



**THE
ST LEONARDS**
ACADEMY



University of Brighton

Academies Trust

PRINCIPAL OF THE ST LEONARDS ACADEMY

CANDIDATE PACK
MARCH 2020

Achieving excellence together



HOW TO APPLY

Thank you for your interest in this role. Before you apply, we encourage you to contact John Smith, Interim Executive Director of School Improvement for an informal discussion about the role and to arrange a visit to the academy by emailing j.smith@brightonacademiestrust.org.uk.

Please submit your completed application and equal opportunities form via our online system <https://careers.brightonacademiestrust.org.uk/>

We are committed to safeguarding and promoting the welfare of children and young people, and expect all staff to share this commitment.

Location: The St Leonards Academy, St Leonards on Sea, East Sussex

Reporting to: Executive Director of School Improvement

Closing date for applications: Sunday 22 March 2020

Selection and interview date: Thursday 26 and Friday 27 March 2020

Start date: September 2020

Salary: Teachers' Leadership Pay Range L31-37: £85,826- £99,424. A relocation package may be available for the successful candidate.

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WELCOME

Thank you for the interest you have shown in the role of Principal at The Leonards Academy.

We are seeking an inspirational, strategic leader to realise our vision for The St Leonards Academy; to achieve outstanding status and to improve the standards, attainment and aspirations of all its students.

Based in St Leonards on Sea, to the west of Hastings, East Sussex, The St Leonards Academy is a large coastal community secondary school with approximately 1500 students. It offers high quality modern facilities with state-of-the-art ICT provision, following a major capital redevelopment and extension programme in 2012. The academy has extensive grounds, large playing fields and excellent sports facilities. It also hosts a special facility for 18 young people with physical disabilities or severe autism. It is a popular school, full in each year group.

In January 2017 the academy maintained a 'Good' rating from Ofsted, its second Good judgement since opening as an academy in September 2011. This outcome was a well-deserved recognition of the continuing improvements that have been made to deliver the best possible outcomes for students. It has also been awarded TEEP (Teacher Effectiveness Enhancement Programme) Ambassador school status. We are now seeking a Principal to build on these solid foundations. The successful candidate will have an exciting opportunity to shape and lead the next stage in the development of the academy.

We are proud to be part of the University of Brighton Academies Trust, a network of 15 infant, primary and secondary academies, located across Sussex. Enriched by the University of Brighton's contribution, we want to ensure that the 7,700 pupils in our academies are inspired to meet their potential and develop a passion for life-long learning. We truly believe that education transforms lives. All of our academies are judged as Good or Outstanding by Ofsted.

We work collaboratively to help our students and everyone connected to our academies achieve excellence. By working together and sharing ideas, insights and best practice, our academies support each other to improve.

It is important to us that our academies have a positive impact on their communities and that students understand the role they can play in the wider world. We work to ensure that parents and carers are actively engaged in their child's learning.

We value our staff, investing in their training and development at all stages of their careers. New Principals are allocated a mentor to support them for at least the first year of their appointment.

We hope you find this candidate pack interesting and informative and decide to apply.



Professor Chris Pole
Chair
University of Brighton
Academies Trust



Dr John Smith
Chief Executive
University of Brighton
Academies Trust

Head of School of Education
University of Brighton

JOB DESCRIPTION

Job Title: Principal of The St Leonards Academy

Employer: University of Brighton Academies Trust

Location: St Leonards on Sea, East Sussex

Salary: Teachers' Leadership Scale L31-37

Responsible To: On a day to day basis, the postholder reports to the Executive Director of School Improvement. The Chief Executive has overall responsibility for the post.

Responsible For: Total establishment staff of c.170

Main Purpose Of The Job: To provide inspirational, strategic and professional leadership of The St Leonards Academy in order to realise the Trust's vision of achieving outstanding status and to improve the standards, attainment and aspirations of all students, ensuring that they are well placed to progress to their future education.

Main areas of responsibility:

1. Trust strategy, vision and values

- 1.1 Engage with the Trust's Members and Trustees, Chief Executive, Executive Director of School Improvement, senior staff and members of the academy's Local Board in order to contribute to the development the Trust's strategy for its academies, creating the platform for the development of high standards and learning.
- 1.2 Ensure that the Trust's vision, values, ethos, strategy and performance in the academy is clearly articulated, shared, understood and acted upon effectively by all, so that the academy remains at the cutting edge of innovation and change, achieving outstanding status and top quartile performance.
- 1.3 Work with the academy's community to translate the vision into agreed objectives and an operational plan in order to secure strong and sustainable school improvement and student attainment.
- 1.4 Ensure that strategic planning recognises the needs and interests of all partners and stakeholders, whilst taking account of the diversity, values and experience of the academy and its community, so that the Trust's vision and values can be demonstrated in everyday work and practice and a shared culture and positive climate is created in the academy.

2. Leadership and management

- 2.1 Lead and manage the academy, with an emphasis on outstanding achievement, so that high standards and exemplary practice are utilised and shared to the greatest effect in the academy.
- 2.2 Lead the academy so that day-to-day activities are fully supportive of the Trust's vision, strategic direction and improvement plans.
- 2.3 Ensure that high quality monitoring and evaluation takes place, so that issues and outcomes can be rapidly addressed.
- 2.4 Ensure that a safe, calm well-ordered environment is provided for all students and staff, focused on safeguarding students and developing exemplary behaviour; and safeguard and promote the welfare of students.
- 2.5 Lead and support the academy's senior leadership team to attract, build, motivate and retain high performing staff so that transformational change, growth and success is achieved in the academy, and to facilitate talent spotting and succession planning.
- 2.6 Develop and implement flexible staffing structures to enable good practice to be shared, and so that there are opportunities for staff to work closely and proactively together with similar staff in other academies within the Trust.

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- 2.7 Contribute to the leadership and management of the Trust more widely, disseminating best practice and contributing to cross-trust projects and strategies.
 - 2.8 Provide professional leadership of the evaluation of performance to foster high standards and strong motivation from all staff.
 - 2.9 Oversee the development and implementation of appropriate induction and staff development programme of activity, so that all staff are well placed to maximise the attainment and aspirations of the academy's students.

3. School improvement strategy

- 3.1 In conjunction with the Trust's school improvement team, plan, develop and implement an effective school improvement strategy, to ensure that aspirations and standards continue to rise in the academy over the long term.
- 3.2 In conjunction with the academy's senior leadership team, provide professional leadership of learning and teaching and school improvement activities, so that attainment of all groups of students (including those from disadvantaged backgrounds) consistently improves and is comparable. This includes:
 - Providing and fostering the curriculum leadership necessary to develop and implement effective school improvement strategies;
 - Overseeing all curriculum developments;
 - Overseeing the development and implementation of behaviour and attendance policies and practices;
 - Ensuring policies for the pastoral care and support of all students;
 - Promoting and ensuring an inclusive approach to education;
 - Evaluating standards of teaching and learning, ensuring appropriate strategies are implemented to disseminate good practice and address any areas of inadequacy;
 - Ensuring student progress is monitored using data and benchmarks and that appropriate interventions are used to address any areas of underachievement;
 - Embedding academy self-review and evaluation;
 - Maintaining policies and procedures for the effective safeguarding of children and young people.
- 3.3 Develop strong and effective links with local primary schools and local post 16 providers, so that there is seamless transition of students to and from the academy.

4. Community engagement and external partnerships

- 4.1 Promote effective links with parents/carers to maximise aspirations and promote student progress.
- 4.2 Sensitively manage all communications with parents/carers.
- 4.3 Develop and implement a community engagement strategy, including partnership activity with key stakeholders, to promote a continuous culture of change.
- 4.4 Promote effective liaison with external agencies (in particular, through the academy's multi-agency unit and SEN Facility) and an inclusive approach to education.

5. Resource strategy

- 5.1 In conjunction with central Trust staff, ensure the effective deployment and management of all resources (ensuring compliance with Department for Education/Education and Skills Funding Agency regulations and advice; and ensuring careful budgetary controls), in order to maximise value for money and impact and enable all pupils to gain high levels of achievement.
- 5.2 In conjunction with central Trust staff, oversee the management and organisation of the academy environment in order to ensure that it meets the needs of the curriculum and health and safety regulations.

6. Equalities

- 6.1 Oversee the implementation of policies on equalities in order to ensure equality of opportunity and practice in all aspects of the academy's work in compliance with legislation and good practice.

7. Other duties

- 7.1 Undertake such other duties as reasonably correspond to the general character of the post and commensurate with the post of Academy Principal.
- 7.2 To carry out all activities in line with the Trust's Human Resources, Health & Safety and Equal Opportunities policies and the Trust's Financial Regulations

PERSON SPECIFICATION

The criteria below indicate the qualities that are needed to do the job well. Candidates for the post will be selected according to the extent to which they satisfy them, and their evidence of potential for developing the rest further. Most of the criteria must normally be met to qualify for selection.

ESSENTIAL CRITERIA

Leadership of staff and resources

- Evidence of different leadership and management roles in an educational context
- Evidence of the ability to lead, motivate, enthuse and drive forward individuals and teams to achieve high performance
- Evidence of the ability to implement and retain effective and sustainable staffing structures, including the implementation of programmes of staff development
- Evidence of making a positive impact on the development and improvement of a school
- Evidence of responsibility for the allocation and monitoring of financial and capital resources

Education and qualifications

- Good honours degree or equivalent
- Qualified Teacher Status
- Evidence of recent professional development.

Experience and knowledge

- Substantial experience of secondary education, including recent experience as a vice principal, deputy headteacher or equivalent senior school leader role
- Experience of developing and implementing educational improvement strategies, resulting in evidence of successful improvement in student progression and attainment
- Strong track record of successful development and delivery of learning, including detailed knowledge of strategies to achieve effective learning, teaching and assessment underpinned by the innovative use of ICT
- Knowledge and passion for quality in educational provision, including empathy for the regional context
- Significant knowledge and understanding of relevant legislation, national priorities, the National Curriculum, innovation, new developments and accountability/statutory frameworks underpinning educational effectiveness
- Knowledge of all associated phases of education (primary, 14-19 and Higher Education)
- Knowledge and understanding of approaches to self evaluation and improvement planning processes
- Understanding and experience of statutory safeguarding requirements, including safer recruitment
- Understanding of, and commitment to, equality, diversity and inclusion
- Experience of budget management and resource planning

Communication

- Highly effective communication skills and ability to influence and communicate with key stakeholders, including parents/carers and community partners
- Excellent oral and written communication skills, and excellent interpersonal skills

Skills / attributes

- Understanding and respect for children and their needs in the 21st century
- High standards of integrity and a positive role model for staff and students
- Ability to analyse, evaluate and interpret information, including statistical data, and make critical organisational decisions in conjunction with others
- Very good problem solving, negotiation and decision making skills and the ability to produce practical and innovative solutions
- Excellent time management and organisational skills, including working under pressure and to deadlines
- Confident user of ICT
- Commitment to personal and professional development

Desirable criteria

- Postgraduate qualification in an education or management related area
- Be working towards or completed a recognised leadership qualification, such as National Professional Qualification for Headship
- Recent experience as a principal or headteacher

ADDITIONAL INFORMATION

This Job Description is correct at the time of print and gives the main responsibilities and tasks of the role. However, these may be changed or added to as appropriate.

There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

Date: March 2020

- This post is subject to a Disclosure and Barring Services (DBS) check.
- This post is exempt from the Rehabilitation of Offenders Act (1974) – applicants must be prepared to disclose all criminal convictions and cautions, including those that would otherwise be spent under the Act.

The 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 ST LEONARDS ACADEMY



The academy is “highly ambitious for every pupil and wants each pupil to succeed.”

Ofsted 2017



The minute I walked into The St Leonards Academy, I just knew it was a really special place.”

Parent

www.thestleonardsacademy.org.uk

Our vision

We share a belief that education transforms lives and creates brighter futures.

We celebrate the unique character of every child in our academy whilst providing a rich curriculum that enables our students to learn, to think for themselves, be resilient, be tolerant and respectful, and be curious and inquiring.

We are proud of our academy community and our local community.

All of our students are in a great academy and have access to the best leaders and the best teaching, based on international, national and local research in partnership with the University of Brighton Academies Trust.

Our values

The academy's motto, 'PRIDE Through Success' stands for 'Potential, Respect, Innovation, Determination and Excellence' and this applies equally to all of the academy's staff as well as to our students.

We take great PRIDE in investing in all of our staff through a variety of professional development programmes that aim to provide a culture of life-long learning, continuity and succession planning. The academy is incredibly proud of its achievements. We are unequivocally determined to build on the strengths and successes by working in close partnership with the students, parents, carers and within the wider remit of the University of Brighton Academies Trust, to provide a fully inclusive first class education for our community.

Curriculum and learning

The St Leonards Academy is a secondary school for young people aged 11 – 16 years with 300 students in each year group, totalling 1500 students.

We are relentlessly focussed on delivering excellent teaching and learning. To help drive forward whole school improvement we have built our teaching and learning culture on the holistic Teacher Effectiveness Enhancement Programme (TEEP). This is a framework that is proven to improve teaching and school outcomes. The Specialist Schools and Academies Trust has acknowledged the work that the academy has put into embedding TEEP and our continuing aspirations for the future, by awarding the Academy with TEEP Ambassador status, just one of 20 schools nationally.

We believe in providing a solid foundation in the core subjects of English, mathematics and science which are vital to being successful in the modern world. In addition our students benefit from outstanding learning opportunities in humanities, languages, arts subjects and design technology at Key Stage 3. Key stage 4 options include French and Spanish, history, sociology, geography, sociology, business, philosophy and ethics, art and photography.

Every lesson is designed to be stimulating, engaging and innovative: debate, participation and passion for enquiry are fundamental to our way of working. In dedicated personal development lessons, students develop the skills that underpin successful learning, helping students with study skills, thinking, independent study and collaborative problem-solving skills. These are the transferable, flexible skills relevant to higher education and the modern world of work which we provide as part of a broad and balanced curriculum that allows a high degree of flexibility.

We want to ensure that every child's success is inevitable. Underpinning all of our work within the academy is the principle of high expectations. We strive to maximise the potential of every child and help them to take advantage of every opportunity. We ensure that every child has a champion in their learning mentor, who focuses with the students on personal education plans, target setting and improving attainment. All our teachers are committed to setting challenges in their teaching and learning. There is a specific programme of extension activities for more able students and the Academy participates in The Villiers Park Scholars Programme which helps academically able students gain entry to top universities.

All students are encouraged to unlock their potential and realise their ambitions through extensive enrichment programmes and guidance that ensures talent is nurtured, learning is valued, challenge is stimulated and achievement is respected. Examples of enrichment activities include:

- Personal Development Award (Y7/8)
- STEM events and competitions
- Crest Award
- Homework Club
- Academy Show
- Music Gigs / Choir
- Dance and gymnastics events
- Sports Teams
- Duke of Edinburgh Award Scheme (Y9/10).

We also offer a robust package of careers education that includes mentoring by university students, work experience and volunteering, progression workshops and career cafes where students and parents have the opportunity to meet with prospective colleges and employers.

Inclusion

The St Leonards Academy is committed to developing the best possible provision for students with additional learning needs in a mainstream setting. Working on the principle that every student is supported and challenged to achieve their very best, our vision is to create the opportunity for every student to excel and have a sense of achievement. We provide for children with a wide range of additional needs.

Provision for children with special educational needs includes:

- in class shared support from a Teaching Assistant
- multi sensory Literacy and Numeracy support in small groups
- individual or small group opportunities for Speech and Language Programmes
- access to Social Skills/Social Use of language groups
- participation in Occupational Therapy Programmes
- access to specialist equipment as appropriate.
- access to physiotherapy
- access to hydrotherapy

We have a specialist facility for 18 students with physical disabilities and students who have difficulties identified on the autistic spectrum.

Our dedicated wellbeing team supports all students and can offer specific and specialised support and guidance through our Educational Training Centre and links with external agencies.



Academy data snapshot

Data correct as of March 2020.

THE ST LEONARDS ACADEMY	
Number of students on roll	1472
Number of students in receipt of free school meals	417 (28%)
Number of students eligible for Pupil Premium	567 (39%)
Number of students with an Education, Health and Care Plan	54 (4%)
Number of students with Special Educational Needs support	182 (12%)

	2017	2018	2019
Attainment 8 score	42.0	38.4	37.8
Progress 8 score	-0.04	-0.45	-0.71
% gaining grades 4+ in English & Maths	53%	44%	50%
% gaining grades 4+ in English	71%	59%	66%
% gaining grades 4+ in Maths	59%	55%	55%
% gaining grades 5+ in English & Maths	27%	22%	26%
% gaining grades 5+ in English	55%	37%	46%
% gaining grades 5+ in Maths	31%	29%	30%

Governance

Governance arrangements are set by the University of Brighton Academies Trust.

The St Leonards Academy has a Local Board that contributes to the academy's vision and future strategy. It is responsible for ensuring that the academy maintains strong community links and effective communication with all stakeholders including parents and carers. It is also responsible for monitoring student wellbeing, admissions, complaints and concerns.

Local Boards include individuals from the community, including parent and carers. They are accountable to the Trust's Board of Trustees.

OUR STUDENTS



“The teachers at the academy go above and beyond to give you what you need to be successful.”

Student

“I have been asked about the academy by a lot of parents and I always recommend it.”

Student

“There is a huge number of activities and clubs to get involved with, from competitive sport to pantomimes and even our own school bands! Life at The St Leonards Academy is fast paced, exciting and always enjoyable.”

Head Boy and Head Girl



UNIVERSITY OF BRIGHTON ACADEMIES TRUST



School improvement is at the heart of the work of the Trust.”

Ofsted 2019

www.brightonacademiestrust.org.uk

The University of Brighton Academies Trust is a network of 15 academies in Sussex all supporting each other – and their pupils – to excel. It is a multi-academy trust and a not-for-profit charitable company limited by guarantee.

Our values

We value excellence, integrity and innovation.

We want excellence for our pupils and their families, our staff and our academies' communities. We believe that education transforms lives, which is why each of our academies has a rich curriculum to ensure that pupils meet their potential and are inspired to continue learning.

We work with integrity. We recognise the unique character of each of our academies and tailor the support we provide to suit the individual academy and its pupils. We respect all cultures and beliefs and believe in honesty and openness.

Innovation is key. We constantly strive to improve. Our pupils' experience is enriched by the contribution of the University of Brighton and its School of Education. Our school improvement framework is informed by best practice and creative approaches.

The University of Brighton is the Trust's sponsor. The university's commitment to improving educational opportunities by supporting academies began in 2008 in Hastings and St Leonards and has since developed to include academies in East and West Sussex.

Visit: www.brightonacademiestrust.org.uk

Board of Trustees

The Trustees are responsible for determining the Trust's strategic direction, including overarching responsibility for the three core functions: the Trust's vision, educational standards and financial performance.

Trustees are also responsible for ensuring the Trust complies with charity and company law, as well as its funding agreement with the Secretary of State. The Board of Trustees includes representatives from the Trust's sponsor and local people with a wide range of expertise.

About the University of Brighton

The University of Brighton is a leading provider of higher education in the south east. It has 21,000 students, 2,600 staff on five campuses across Sussex and runs 500 undergraduate and postgraduate courses including teacher training, medicine, mathematics, computing, engineering and fashion.

Its School of Education has an 'Outstanding' rating from Ofsted for all of its early years, primary and secondary teacher training and it is ranked in the top five universities for education courses in England in The Times and Sunday Times Good University Guide 2018.

Partnership working is central to the University's mission and it has a deep commitment to helping to shape the futures and realise the potential of young people across the region.

Visit: www.brighton.ac.uk

Our academies



Our structure

Our Executive Management Team leads all aspects of the Trust and is based at the University of Brighton's Falmer campus.

The Executive Management Team oversees all education provision in the Trust, as well as a professional services team (Estates and Facilities Management, Finance, Human Resources, ICT, Marketing, and Policy and Governance).

Academy leadership is led by a Principal supported by a senior leadership team.

All academy Principals, Heads of Professional Service and the Trust's Executive Team form a Senior Management Team. Members work collaboratively, taking joint responsibility for the outcomes of our pupils and for the efficient and effective management of the Trust's resources.

A 'Strategic Improvement Group' supports the Executive Director of School Improvement in over-seeing school improvement activity across the Trust.

School improvement approach

Our aim is for every academy within the Trust to be outstanding and achieve the best possible outcomes for pupils.

All of our academies receive at least three Challenge Partner visits annually. Challenge Partners are experienced senior professionals with a proven track record of school improvement. Visits provide both challenge and support to enable rapid improvement and are conducted jointly with senior leaders.

Additionally, each academy is in a cluster with at least one other primary academy within the Trust, so that they can share best practice and conduct peer reviews.

School Improvement is also an integral part of joint Senior Management Meetings, where Principals have the opportunity to share practice, reflect on the latest educational developments and make strategic decisions about policy and practice.

The key features of the Trust's school improvement framework are based on the Trust's overall vision and the aim to achieve excellence as standard in everything we do:

- Leading the Trust strategically.
- Improving the workforce.
- Developing and utilising the best leaders.
- Monitoring and review.
- Additional support to vulnerable academies.
- Links with the School of Education, University of Brighton.
- Improved initial teacher education opportunities.
- Continuing professional development opportunities.
- Research opportunities.

Strategic business plan

The Board of Trustees has approved a Strategic Business Plan for the University of Brighton Academies Trust for the period 2018-2023. The Trust has very many strengths and outstanding achievements: the Strategic Business Plan informs and shapes our work in this important next stage of our development, and helps us achieve excellence for our pupils, staff and community.

The Plan is comprised of six priority areas, with a series of objectives to be achieved during the next five years:

PRIORITY	WHAT SUCCESS WILL LOOK LIKE:
School improvement	<ul style="list-style-type: none">• All our academies will be at least good by 2020• Academies that are currently judged to be good or better demonstrate improvement towards achieving / maintaining outstanding status• A strong progress data profile for all groups, at least in line with national• The gap in the progress and attainment of disadvantaged and other pupils is closed• Shared responsibility for the outcomes of all pupils and for the performance of all academies in the Trust• Pupil attendance in all academies to be in line with national or to show a rising trend
Strategic development	<ul style="list-style-type: none">• The objectives of the Board of Trustees to achieve consistency and excellence in all aspects of the Trust's work is achieved• Professional support services have the right level of capacity to add value to academy improvement• Transformation of professional support services to provide high-quality, efficient and effective support

Staffing	<ul style="list-style-type: none"> • High-quality staff at all levels and in all academies and teams; and a selecting (rather than recruiting) organisation
Communication and collaboration	<ul style="list-style-type: none"> • Excellent national, local and regional reputation as an effective multi-academy trust • The University of Brighton and the Trust mutually benefits • Staff see themselves as part of wider organisation and benefits that being part of a multi-academy trust brings; there is shared responsibility for the outcomes of all pupils and for the performance of all academies in the Trust • Effective collaboration and partnership with external organisations
Resources	<ul style="list-style-type: none"> • Financial sustainability of the Trust, supported by an appropriate level of reserves, maximising the amount of resource available to teaching and learning and school improvement • All senior stakeholders engage positively in a needs-based budgeting approach, with collective accountability for the financial performance of the Trust
Governance and accountability	<ul style="list-style-type: none"> • Skilled and experienced Trustees with a broad range of experience and expertise, who are committed to the delivery of the Trust's vision and values, and who hold leaders to account • Embedded governance structure with clarity about roles, responsibilities and accountabilities • Committed local Boards that add value to the Trust through strong community links • Strategic decision-making informed by accurate reliable data and management information • Clear and comprehensive arrangements to provide assurance about compliance on all statutory requirements



Achievements from across the Trust in 2017–2019

- All fifteen infant, primary and secondary academies are judged as ‘outstanding’ or ‘good’ by Ofsted, including:
 - Churchwood Primary Academy judged as ‘good’ by Ofsted, with ‘outstanding’ for effectiveness of leadership and management; personal development, behaviour and welfare; and early years provision.
 - Robsack Wood Primary Academy’s Nursery judged as ‘outstanding’ by Ofsted.
 - Holmbush Primary Academy judged as ‘good’ by Ofsted.
 - The Hastings Academy judged as ‘good’ by Ofsted, with ‘outstanding’ leadership and management.
 - Lindfield Primary Academy maintains a ‘good’ rating from Ofsted with a recommendation for a further inspection to consider its potential for an ‘outstanding’ rating.
 - Blackthorns Community Primary Academy judged as ‘outstanding’ by Ofsted.
 - The Baird Primary Academy judged as ‘good’ by Ofsted in all five categories.
 - The Burgess Hill Academy judged as ‘good’ by Ofsted in all five categories.
 - Dudley Infant Academy judged as ‘good’ by Ofsted, with ‘outstanding’ behaviour and attitudes.
 - Desmond Anderson Primary Academy judged as ‘good’ by Ofsted in all five categories.
- Lindfield Primary Academy has been praised by the Rt Hon Nick Gibb MP for excellent phonics teaching.
- Blackthorns Community Primary Academy is ranked in the top ten schools in West Sussex.
- Blackthorns Community Primary Academy’s excellent 2017 results were recognised by the Schools, Students and Teachers network award, placing it in the top 20% of schools nationally
- The Baird Primary Academy has been awarded the prestigious Marjorie Boxall Quality Mark Award for their outstanding nurturing environment and inclusive provision
- The Trust has been praised by Ofsted following a ‘Multi-academy Trust Summary Evaluation’ in summer 2019: Inspectors praised the Trust’s strategic plans which: ‘are rightly focused on improving the quality of pupils’ educational experiences and outcomes’; the strong leadership in academies which ‘leads to a culture of high aspirations, in which dedicated staff use a range of effective approaches to ensure pupils’ welfare and safety’; as well as trustees and the executive team, who are ‘determined to improve pupils’ life chances through providing high-quality education for all of the pupils in their schools’.



WORKING FOR US

“The priority given to staff well-being and training helps to improve the quality of teaching, increases staff retention, supports succession planning and adds capacity to the Trust as a whole.”

Ofsted 2019

www.brightonacademiestrust.org.uk

We value our staff and believe well qualified, motivated individuals are vital to the success of our academies. By working for us you will be joining us in our aim to make long lasting improvements to the educational achievement of children in Sussex.

We believe top-quality training, continuing development and career opportunities for staff lead to the best teaching and learning for our pupils.

Disability confident

The Trust has signed up to Disability Confident, a voluntary government scheme to support equality and diversity in our staff recruitment practices. It seeks to challenge misconceptions towards disability and employment, while also increasing understanding and awareness of mental and physical disabilities.

Professional development

Our career pathway and professional development programmes allow all staff to learn from others and to develop their own practice. Most of our professional development is bespoke including a Trust teaching and learning framework that is designed to support teachers at all levels. Our teaching school provides bespoke courses to support Apprenticeships, ITT training, NQTs and more experienced teachers and leaders. The University of Brighton additionally supports teacher training and pedagogy.

Annually we offer up to 10 scholarships for Continuing Professional Development study at the University of Brighton to staff across the University of Brighton Academies Trust. The scholarships are open to all staff within the University of Brighton Academies Trust and are used as a contribution towards tuition fees.

Employee benefits

We offer a wide range of exciting and useful employee benefits to all our employees, including flexible working to maintain a healthy work-life balance, competitive annual leave entitlement, maternity and paternity leave, and discounts and offers with popular retailers.

We believe in the power of motivated and happy teachers and staff, which is why we seek to enrich and reward our employees wherever we can.

- **My Academy Rewards** – our employee discount programme - gives all employees great savings at hundreds of retailers. Staff can access discounted and instant vouchers as well as cashback offers.
- **The Employee Assistance Programme** is a welfare initiative available to all our staff to give counselling, information, signposting and support. We care about our employees and their wellbeing and understand that everybody encounters situations or difficulties at some point in their life, and can benefit from independent help and support.
- **The Local Government Pension Scheme (LGPS) and Teachers' Pensions scheme** provides benefits for employees and their families both now and in retirement. The scheme provides employees with a secure future income at a low cost, with a large percentage contributed by the trust.

OUR COMMUNITY

The St Leonards Academy is located in St Leonards on Sea, to the west of Hastings, one of the best known coastal towns of East Sussex.

Hastings and St Leonards are benefiting from investment in education, business support, transport and infrastructure. It is a lively, diverse coastal community, with plenty to enjoy. There is a strong community spirit, and a thriving arts and culture scene. Stunning sea views, a long sandy shingle beach, numerous green parks and gardens, beautiful regency architecture, quirky fishermen's cottages, a historic old town and affordable housing make Hastings and St Leonards a great place to live and work.

Dramatic coastline and nearby countryside are excellent destinations for outdoor activities such as walking and cycling. Inland is the Weald, an area of outstanding natural beauty, which has a wide range of attractions as well as a superb choice of housing.

The area is easy to explore by foot, bike, bus and rail, or a combination of these.

St Leonards on Sea is served by West St Leonards and St Leonards Warrior Square railway stations linking the town with Hastings and Rye to the east, Eastbourne and Brighton to the west, and a direct train service to London Charing Cross. Hastings railway station has direct trains to Ashford International station for Eurostar. Local bus services also provide access to nearby towns.

We have listed some of the major attractions of the area, which make this an excellent place in which to live and work.



Arts and culture

Hastings and St Leonards on Sea area have a wealth of culture and history to explore, and a number of festivals throughout the year.

Hastings Museum and Art Gallery contains displays from local to international themes. Visit the Hastings Museum and Art Gallery website to find out about permanent collections and temporary exhibitions. Hastings Contemporary – formerly the Jerwood Gallery – champions modern and contemporary art with a bold and ambitious exhibition programme.

The new, modern, RIBA-award-winning Hastings Pier is a simple and sustainable platform that is loved by locals as well as being a popular visitor destination. As well as the Pavilion Restaurant and beach hut-style food and drinks kiosks, there are vintage fairs, exhibitions and family-friendly events.

The Electric Palace Cinema brings independent cinema to Hastings with a wide choice of film and film events, while the Odeon shows more mainstream cinema. There is a choice of two theatres, including the White Rock Theatre which presents a wide range of productions.

For music lovers there is an exciting variety of venues and events including live music venues and many pubs which host live bands. A free beach concert features local bands every year and the annual Hastings Beer and Music Festival in May attracts well-known groups.

History

The Hastings and St Leonards area has a rich history, having been inhabited for well over 2000 years. The first port predates the arrivals of the Romans in Britain in 55BC and Hastings' link with the sea continues as home to the largest beach-launched fishing fleet in Europe.

The local architecture reflects the last thousand years of its history, from the lofty Norman castle, medieval churches and timbered buildings in the Old Town's twisting narrow streets and twittens, to the attractive Victorian buildings and 21st century styles.

The site of the Battle of Hastings in 1066 is just outside Hastings and St Leonards on Sea at nearby Battle. Hastings Castle was the first to be built in England by William the Conqueror. You can visit the ruins on top of the West Hill.

East Sussex boasts a number of other interesting historical attractions, including more castles - Pevensey Castle, first built 1600 years ago in Roman times, Bodiam Castle, dating from the fourteenth century and Herstmonceaux Castle, from the fifteenth century.

The Ragged-Trousered Philanthropists, a novel describing the plight of the working classes in the early twentieth century and now recognised as a classic piece of observation in social criticism, was written in Hastings. There are several thriving local history societies.

Social scene

Hastings and St Leonards on Sea have a range of pubs and wine bars from the quaint taverns of the Old Town to the lively and funky town centre bars.

There are plenty of places to eat in the area, ranging from specialist restaurants offering exotic cuisine, welcoming cafés and bustling Italian bistros, to some of the best fish and chip eateries around. Hastings is also of course an excellent place to buy fresh fish to eat at home with friends, including succulent locally-smoked salmon steaks. There is a mixture of shops in Hastings and St Leonards on Sea with all the familiar high street names at the Priory Meadow Centre, more specialist shops and antique shops in the Hastings Old Town, and quirky cafes, vintage and independent shops in the Norman Road area of St Leonards on Sea.

Festivals

Hastings hosts many festivals providing all year round entertainment for families. These include The Jack in The Green Festival where the spirit of the Summer is released, The St Leonards Festival, The Hastings Beer and Music Festival, Coastal Currents, Hastings Old Town Carnival Week, The Hastings Seafood and Wine Festival, and The Hastings Bonfire and Fireworks Display.

Sports

Hastings and St Leonards on Sea have opportunities for sports participants and spectators alike. The world's largest underground BMX and skate park has been built on the site of Hastings' old swimming baths. Many people choose to keep fit by running along the promenade, or taking walks or bike rides along the dramatic coast. Water sport clubs offering a range of leisure opportunities including sailboarding, rowing, dinghy racing, surfing and windsurfing.

The Hastings half marathon is one of the most highly rated half marathons in the country, often attracting stars of the running world who use it as an early season test due to its timing in the running calendar and its hilly, challenging course. Hastings has its own local football club, Hastings United FC, which plays in the Ryman League Premier Division. Horntye Park is home to Hastings and St Leonards Priory Cricket Club, The South Saxons Hockey Club and Hastings Town 2000 FC.

More information about St Leonards and Hastings can be found at:

- www.hastings.gov.uk
- www.eastsussex.gov.uk
- www.hastingsopportunityarea.co.uk
- www.thisishastings.com
- www.gethastings.com
- www.visit1066country.com
- www.1066online.com
- www.hmag.org.uk
- www.hastingscontemporary.org
- www.electricpalacecinema.com





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