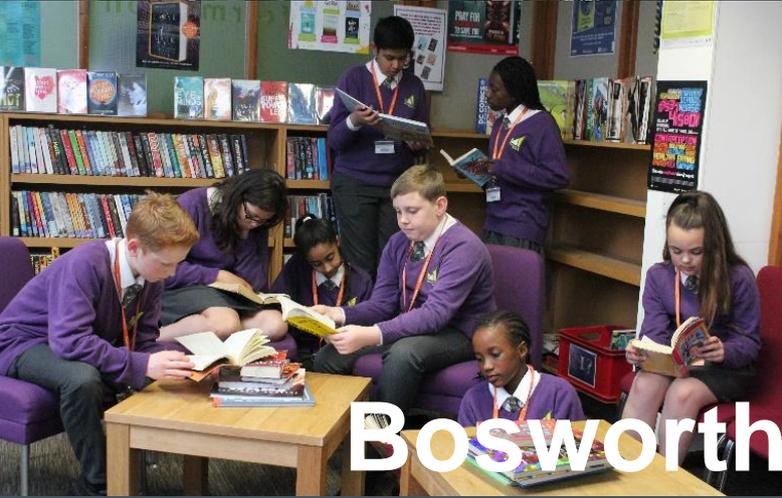


Recruitment Information Pack



Bosworth Academy

Premises Officer (PO)

ASAP

Permanent

PO Paid at Grade 8 (points 15-18)

37 hours per week for 52 weeks across the academic year on a three shift pattern

Salary: PO full time equivalent is £26,427 - £28,776pa



Message from the Headteacher

Thank you for showing an interest in the Premises Officer post at Bosworth Academy, a vitally important role that helps the school to achieve the best possible environment for our staff and students to flourish and learn. The successful candidate will have the opportunity to build on their premises experience and a real passion for assisting with the premises team to keep our site safe for all users. In particular, we are looking for someone who takes pride in their work and is able to complement the skills of the existing team. The successful candidate would preferably have experience in a premises environment.

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 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.

Premises Officer

ASAP

Permanent

Paid at Grade 8 (points 15-18)

37 hours per week for 52 weeks across the academic year on a three shift pattern

Salary: full time equivalent is £26,427 - £28,776pa

The Headteacher and Governing Body are wishing to appoint a committed and enthusiastic Premises Officer at Bosworth Academy, this is a vitally important role that helps the school to achieve the best possible environment for our staff and students to flourish and learn. The successful candidate will have the opportunity to build on their premises experience and a real passion for assisting with the premises team to keep our site safe for all users. In particular, we are looking for someone who takes pride in their work and is able to complement the skills of the existing team. The successful candidate would preferably have experience in a premises environment.

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. 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 department an exciting and progressive environment in which to work. The team is forward thinking and extremely supportive of each other, working collaboratively to support and secure high standards of the working environment for visitors, staff and students.

Bosworth Academy is the lead school in the LiFE Multi Academy Trust, which has been 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'.

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

The closing date for completed applications is 9.00am on 15th May 2024, with interviews taking place shortly afterwards.

"The LiFE Multi-Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to enhanced clearance by the Disclosure and Barring Service and pre-employment checks."

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

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

LiFE Multi Academy Trust CEO: Mr Chris Parkinson

Bosworth Academy Headteacher: Mr Simon Brown



Developing
social and
leadership

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@lifemultiacademytrust.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.
Please outline your experience/skills and how your appointment 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@lifemultiacademytrust.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 would like the Assistant PO Job Description or need additional information, please contact the school on the email below or call Mrs Leander Mason on 01455 822841 ext 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@lifemultiacademytrust.org.uk

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
- Staff wellbeing and flexible working
- Childcare and cycle to school vouchers
- Located in Leicestershire our schools have excellent transport links and road networks

Job Description for Premises Officer

Premises Officer 37hpw, 52wpy (3 Shifts)

Job Purpose

Working under the direction of the Site Manager, to ensure the site is effectively maintained, secured and developed to enable education to take place efficiently and effectively.

Contributing to the provision of high quality maintenance, security and cleanliness of the school buildings and grounds, which ensures that students /students have a comfortable, clean, safe and well-maintained environment in which to work or otherwise use the school facilities.

Responsible to

The Site Manager, the Headteacher and other link SLT/Senior Support Staff

Grade/Shifts

Grade 8 (Points 15 to 18) depending on experience - Full Time.

Shift Pattern over three weeks 5.45am to 1.45pm (Week 1), 9.00am to 5pm (Week 2), 2pm to 10pm Week 3) with 30 minutes' unpaid break each day.

Conditions of Service

Local Government Conditions of Service 31st March 2012

Key Responsibilities

- To be responsible for the supervision of the site and the maintenance and security of the buildings
- Contribute to the provision of high quality maintenance, security and cleanliness of the school buildings and grounds which ensure that students, staff and visitors have a comfortable, clean, safe and well maintained environment in which to work or otherwise use the school facilities.
- To ensure all areas under the responsibility of the job holder are carried out to the highest standard
- Each post holder to take responsibility for one of the following areas:
 - Energy Management – To lead on developing an energy conservation plan and to monitor and improve the colleges energy management
 - Site liaison – to lead on the co-ordination of site needs for extended services, lettings and affiliated groups. To lead on building relationships with our partners and customers.

Main Duties and Responsibilities

Personnel Duties

- To carryout ad hoc requirements for repairs and maintenance work throughout the school site.
- To ensure cleaning undertaken meets the standards in the contract specification to ensure that the school is a clean, safe, healthy and comfortable place for students, staff and other users to use.

General, Buildings, Grounds Care and Cleaning duties

- To be responsible in carrying out emergency security/general repairs as required.
- To ensure compliance with Health & Safety requirements as directed by the Site Manager and working with our Premises Officers and team members including keeping appropriate records (e.g. safety checks, order forms).

- To undertake the cleaning of outside areas including paths, drains, gullies, carpark, play areas as required with in the team and expectations of the role.
- To undertake the movement of furniture and heavy teaching equipment as required in accordance with school timetables and ad hoc requests as directed by the Site Manager.
- To receive and transport to the main store or deliver throughout the building ALL normal educational deliveries.
- To undertake routine cleaning as required as a result of spillages and other accidents, to ensure that the school is clean, safe, healthy and comfortable place for students/students, staff and other users to work in or use.
- To undertake minor repairs and maintenance on an 'as and when necessary basis' e.g. changing plugs, replacing light bulbs, repairing door handles, to enable the school to be maintained in a state of good repair and lessons and other activities to proceed with minimum disruption.
- To 'lay out' the hall and other rooms as requested to ensure that lessons and activities can take place without disruption or delay.
- To work within the team to ensure cleaning is carried out affectively during school closures (e.g. floor polishing, cleaning walls) ensuring that the school is clean, safe, healthy and comfortable for students, staff and other users to use.
- To line manage the cleaning staff and to be responsible for the performance management of this team when on parallel shift.

Training

- In consultation with the Site Manager identify and undertake appropriate training and development to complete the role effectively.

Health and Safety

- To comply with Health and Safety legislation, School Policy and good health and safety working practices in relation to the use of the school premises and grounds and own duties and responsibilities. Report any breaches of safety regulations/policies or other safety concerns noticed to the Site Manager, to enable the school and school grounds to be safe and healthy places for students, staff and other users to use.
- To carry out duties placed on employees by Health & Safety Legislation which will include risk assessments and other statutory site checks and recording findings/results.
- To report to Site Manager, (and/or Headteacher) any non-structural hazards (i.e. broken/loose furniture/play equipment) or structural faults that are seen which cause concern or may be in an unsafe condition.
- Carrying out duties placed on employees by the Health and Safety at Work etc Act 1984.
- Adhering to all policies relating to Health and Safety as determined by the Governors of the academy. Adhering to COSHH - Control of Substances Hazardous to Health (Amendment) Regulations 1991.
- Over seeing cleaners, to carry out H&S Statutory checks and ensuring records are kept and up-to-date.
-

- Undertaking minor electrical replacement of components e.g. replace bulbs/shades, replace fuses/plugs, etc. plus a general good working knowledge of DIY.
- Implement policies, promote awareness within the academy.
- Manage any issues arising from floods, leaks, breakages, gas/electrical/water problems. Comply with academy fire procedures.
- Inspect both inside and outside fabric of all buildings and the site – dealing with any issues and repairs. Clean gullies and drains, empty bins and, keep access paths clear and safe during snow and frost, litter pick.

From time to time, in agreement with the Site Manager

- Covering for sickness/holidays of Premises Officers/cleaning team. From time to time, hours may vary due to holiday or sickness absence and flexibility is essential, this could be at other sites in agreement. Adequate notice will be provided where possible.
- Ensuring all out of normal working hours' lettings and bookings are covered working on a rota system with all site staff, working reasonable overtime and callouts as required by the academy.
- Liaise with staff and community users to ensure the smooth running of community events and classes.
- There may be opportunities to cover events and functions outside of normal working hours.

Security of Premises and Contents

- To open the grounds and school buildings and 'unset' alarms in accordance with laid down schedules and 'one off' bookings (lettings), to ensure that lessons and other activities are able to take place at the specified times.
- To ensure premises are secure.
- To be a key holder in the event of academy alarm system being activated, working in conjunction with site security firm ensuring that they do not enter the academy building alone.
- To lock school doors and gates and set alarms in accordance with laid down schedules or as necessary to maximise the security of the school and the grounds at all times and minimise the opportunities for vandalism.
- To carry out emergency security repairs where possible or inform Site Manager who will arrange an appropriate contractor.

Special Factors

Subject to the duration of the need, the special conditions given below apply:

- The nature of the work may involve the postholder carrying out work outside of normal working hours.
- The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
- To adhere to the Health and Safety Policy at all times and to report any health and safety issues to the Site Manager or Headteacher
- To undertake any other tasks as may reasonably be required by the Headteacher or Site Manager.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

This Post is Subject to an Enhanced Disclosure and Barring Service Check

Personnel Specification

CRITERIA	QUALITIES (NOT ALL ESSENTIAL SOME DESIRABLE)
Qualifications and experience	<ul style="list-style-type: none"> • GCSEs at grades 9 to 4 (A* to C) including English and maths would be desirable • Good literacy and numeracy skills • Good ICT skills, particularly using ICT and other systems would be desirable
Skills and knowledge	<ul style="list-style-type: none"> • Good organisational skills and working effectively with others across the school and in the team. Able to predict and communicate needs of others • The ability to remain calm in stressful situations at all times • Ability to undertake caretaking/maintenance/cleaning or relevant other transferable skills/experience would be desirable • Able to demonstrate a high level of practical skills and support the team to solve problems or issues should they arise and be solution focussed • Knowledge of carpentry, plumbing etc. or evidence of skill e.g. trade qualification would be desirable • Ability to undertake basic ICT tasks i.e. email and facility booking system • Evidence of meeting deadlines and ability to prioritise • Flexible approach to work and a willingness to undertake any task/training as necessary with a recent training history • Good communication and interpersonal skills. Be able to develop good relationships with students and members of the public • Evidence of working with students and members of the public. Evidence of effective relationships with young people would be desirable • Self-motivated, must have initiative to use time profitably and efficiently especially when working alone • Experience of lone working would be desirable • Honest, trustworthy, hardworking and have best interest of the team and wider school • Able to be totally confidential and discreet and loyal to the organisation • Ability to build effective working relationships with staff, students and other adults • Excellent verbal and written communication skills with active listening skills • Willingness to train as a First Aider would be desirable • Knowledge of guidance and requirements around safeguarding children would be desirable but training provided • Knowledge of how statutory and non-statutory frameworks Site Management of a school or similar organisation • Must be able to swim/save yourself if working in the pool area
Personal qualities	<ul style="list-style-type: none"> • Enjoyment of working in a school and support them to ensure staff, students and other stakeholders have a good experience whilst on our school site • Sensitivity and understanding, to help build good relationships with stakeholders

- Commitment to maintaining confidentiality at all times and safeguarding pupil's wellbeing and equality. You will be subject to a Full Disclosure and Barring Check

Faculty Overview – Site Team

Site Team

Our team consists of the Site Manager, Three Premises Officers, One Assistant Premises Officer, One House Keeper and a team of Cleaning Operatives.

About Us

The Site team at Bosworth Academy is a team whose fundamental goal is to ensure that the school is safe, clean and supports the students and teachers to have a positive learning experience.

We are a team that work collaboratively with all areas across our site and wider Trust to ensure that **'No Student Will Underachieve'**.

The team have a range of experience that is used collectively for the continuous improvement of our site and facilities. We use strategies to ensure that the needs of all our users are being met and value for money achieved.



Students' behaviour in lessons supports their learning well. Students are highly self-disciplined and behave well, even when there are no adults present to tell them what to do. Leaders exclude very few students from school.- Ofsted

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

There are excellent relationships between pupils and teachers.- Ofsted

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>
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