSE results are strong and numbers in our A Level groups are stable, with equally good results. We have high numbers every year going to University to study Art and Design, which is testament to the journey they have been on with us.

Our ADT curriculum is designed to inspire all learners through creative and engaging experience, to challenge them to strive for excellence, and encourage the production of beautiful work. To build confidence in their abilities and independence in their learning. To promote the desire for resilient lifelong learning, whatever their age, ability, aspirations or cultural background.





LiFE Multi Academy Trust

Bringing Learning to LiFE

LiFE Vision: We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence, we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each school is seen as a leader of and vital to its local community; each school is regarded as fundamental to the identity of its surrounding community.

LiFE Values:

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond
- **The relentless pursuit of excellence by;** expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world
- Valuing the diversity and qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies.

*Where students are
 happy and thrive*



*High
 expectations*

LiFE Multi Academy Trust Charter

All our schools work within the LiFE Operating Model. We work together in a genuinely collaborative way and we also celebrate the strengths and individuality of each of our schools. This operating model can be distilled into the following principles to which all our schools subscribe.

1. Leadership

We commit to the principle of genuine collaboration to find evidence led and innovative ways to enhance the efficacy of learning, leadership, engagement and aspiration.

We coordinate calendars to allow maximum benefit from Trust wide opportunities.

We encourage, create time for, and inspire our best teachers, support staff, and leaders to work for the benefit of our schools within the Trust.

2. Learning & Teaching

We aspire to offer an educational experience which is inspirational, innovative and delivers integrity in adults and children.

3. Quality Assurance

We embrace the notion of mutual accountability: no individual, team or school can feel they are successful unless all individuals, teams and schools are successful. We consequently commit whole-heartedly to peer review which precipitates peer support.

We commit to providing the Trust board with timely, coordinated, accurate and appropriate data and information about our schools to allow for the best possible deployment of resources.

4. Professional Development

We embrace the power of trust wide professional development, and therefore contributing as well as benefiting from that professional development.

5. Curriculum

We commit to providing a curriculum and an approach to pedagogy that is irresistible, inclusive and aspirational. We commit to recognising the head, hand and heart in equal measure. We recognise the importance of personalisation, and the importance of each child feeling known, celebrated and cared for. We commit to ensuring our curriculum foregrounds the understanding and appreciation of cultural diversity, social injustice, protecting our environment and supporting our communities.

6. Community Leadership

We make educational choices for our children driven by putting their needs, and those of their families and communities first.

We commit to being a force for good and lead positive change within our community.

7. Behaviour & Wellbeing

We commit to an approach to ensuring the right learning behaviours based on building warm and caring relationships, and the importance of our children feeling known, heard, safe, loved, appreciated and cared for. We recognise that to achieve this we also need high expectations, consistency, and an understanding that negative behaviours hurt us all. We therefore understand there must be clearly articulated consequences where children fall short of our high expectations, but also support to help children behave with social conscience and uphold our values.

8. Inclusion

We commit to embracing and promoting diversity and the celebration of cultural differences. We recognise that to do this, we need to create safe spaces, where all aspects of social injustice can be discussed, addressed and challenged.

We commit to operating inclusively in all we do; LiFE schools welcome and celebrate children from all backgrounds and with all forms of individual needs. We recognise that to do so, promotes social mobility, social cohesion and fights social injustice.

9. Staff Wellbeing

We recognise that our employees are our greatest resource, and consequently we commit to ensuring that all employees feel valued, supported and nurtured. We commit to sign the Mindful Employer Charter which recognises mental health needs alongside physical wellbeing.



*Success is celebrated
 and rewarded*

Our Offer to new staff joining the LiFE Multi Academy Trust and our schools

Professional Capital:

‘We believe in getting the right people, getting them to work together and getting them to stay’

Strategy	Description
Putting your trust in our Trust	We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.
Coaching	Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.
Personal Improvement Plan versus Performance Management	Instead of the usual Performance Management, we encourage our staff to identify aspirational targets through our ‘Personal Improvement Plan’ (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.

Having happy and healthy staff is key to a successful organisation. The Trust is committed to:

Health and Wellbeing Strategies

- providing employees with a safe, healthy and supportive environment in which to work
- recognising that the health and wellbeing of our employees is important
- providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged

We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the work place. To show our commitment to this we have publicly signed up to 'Mindful Employer' and the 'Charter for Employers who are Positive about Mental Health'.

We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.

Equality and Equal Opportunities

Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of its students, workforce and our wider communities we serve.

Presumed Professionalism

We have a 'Presumed Professionalism' ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young people and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.

Development of Professional Capital and Excellence

As a Trust we always look to invest in our staff and pride ourselves on our 'home grown talent'. We are proud of this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people.

Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital.

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

- The National Professional Qualification for Headship (NPQH)
- The National Professional Qualification for Senior Leadership (NPQSL)
- The National Professional Qualification for Middle Leadership (NPQML)
- The Outstanding Teacher Programme (OTP)
- Initial Teacher Training (ITT)

Pathways are available at apprenticeship level, ECT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are led by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school.

Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development.

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

Great access to progression and leadership responsibility

Further evidence of our investment in 'home grown talent' is that 86% of our TLR holders have been internal appointments. We have clear professional progression pathways within the CPD offered throughout the year at all levels within the Trust.

Collaboration across all schools

We are continually developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.

Sabbatical and flexible working policies

We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details.

Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.

Strong Induction Process

It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.

ECF Programme

We offer Early Career Teacher a robust, supportive and bespoke training programme which will enable you to develop into an outstanding teacher.

Continued ECT and ECT support

Where possible we try to ensure that ECTs and second year ECT teachers have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.

3DJ Networks

3DJ Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3DJ Learning and Teaching model.

Attendance of staff

Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all schools and well above national averages in the education sector and beyond.

We are always looking for highly quality teachers and support staff who buy into our values across the LiFE Multi Academy Trust and our schools