

Recruitment Information Pack



Bosworth Academy

Teaching Assistant

Required from ASAP

Fixed Term until July 2025 in the first instance (this is a rolling contract)

Paid at Grade 6 (point 9-10)

12.05 hours per week term time plus 5 training days across the academic year

Salary: Grade 6 full time equivalent is £25,188 - £25,590 pa

£7,038- £7,150 pa actual salary



inspiration innovation integrity



Message from the Headteacher

Thank you for showing an interest in the Teaching Assistant post at Bosworth Academy, a vitally important role that helps secure the best possible outcomes for some of our most vulnerable students.

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 good and outstanding in its delivery of outcomes for young people in and for our community. Bosworth Academy is an unstoppable force for affecting social mobility.

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

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

Bosworth Academy The 6C Curriculum

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

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



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

Anti-Racist School Pledge

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

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

The Advert

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The Headteacher and Governing Body are wishing to appoint a Teaching Assistant. 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 Teaching Assistant to work with our students with Special Educational Needs. 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 SEND 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 teaching and learning for the children in our care. 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 an 'Outstanding' school in our recent inspection. We continue to develop our practice as we believe our community deserves nothing less and were awarded 'World Class Status'.

Further details may be obtained from Miss Laura Degia, ldegia@bosworthacademy.org at the address below.

The closing date for completed applications is 9 am on Saturday 22nd February 2025, with interviews taking place Wednesday 26th February 2025.

"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."

"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@bosworthacademy.org.uk

LiFE Multi Academy Trust CEO: Mr Chris Parkinson

Bosworth Academy Headteacher: Mr Simon Brown



Developing
social and
leadership
skills

The Application Process

How to apply

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

To apply, you need to:

1. **Write a letter of application of no more than two sides of A4**, font no smaller than Arial 11. Please outline your experience and how your appointment might contribute to the future life chances of our students.
2. **Complete the application form.**

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

Please send completed applications **by 9am on the closing date specified in the advert via email to hr@bosworthacademy.org.uk**

Applications will be acknowledged, where requested.

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

Queries

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

In addition, we offer:

- Training & development opportunities
- On-site parking
- On-site catering facilities
- Staff wellbeing and flexible working

- Childcare and cycle to school vouchers
- Located in Leicestershire our schools have excellent transport links and road networks
- Employee Assistance Program including health, wellbeing, financial and legal support.

Job Description for Teaching Assistant

Job title: Teaching Assistant (TA)

Salary: Grade 6 full time equivalent is £25,188 - £25, 590 pa (£7001 - 7,132 pa actual salary)

Hours: 12.05

Contract type: Term time + 5 teacher days / Fixed term in the first instance, with a view to being permanent

Reporting to: SENDCo

Main purpose

The TA will:

- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Mentor students individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement
- Lead small group withdrawal.
- Key staff for selected students
- Keep Learning profiles up to date
- Liaise with parents

Duties and responsibilities

Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities

- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

The TA will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the TA will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or line manager.

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.

Personnel Specification (desirable, not essential):

CRITERIA	QUALITIES
<p>Qualifications and experience</p>	<ul style="list-style-type: none"> ● Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held) ● GCSEs at grades 9 to 4 (A* to C) including English and maths ● Experience of working with children ● Experience of planning and leading teaching and learning activities (under supervision)
<p>Skills and knowledge</p>	<ul style="list-style-type: none"> ● Good literacy and numeracy skills ● Good organisational skills ● Ability to build effective working relationships with pupils and adults ● Skills and expertise in understanding the needs of all pupils ● Knowledge of how to help adapt and deliver support to meet individual needs ● Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils ● Excellent verbal communication skills ● Active listening skills ● The ability to remain calm in stressful situations ● Knowledge of guidance and requirements around safeguarding children ● Good ICT skills, particularly using ICT to support learning ● Understanding of roles and responsibilities within the classroom and whole school context ● Understanding of effective teaching methods ● Knowledge of how to successfully lead learning activities for a group or class of children ● Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support ● Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice ● Knowledge of a range of interventions suitable for KS3 and KS4 students

<p>Personal qualities</p>	<ul style="list-style-type: none"> • Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Commitment to maintaining confidentiality at all times • Commitment to safeguarding pupil's wellbeing and equality
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Faculty Overview – SEND Team

SEND Team

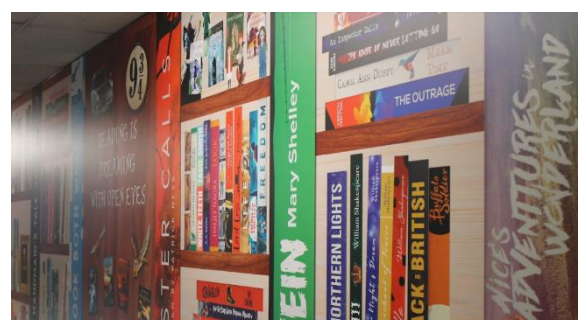
Our team consists of the SENDCo, SEND Support Coordinator, SEND Support TLR holder, Teaching Assistants and Learning Mentors.

About Us

The Learning Support team at Bosworth Academy is a large team whose fundamental goal is to ensure students are supported to have a positive learning experience at Bosworth Academy.

We work collaboratively towards our strapline that **‘No Student will Underachieve’** and we work hard to maintain high standards with high support.

The Teaching Assistants are classroom based practitioners. We use strategies to ensure that the needs of all students are being met. We know that we can make a huge difference to the children we work with and pride ourselves on this. Students with an Education, Health and Care Plan or recognised as requiring SEN Support are our main focus group and we work hard to ensure all students learn effectively.



LiFE Multi Academy Trust

Bringing Learning to LiFE

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

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

LiFE Values:

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

*Where students are
happy and thrive*



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
<p>Putting your trust in our Trust</p>	<p>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.</p>
<p>Coaching</p>	<p>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.</p>
<p>Personal Improvement Plan versus Performance Management</p>	<p>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.</p>
<p>Health and Wellbeing Strategies</p>	<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>
<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>
<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