

# Recruitment Information Pack



**Bosworth Academy**

**Teacher of French**

**Permanent Contract**

**Early Careers Teachers, Main Pay Scale or Upper Pay Spine**

**Required from 28<sup>th</sup> April 2025**



## Message from the Headteacher

Thank you for showing an interest in the Teacher of French 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 consistent in its delivery of outcomes for young people in and for our community. Bosworth Academy is an unstoppable force for affecting social mobility.

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

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

## Bosworth Academy The 6C Curriculum

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

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



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

## Anti-Racist School Pledge

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

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

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

**Teacher of French**  
**Part time or Full time**  
**0.8**  
**Early Careers Teachers, Main Pay Scale or Upper Pay Spine**  
**Required from April 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 French. 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 French. The successful candidate will have a real passion for their subject and the ability to translate this for the students in their care. You will have the desire to ensure that our core value of ‘no student will underachieve’ is fulfilled.

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

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

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

[www.bosworthacademy.org.uk](http://www.bosworthacademy.org.uk)

Closing date for applications is **Monday 27<sup>th</sup> January 2025 at 9.00am**

Interviews will take place Shortly after.

**'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](mailto:hr@bosworthacademy.org.uk)  
LiFE Multi Academy Trust CEO: Mr Chris Parkinson  
Bosworth Academy Headteacher: Mr Simon Brown

*Developing  
confidence  
and resilience*



*Developing  
social and  
leadership  
skills*

# The Application Process

## How to apply

We invite you to apply so that you can find out more about our unique school. If there is any further information you wish to know, please do not hesitate to ask by emailing [hr@bosworthacademy.org.uk](mailto:hr@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 ensure applications are complete via Eteach **by 9:00am on the closing date specified in the advert.**

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 L Mason via the email below or 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@bosworthacademy.org.uk](mailto:hr@bosworthacademy.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
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## 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

|                                  |  |                            |
|----------------------------------|--|----------------------------|
| <b>Title:</b>                    | <b>Teacher of French to A Level</b><br><b>(With the ability to teach Spanish and French at KS3 would be an advantage)</b>  | <b>TO LEARN TO ACHIEVE</b> |
| <b>Job Purpose:</b>              | To be a member of the Teaching staff of the Academy with specific responsibility for teaching French and being a tutor.  |                            |
| <b>Responsible to:</b>           | The CEO, Head Teacher, Head of Faculty and a Year Head   |                            |
| <b>Responsible for:</b>          | <ul style="list-style-type: none"> <li>● The planning and delivery of effective classroom teaching and learning in Modern Foreign Languages ( French)</li> <li>● Supporting students to achieve their best, whatever their ability</li> <li>● Monitoring the progress of students within classes taught</li> <li>● Using effective assessment techniques and providing students with achievable targets and appropriate feedback</li> <li>● Tutoring a group of students, providing guidance, delivering a PSHE programme, and monitoring their progress across the curriculum</li> <li>● Liaison with their parents/guardians</li> <br/> <li>● Working collaboratively with colleagues in both Curriculum and year teams</li> <li>● Ensuring that Academy policies are implemented</li> <li>● Promoting the Academy ethos and values</li> </ul> |                            |
| <b>Functional Relationships:</b> | <p>Membership of the Cultural Studies faculty, subject specialist teams and a Year team</p> <ul style="list-style-type: none"> <li>● Liaison with other subject teachers</li> <li>● Liaison with learning support staff</li> <li>● Liaison with clerical and technical associate staff</li> </ul>  |                            |
| <b>Grade and Salary:</b>         | <p>MPS/UPS/ECT/UQ</p> <p>Applications from Early Careers teachers would be welcome, a full induction programme is offered</p> <p>Applications from existing practitioners seeking new challenges and development are also welcomed.</p>  |                            |
| <b>Conditions of Service:</b>    | Post subject to Teachers’ Pay and Conditions   |                            |
| <b>Teacher Standards:</b>        | <p>Link to the teacher standards:</p> <p><a href="https://www.gov.uk/government/publications/teachers-standards">https://www.gov.uk/government/publications/teachers-standards</a></p>   |                            |

*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.*



# Job Description continued

## Specific Duties and Responsibilities

|                               |  |
|-------------------------------|--|
| <b>Day to Day Management:</b> | <ul style="list-style-type: none"> <li>• Classroom management and general oversight of the welfare of students in classes and around the Academy</li> <li>• Implementation of all Academy policies and routines</li> <li>• Contribute to the continued improvement of the Academy</li> </ul> |
| <b>Teaching Role:</b>         | 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"> <li>● Display</li> <li>● Reporting routine maintenance needs</li> <li>● Monitoring the condition of furniture etc</li> </ul> | Implementation of academy policies in relation to: <ul style="list-style-type: none"> <li>● Equal Opportunities</li> <li>● Student Welfare and Behaviour</li> <li>● Health and Safety,</li> <li>● Classroom Observation etc</li> </ul> |
| Participating in Staff Development  | Teaching the Tutor Programme   |

## Person Specification

|                       | Essential   | Desirable  |
|-----------------------|---|--|
| <b>Qualifications</b> | <ul style="list-style-type: none"> <li>● Appropriate Degree</li> <li>● Qualified Teacher</li> </ul>                   | <ul style="list-style-type: none"> <li>● Evidence of a range of supportive professional development</li> <li>● Evidence of post-qualification development</li> </ul> |
| <b>Experience</b>     | <ul style="list-style-type: none"> <li>● Experience of working with young people in the 11 to 19 age range</li> </ul> | <ul style="list-style-type: none"> <li>● Experience of teaching in a comprehensive School</li> </ul>   |

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|---|---|--|
| <p><b>Curriculum</b></p>                | <ul style="list-style-type: none"> <li>● Evidence of clear ideas about the delivery of the French / modern Foreign Language curriculum to all abilities</li> <li>● Enthusiasm for the subject.</li> <li>● Clear understanding of the programming fundamentals.</li> <li>● Understanding the importance of the inter-relationship between all areas of the curriculum in a secondary school.</li> <li>● Willingness to deliver the Academy's PSHE programme</li> <li>● Evidence of the production of learning resources.</li> <li>● Ability to Deliver Computer Science up to A Level standard.</li> </ul> | <ul style="list-style-type: none"> <li>● Evidence of clear ideas about the delivery of a language curriculum to all abilities</li> <li>● Evidence of the creative use of ICT in the delivery of the languages curriculum</li> <li>● Evidence of the production of learning resources</li> <li>● Ability to contribute to extra-curricular activities</li> <li>● Ability to teach Spanish and French to at least KS3</li> </ul> |
| <p><b>Management</b></p>                | <ul style="list-style-type: none"> <li>● Understanding of good classroom management techniques</li> <li>● Ability to be part of a Faculty team and a Pastoral team</li> </ul>   | <ul style="list-style-type: none"> <li>● Evidence of effective classroom management strategies</li> <li>● Evidence of being an effective member of a team</li> </ul>   |
| <p><b>Parents and the Community</b></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><b>Personal Qualities</b></p>        | <ul style="list-style-type: none"> <li>● Willingness to participate in CPD to enhance subject knowledge and pedagogy</li> <li>● Ability to develop good relationships</li> <li>● Good communication skills</li> <li>● High level of commitment to the Academy</li> <li>● Ability to work in a team, follow instructions and be self-organising</li> <li>● Record of good attendance</li> </ul>  | <ul style="list-style-type: none"> <li>● Evidence of good working relationships with a range of people</li> <li>● Evidence of a willingness to work hard</li> <li>● Be able to demonstrate that she/he can work as part of a team and be able to meet deadlines and achieve targets</li> </ul>   |

# Faculty Overview – Modern Foreign Languages Faculty

## About our team

### About Us

Bosworth Academy believes that all students should have the opportunity to study a language and we are in the process of updating our curriculum to allow this to happen. French and Spanish are taught to the vast majority of students in Key Stages 3 and 4, with some additional languages being supported to individual students. We also deliver languages to students in Key Stage 5.

The Modern Foreign Language faculty is composed of a Team Leader and a range of language specialists. The faculty is also supported by a Senior Leader who coaches the team. Together, the team is committed to outstanding teaching and learning and works effectively in a supportive and dynamic environment

Students will have the opportunity to study either French or Spanish when they arrive at Bosworth Academy in Year 7. They will continue to study their language through to GCSE level. Bosworth Academy is committed to providing students with an opportunity to study a language at A-Level.

## *High expectations*

# 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.

- **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.

**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



*Where students are  
happy and thrive*

# 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 wholeheartedly 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  |
|--|--|
| <b>Putting your trust in our Trust</b>                         | 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.  |
| <b>Coaching</b>  | 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.  |
| <b>Personal Improvement Plan versus Performance Management</b> | 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.  |
| <b>Health and Wellbeing Strategies</b>                         | <p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> <li>• providing employees with a safe, healthy and supportive environment in which to work</li> <li>• recognising that the health and wellbeing of our employees is important</li> <li>• providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged</li> </ul> <p>We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the workplace. 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><b>Equality and Equal Opportunities</b></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><b>Presumed Professionalism</b></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> |

|   |   |
|---|---|
| <p><b>Development of Professional Capital and Excellence</b></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"> <li>• The National Professional Qualification for Headship (NPQH)</li> <li>• The National Professional Qualification for Senior Leadership (NPQSL)</li> <li>• The National Professional Qualification for Middle Leadership (NPQML)</li> <li>• The Outstanding Teacher Programme (OTP)</li> <li>• Initial Teacher Training (ITT)</li> </ul> <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><b>Great access to progression and leadership responsibility</b></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>   |

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| <p><b>Collaboration across all schools</b></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 works together.</p>  |
| <p><b>Sabbatical and flexible working policies</b></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><b>Strong Induction Process</b></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><b>ECF Programme</b></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><b>Continued ECT and ECT support</b></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><b>3DJ Networks</b></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><b>Attendance of staff</b></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**