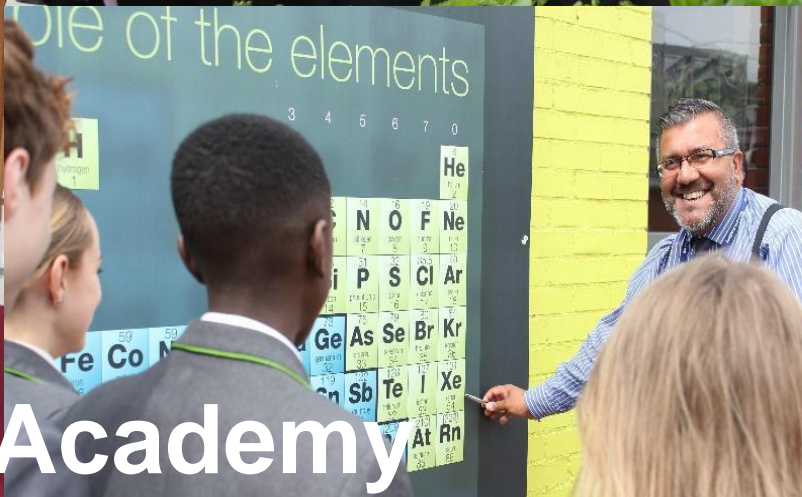


Recruitment Information Pack



Bosworth Academy

Maternity Cover

Teacher of Humanities

Full time (part time considered)

Early Careers Teachers, Main Pay Scale or Upper Pay Spine

Required Autumn Term 2024



Message from the Headteacher

Thank you for showing an interest in the Teacher of Humanities 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, high challenge, determination and practice.

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

We offer an exciting, ambitious and seamless pathway through Key Stage 3 and 4, 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 consistently outstanding in its delivery of outcomes for young people in and for our community. Bosworth Academy is an unstoppable force for affecting social mobility.

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

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

Bosworth Academy The 6C Curriculum

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

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



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

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

Maternity Cover Teacher of Humanities Full time (part time considered) Early Careers Teachers, Main Pay Scale or Upper Pay Spine Required from the Autumn Term 2024

*Applications from early careers teachers would be welcome, a full induction programme is offered.
Applications from existing practitioners seeking new challenges and development are also welcomed.*

The Headteacher and Governing Body are wishing to appoint a Teacher of Humanities. 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 Humanities. 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, which has continued to be recognised by Ofsted as an 'Outstanding' school in our recent inspection. 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 **17th June 2024 at 10.00am**
Interviews will take place shortly afterwards

Application forms and further details may be obtained from Mrs Leander Mason at the address below or can be downloaded from www.bosworthacademy.org.uk

"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
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 pa@bosworthacademy.org.uk

To apply, you need to:

1. Write a letter of application of no more than two sides, font no smaller than Arial 12. In your letter, address what makes an outstanding lesson, how you would ensure all students fulfil their potential, as well as indicating how you might contribute to our team.
2. Complete the application form.

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

Please send completed applications **by 10:00am on the closing date specified in the advert via email to** hr@bosworthacademy.org.uk

Applications will be acknowledged, where requested.

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

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 Andrew Dolinski, Deputy Headteacher via email hr@bosworthacademy.org.uk



Job Description

Post: Teacher of Humanities

Additional responsibilities: as a Form Tutor

Grade, salary and conditions of service: MPS/UPS - Applications from newly qualified teachers would be welcome, a full induction programme is offered or an existing practitioner seeking new challenges development. Post in accordance with Teachers' Pay and Conditions of Service and as directed by Headteacher.

Purpose of the post:

To be a member of the Teaching staff of the Academy with specific responsibility for teaching Humanities and being a Tutor.

To have responsibility for curriculum planning and development, use of resources, assessment, recording and reporting, co-ordinating and delivering an appropriately differentiated curriculum using appropriate teaching strategies, learning styles and assessment for learning to maintain an effective learning environment within the ethos, rules and disciplinary systems of the school in line with the teacher standards.

To ensure that the teaching and learning process is planned and implemented to secure the academic and social progress of pupils and ensure this through the implementation of Whole School Policies.

To assist in the development of appropriate specifications, resources, schemes of work, marking policies and teaching strategies in the curriculum area.

To support the achievement of the students in their assigned tutor group ensuring that whole school policies are implemented.

Within the context identified below, the post holder is required to carry out the professional duties set out in the relevant paragraphs of the "School Teachers' Pay & Conditions Document".

Key aspects - The post holder is required to:

To contribute to the maintenance of high expectations for students, good order, safeguarding, care and guidance and to organise and utilise tutorial time within the pastoral and personal development programmes of the school.

Undertake a general responsibility for the students, buildings and school facilities during the working day maintaining specialist equipment and facilities ensuring the implementation of all Health and Safety Policies.

Participate in meetings with colleagues, parents, partner schools and external agencies in respect of duties and responsibilities connected with the post as per school policy.

Attend appropriate meetings with governors, colleagues, parents and outside agencies relevant to the above duties.

Carry out supervisory duties in accordance with published rotas.

Accountabilities:

To develop, agree and set designated subject pupil progress targets to make a measurable contribution to whole school targets and strategically plan for their achievement.

To contribute to the implementation and evaluation of area improvement plans helping to secure their contribution to the whole school improvement plan and the attainment of its targets.

To evaluate and monitor the progress of students and keep accurate up-to-date records on attainment, progression, attendance and to ensure that the school's policy on Assessment, Recording and Reporting is complied with fully.

To ensure that all the Key Skills are appropriately planned for and implemented within the planned teaching and learning process.

To engage actively with our Personal Improvement Plan process (similar to Performance Management) working as a member of the designated team and contributing positively to effective working relations through engagement with colleagues and coaching across the school and wider Trust.

To actively implement and promote the school's inclusion policies to ensure equality of opportunity for every student in order that they achieve their full potential.

Through coaching accountability and responsibility to:

Through coaching the post holder is required to plan, implement and deliver the teaching and learning processes to ensure that students achieve their full potential, providing regular progress updates consistent with the procedures in the school's self-evaluation policy.

Under the line-management supervision through coaching of the Year Team Leaders to act as a form tutor or link tutor taking responsibility for the achievement, progression and well-being of their tutees. To carry out the relevant administrative duties of a tutor, including registration and the maintenance of records related to the academic and social progress of the tutees. To liaise with the Year Team Leaders to ensure the implementation of the school's achievement, pastoral care and guidance policies.

The Headteacher, Curriculum Leaders for Human and Social Studies and a Year Head.

In addition, the post holder:

Undertake appropriate, negotiated and agreed personal professional development within the framework of school policies and current practice.

Such other duties as from time to time be reasonably assigned by the Headteacher.

Review:

This job description does not define in detail all duties or responsibilities of the post. It will be reviewed regularly and may be subject to modification or amendment after consultation with the post holder.

Date of Job Description: May 2024

Functional relationships with colleagues:

To be a member of the Human and Social Studies Faculty, including a subject specialist and a Tutor as part of a Year team.

To liaise with other subject teachers across the school and wider Trust.

To liaise with all SEN staff including Learning Support Assistants to ensure that students with SEN needs are compressively supported.

To liaise with administration and technical support staff across the school and wider Trust.

Responsible for:

The planning and delivery of effective classroom teaching in Human and Social Studies incorporating appropriate numeracy, literacy and ICT skills.

Supporting students to achieve their best, whatever their ability to fulfil values of 'No student will underachieve' and 'Be better than you thought you could be'.

Monitoring the progress of all students within classes you teach.

Using effective assessment techniques and providing students with achievable targets and appropriate feedback to improve their learning and teaching experience to support their future life chances.

Tutoring a group of students, providing guidance, delivering a PSHE programme, and monitoring their progress across the curriculum and engagement of parents to ensure that we support them to 'Be better than you thought you could be' values.

Liaison with their parents/guardians to actively support their learning and teaching inside and outside the classroom.

Working collaboratively with colleagues in both Curriculum, Year Teams across the school and wider Trust

Ensuring that Academy policies are implemented to ensure the wellbeing of staff and students across the school and wider Trust.

Promoting the Academy ethos and being a role model inside school and to our wider community.

Day to day management activities:

To ensure that the learning environment is fit for purpose including up to date displays that support learning and teaching, classroom behaviour and management along with appropriate routines and recording student attendance in line with all school policies and procedures.

General oversight of the welfare of students in classes and around the school site. To be an integral part of the school and wider Trust who contributes to the continued improvement of the organisation to support students learning and teaching.

These are examples of the types of responsibilities and activities associated with the specific duties of this post. This is not exhaustive and will be subject to changing emphasis.

Particular Responsibilities:

To see the role of the Tutor or link tutor as supporting the central task of learning by enabling each student to receive the best possible education through:

- effective care, discipline and rewards
- regular academic oversight
- counselling, guidance and support
- opportunities for responsibility

To be familiar with and implement school policies and procedures on care and guidance issues e.g. bullying, child protection.

To deliver the agreed tutorial programme, and promote a positive and caring ethos within the Tutor group.

Key Tasks:

- Monitoring patterns of attendance and lateness.
- Maintenance of students' academic and progress records (personal files) and advising the central office of amendments to student database.
- Monitoring of student progress including personal tutoring.
- Monitoring of Homework provision and completion through the student planner.
- Maintaining effective and regular communication with parents through Family Consultation Days, email, telephone calls and agreed reporting procedures.
- Liaison with the Learning Co-ordinator, Special Educational Needs and Curriculum Team
- Leaders to provide the necessary referral and action programmes for students in need of specific help.

*Pupils feel safe and comfortable being themselves. They treat each other with respect. Pupils have the confidence to share any worries they might have with adults. They are confident that teachers would deal with any discrimination or bullying appropriately. **Ofsted June 2022***



Personnel Specification

	Essential	Desirable
Qualifications	Degree and qualified teacher status (QTS). Evidence of recent professional learning in relation to this role.	Evidence of a range of supportive professional development. Evidence of post-qualification development.
Experience	Have training or teaching experience at least one comprehensive school or academy.	Experience of working with young people in the 11 to 19 age range.



<p>Knowledge, Skills & Curriculum</p>	<p>Ability to teach Humanities up to KS4 including GCSE.</p> <p>Ability to teach other subjects like Geography, History and Humanities up to key stages 4.</p> <p>Understanding of current curriculum issues with particular reference to the teaching of Religious Studies.</p> <p>Detailed knowledge of the structure and content of the current Religious Education curriculum.</p> <p>Have a clear understanding of the purpose of RE and how this should be reflected in the classroom.</p> <p>A wide repertoire of teaching styles that facilitate the learning of students through high levels of engagement and motivation</p> <p>Good understanding of implementing effective strategies for managing pupil behaviour in an inclusive environment.</p> <p>Excellent interpersonal skills including listening, negotiation, persuasion and direction.</p> <p>Excellent team working skills.</p>	<p>Evidence of clear ideas about the delivery of the Religious Studies and Humanities curriculum to all abilities including Geography, History and other subjects.</p> <p>Knowledge of the GCSE syllabus and appropriate 'A' level syllabus.</p> <p>Experience of teaching History, Geography, Psychology or Sociology at key stage 5.</p> <p>Ability to contribute to extra-curricular activities to broaden our students' learning experience.</p> <p>Ability to contribute to the teaching of other subjects in the faculty.</p>
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	<p>Creative and innovative; willing to contribute to the development of teaching and learning within a forward looking department.</p> <p>Ability to implement change and keep up with curriculum developments.</p> <p>Enthusiasm for the subject.</p> <p>Understanding the importance of the inter-relationship between all areas of the curriculum in a secondary school.</p> <p>Knowledge of ICT applications. Willingness to deliver the school's PSHE programme.</p> <p>Willingness to deliver Integrated Humanities as a tutor in Year 7.</p>	
<p>Management</p>	<p>Understanding of good classroom management techniques.</p> <p>Ability to be part of a Faculty team and a year team.</p>	<p>Evidence of effective classroom management strategies.</p> <p>Evidence of being an effective member of a team.</p>
<p>Parents and the Community</p>	<p>Understanding the importance of the partnership between parents and Bosworth Academy.</p>	<p>Evidence of involvement with Community groups and/or Parents.</p>
<p>Personal Attributes and Qualities</p>	<p>Ability to inspire trust and empower others.</p> <p>Confidence, energy and enthusiasm. Ability to develop good relationships. Good communication skills.</p> <p>High level of commitment to the Academy and wider Trust.</p> <p>Ability to work in a team, follow instructions and be self-organising.</p>	<p>Evidence of good working relationships with a range of people. Evidence of a willingness to work hard.</p> <p>Be able to demonstrate that she/he can work as part of a team and be able to meet deadlines and achieve targets.</p>

Human and Social Studies

About our team

The Human and Social Studies department consists of 11 teachers offering a suite of subjects including: Geography, History, Sociology, Psychology, and Religious Studies. We are an enthusiastic and dedicated team of professionals who work closely together to deliver an exciting and varied curriculum to our students. Most colleagues teach more than one subject and, as such, a team ethic is applied to all aspects of our work to ensure everyone's success.

Key Stage 3 Humanities

- This includes History, Geography and Religious Studies. Learners have lessons in all subject areas as per a 'traditional' curriculum. 3 times per year learners are expected to apply knowledge gained from these subject areas through one of our Missions. These Missions are based on the UN Global Goals and challenge our learners to come up with a response or solution to a global issue such as climate change.

Key Stage 4 GCSE short course RS (AQA Spec)

All students in Year 9 to 10 follow the AQA short course specification. Students study Christianity and Islam perspectives. Student complete the GCSE qualification at the end of Year 10.

Options in Key Stage 4 and Post 16

In Human and Social Studies, we also offer a range of options at both GCSE and Post 16.

Geography

Geography is an option at GCSE and A Level. Students will follow Edexcel Syllabus B which will involve the study of: Population Change, Resources and Energy, Industry and Globalisation, Coastal Changes and Natural Hazards.

History

History is a popular option at both GCSE and A Level. KS4 students follow the OCR Schools History Project. History is also available at AS and A2.

Sociology

Sociology is only available at Post 16. Students sit the AQA syllabus which involves the study of; Research Methods, the Family, Education, Inequality, Crime and Deviance and Global Development.

Psychology

Psychology is only available at Post 16 level and students follow the AQA syllabus. Topics covered include Memory, Psychopathology, Forensic Psychology and Gender and Eating Behaviour Psychology at A2.

*The school is focused on giving pupils **experience beyond academic learning**. They plan carefully to make sure that all pupils can develop into well-rounded individuals with a strong sense of community - **Ofsted***



Pupils contribute** to their community through a range of projects and charity work. They learn to be good citizens and play an active role in their school, in society and in the world.- **Ofsted



*Teachers are **experts in their subjects**. They choose tasks carefully to make sure that pupils learn the subject's content well. Teachers ask questions that check pupils' understanding and challenge pupils' thinking. Teachers know their pupils well and give pupils **precise feedback** that helps them improve their work. - **Ofsted***



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

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



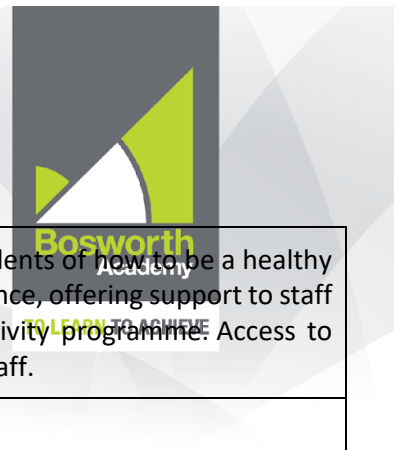
Our Offer to new staff joining the LiFE Multi Academy

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.
Health and Wellbeing Strategies	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> • 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 <p>We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the work place. To show our commitment to this we have publicly signed up to ‘Mindful Employer’ and the ‘Charter for Employers who are Positive about Mental Health’.</p>



	<p>We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.</p>
<p>Equality and Equal Opportunities</p>	<p>Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of its students, workforce and our wider communities we serve.</p>

<p>Presumed Professionalism</p>	<p>We have a ‘Presumed Professionalism’ ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young people and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.</p>
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<p>Development of Professional Capital and Excellence</p>	<p>As a Trust we always look to invest in our staff and pride ourselves on our 'home grown talent'. We are proud of this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people.</p> <p>Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital.</p> <p>Examples of the many opportunities we encourage staff to take up externally include:</p> <ul style="list-style-type: none"> • 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) <p>Pathways are available at apprenticeship level, ECT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are led by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school.</p> <p>Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development.</p> <p>Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.</p>
<p>Great access to progression and leadership</p>	<p>Further evidence of our investment in 'home grown talent' is that 86% of our TLR holders have been internal appointments. We have clear professional progression pathways within the CPD offered throughout the year at all levels within the Trust.</p>

<p>Collaboration across all schools</p>	<p>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.</p>
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<p>Sabbatical and flexible working policies</p>	<p>We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details.</p> <p>Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.</p>
<p>Strong Induction Process</p>	<p>It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.</p>
<p>ECF Programme</p>	<p>We offer Early Career Teacher a robust, supportive and bespoke training programme which will enable you to develop into an outstanding teacher.</p>
<p>Continued ECT and ECT support</p>	<p>Where possible we try to ensure that ECTs and second year ECT teachers have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.</p>
<p>3DJ Networks</p>	<p>3DJ Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3DJ Learning and Teaching model.</p>
<p>Attendance of staff</p>	<p>Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all schools and well above national averages in the education sector and beyond.</p>

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