

Recruitment Information Pack



Bosworth Academy

Permanent

Teacher of Science

Full time or part time considered

Early Careers Teachers, Main Pay Scale or Upper Pay Spine

Required January 2025



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Message from the Headteacher



Thank you for showing an interest in the Teacher of Science 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.

Permanent Teacher of Science

Full time (part time considered)

Early Careers Teachers, Main Pay Scale or Upper Pay Spine
Required from the January 2025

*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 Science. 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 Science. 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 been recognised by Ofsted as a 'Good' 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 **Thursday 17th October 2024**
Interviews will take place shortly afterwards Week Commencing 28th October 2024

Application forms and further details may be obtained from Miss Laura Degia 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



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 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 12 noon 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

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



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Thank you, and we are really looking forward to hearing from you.



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



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- 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
- Annual Flu Clinic



Job Description

Title:	Teacher of Science Applications from Early Careers teachers would be welcome, a full induction programme is offered
Job Purpose:	To be a member of the Teaching staff of the Academy with specific responsibility for teaching Science and being a tutor
Responsible to:	The CEO, Head Teacher, Head of Faculty/Science Coordinators and a Year Head
Responsible for:	<ul style="list-style-type: none"> • The planning and delivery of effective classroom teaching in Science 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 their progress across the curriculum • Liaison with their parents/guardians • Working collaboratively with colleagues in both Curriculum and year teams • Ensuring that Academy policies are implemented • Promoting the Academy ethos
Functional Relationships:	<ul style="list-style-type: none"> • Membership of the Science Faculty, subject specialist teams and a Year team • Liaison with other subject teachers • Liaison with learning support staff • Liaison with clerical and technical associate staff • Liaison with Science tutor
Grade and Salary:	MPS/UPS/ECT/UQ 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.
Conditions of Service:	Post subject to Teachers' Pay and Conditions
Teacher Standards:	Link to the teacher standards: https://www.gov.uk/government/publications/teachers-standards

*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***

Job Profile continued

Specific Duties and Responsibilities

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:	As in Teachers' Pay and Conditions of Service and as directed by Academy Headteacher

Teacher ECT/MPS/UPS

Applications from Early Careers teachers would be welcome, a full induction programme is offered or an existing practitioner seeking new challenges development.

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.

Day to day classroom management activities	
Recording Student attendance	Planning and preparing lessons
Assessing students' work and progress	Producing appropriate learning materials and ensuring students develop key learning skills
Recording student assessment data	Participating in Faculty and whole school planning
Using assessment data to inform lesson planning	Setting achievable/aspirational targets for students
Maintaining effective contact with parents	Working to achieve Faculty and whole school targets
Taking responsibility for the classroom learning environment: <ul style="list-style-type: none"> • Display • Reporting routine maintenance needs • Monitoring the condition of furniture etc 	Implementation of academy policies in relation to: <ul style="list-style-type: none"> • Equal Opportunities • Student Welfare and Behaviour • Health and Safety, • Classroom Observation etc
Participating in Staff Development	Teaching the Tutor Programme

Bosworth Academy challenges pupils to achieve more than they ever believe they could. Ofsted

Person Specification

	Essential	Desirable
Qualifications	Appropriate Degree Qualified Teacher	Evidence of a range of supportive professional development Evidence of post-qualification development
Experience	At least one teaching practice in a comprehensive school	Experience of working with young people in the 11 to 19 age range
Curriculum	Understanding of current curriculum issues with particular reference to the teaching of Science Enthusiasm for the subject. Understanding of the importance of the inter-relationship between all areas of the curriculum in a secondary school. Ability to teach Science at key stages 3 and 4 Knowledge of ICT applications Willingness to deliver the Academy's PSHE programme	Evidence of clear ideas about the delivery of the Science curriculum to all abilities Evidence of the production of learning resources Knowledge of the GCSE syllabus and appropriate 'A' level syllabus Experience of teaching Science at key stage 5 Ability to contribute to extra-curricular activities Ability to contribute to the teaching of Computer Science
Management	Understanding of good classroom management techniques Ability to be part of a Faculty team and a year team	Evidence of effective classroom management strategies Evidence of being an effective member of a team
Parents and the Community	Understanding the importance of the partnership between parents and Bosworth Academy	Evidence of involvement with Community groups and/or Parents
Personal Qualities	Ability to develop good relationships Good communication skills High level of commitment to the Academy Ability to work in a team, follow instructions and be self-organising Record of good attendance	Evidence of good working relationships 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 – Science

About our team

The science department consists of 16 teachers and three science technicians.

The faculty offers a suite of subjects including: KS3 Science, KS4 Separate Science (Biology, Chemistry and Physics), KS4 Combined Science, AS and A-level Biology, Chemistry and Physics

About Us

The Science team at Bosworth Academy consists of 16 subject specialist teachers who each possess a wide range of strengths and backgrounds within the scientific field. We also are supported by three science technicians who work with us to ensure that our students get the best science experience possible.

We pride ourselves on our team spirit and how we work together to get the best out of our students.

The department leadership team is composed of the Team Leader, two assistant team Leaders (2 x TLR 2b), a team coordinator (1 x TLR 2a) and 3 Lead practitioners who divide their time between Bosworth Academy and the other school in the Multi Academy Trust (MAT).

The Science Curriculum

Year 7 and 8: Our students join us in year 7 where we aim to build their knowledge and understanding of practical science and the key concepts that underpin it. This continues through year 8 where we make sure that the students have a good grasp of the basic scientific principles before they start their GCSE years.

Students are taught in mixed ability groups throughout years 7 and 8. (tutor groups)

Year 9, 10 and 11: Students get an increase in the time they have in science on their timetable from year 9, this enables them all to have the opportunity to follow the GCSE triple science course.

As the students' progress through their GCSE years we do a series of key assessments to see, which science pathway is the most suitable for them.

We currently have a combination of setted and mixed prior attainment groups in GCSE science and we are actively investigating which style is best for our students.

We have a track record of strong results, see the table below for a summary of the 2024 GCSE outcomes.

Course	9-4%	9-5%	9-7%
Biology	100	98.3	49.2
Chemistry	100	100	61.0
Physics	100	100	54.2
Combined Science	72.1	50	10.9

Post-16 Science: Post-16 Science is very popular at the Academy, we currently have very high numbers of students opting to take a science subject at AS and A-level.



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Biology – 2 x groups at AS and A-level, Chemistry – 2 x groups at AS and A-level, Physics – 2 x groups at AS and A-level

We follow the AQA specifications for each of the KS5 science qualifications we offer.

All three science subjects in post-16 have an outstanding results history regularly achieving ALPS 3 (top 25% nationally) or above.



Pupils learn exceptionally well in many subjects, including English, Mathematics and Science. - Ofsted



Additional teaching in English and Mathematics, funded through the pupil premium, is helping disadvantaged pupils to achieve their potential. - Ofsted



“2022 GCSE Outcomes in Science were significantly above the national average”



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 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.



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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.



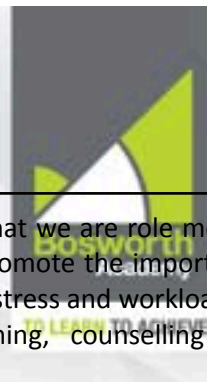
*Success is celebrated
and rewarded*

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 responsibility</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