



Job Application Pack

## **Assistant Head Teacher – Sixth Form**

**Salary:** Leadership Points 14 to 18 (£61,042 to £67,351 per annum)

**Contract:** Full-time, permanent

**Location:** NUAST, Nottingham

**Start date:** September 2023

**Closing date:** Wednesday 19<sup>th</sup> April 2023 at 5pm

## Contents

<b>Letter from the Head Teacher</b>	<b>Page 3</b>
<b>Application Details</b>	<b>Page 4</b>
<b>About NUASt</b>	<b>Page 5</b>
The Academy	Page 5
Curriculum	Page 5
The Academy Day	Page 5
Pastoral Care	Page 5
Industry Partners	Page 5
Education Partners	Page 6
Facilities	Page 6
<b>Job Description</b>	<b>Page 7</b>
<b>Person Specification</b>	<b>Page 11</b>

## Letter from the Head Teacher

Dear Applicant,

Thank you for your interest in our recently advertised post of **Assistant Head Teacher – Sixth Form** at the Nottingham University Academy of Science and Technology (NUAST).

NUAST is a centre of excellence in Science, Engineering and Computing/IT. We are a specialist academy teaching students aged 11-19 years old. Our aim is to ensure that young people who are passionate about STEM have opportunities to realise their maximum potential with us. We currently have over 930 students. NUAST opened as a 14-19 school in 2014 and we took our first Year 7 cohort in September 2018. NUAST is well regarded within Nottinghamshire and is over-subscribed for entry.

The NUAST staff team is dedicated to ensuring that our strong and caring pastoral system encourages and supports our students to access the excellent specialised facilities and the unique opportunities available. NUAST has achieved excellent results and has firmly established a reputation for academic success.

Working at NUAST will be an exciting and challenging chapter in the career of any senior leader. Along with the responsibilities associated with the position, the successful candidate will be responsible for helping to develop the culture, ethos and working practices of the Academy at every level. Our OFSTED inspection graded us as Good overall and Outstanding for Sixth Form.

I look forward to receiving your application.

Yours sincerely



Robert White  
Head Teacher

## **Application Process**

If you feel that you could contribute to the students and leadership team at NUASt, we would welcome your application.

All applications need to be submitted online and can be accessed [here](#).

Wherever possible, please provide email addresses for your referees.

Please ensure your application arrives by 5pm on the closing date of Wednesday 19<sup>th</sup> April 2023.

Interviews for the role will take place on Wednesday 3<sup>rd</sup> May.

If you have not heard from us within five days of the close of application this means that you have not been successful on this occasion.

## **About NUAST**

### **The Academy**

NUAST is an 11-19 academy based in Nottingham offering the very best educational opportunities for our students.

With specialist teachers, specialist facilities and the unique opportunity to work with the University of Nottingham and industry partners at KS3, KS4 and KS5. NUAST offers our students specialist STEM teaching and a broad range of subjects that will support their future progress to further study or employment.

### **Curriculum**

Our curriculum balances specialist teaching in STEM with the other core subjects which students will need to get a place at a university or secure a good job or apprenticeship.

### **The Academy Day**

Starting at 8.30am, the academy's formal curriculum offer operates until 3.30pm Monday - Wednesday. Thursday sees student leave the Academy at 2.30pm with whole staff CPD taking place until 3.30pm. On Friday, school finishes at 2.30pm.

### **Pastoral Care**

At NUAST student's well-being is of primary importance to us. As a small academy we can offer a high level of care and guidance. All students will have a learning mentor.

Mentors will guide and support students throughout their time at NUAST. In addition, all students are offered specialist career advice with the support of our University and Industry partners.

In terms of behaviour, we have a very simple approach. Work hard and be kind.

### **Industry Partners**

From the very start, NUAST has had the support and guidance of some of the biggest industry names in engineering and information technology. Their knowledge and understanding of the skills and attributes required to become a future employee in their fields has guided the curriculum and helped shape the facilities.

As students learn and train at NUAST, they will have the opportunity to work with these companies alongside NUAST teaching staff. Students will leave NUAST fully equipped to enter the world of work or higher education with an enviable set of experiences and contacts.

Employer engagement has proved to be invaluable. We seek to expand this to all areas of the curriculum.

## Education Partners

In addition, NUASt is partnered with the University of Nottingham, which provides students with access to world-class research facilities and staff. The university provide opportunities to develop academic experiences and knowledge.

Students wishing to pursue degree level courses will be given help and support when applying to university.

## Nova Education Trust

NUAST is part of the Nova Education Trust. The Trust deliver exceptional educational support with access to curriculum and pastoral groups, and support in areas such as safeguarding, Governance and other central service functions.

The Trust provide an employee benefit scheme which provides access to health benefits, car scheme, bike scheme, financial planning and investment as well as other areas such as discounts on purchases with national retailers.

## Facilities

Housed in a purpose-built, iconic building, NUASt offers the most advanced GCSE and Post 16 facility for the teaching of science, mathematics, engineering and computer science in the local area. Our new sixth form centre opened at the beginning on November 2020 at the University of Nottingham Highfields Science Park.

Industry standard science, IT and engineering facilities are complemented by a full suite of teaching rooms covering all key English Baccalaureate subjects.

Having opened in Autumn 2014, the building is designed to provide our students with all the experiences they will need to enter higher education or industry. The building has been designed as a modern workplace: open, light and attractive with excellent catering, study and outdoor spaces.

For more information about the academy visit: [www.nuast.org](http://www.nuast.org)



**NUAST**  
**Job Description**

<b>Job Title</b>	Assistant Head Teacher – Sixth Form
<b>Hours of Work:</b>	Full time
<b>Salary Scale:</b>	L14-18
<b>Contract Type:</b>	Permanent
<b>Reports to:</b>	Deputy Head Teacher

### **Introduction**

This is a fantastic opportunity to join the forward looking and ambitious leadership team at NUAST. Sixth Form forms a major part of the structure of NUAST having over 300 students and has twice been judged Outstanding by Ofsted. This post would give the opportunity to shape the sixth form further and build upon the existing excellent reputation.

We are seeking to appoint a dynamic individual with real commitment and drive to join the Senior Leadership Team (SLT) in their tireless pursuit of continual school improvement. Team work and communication are critical to this role; working closely with SLT members, leading middle leaders, teaching and support staff on areas of focus, working with parents and outside agencies etc. Candidates should have substantial experience in a sixth form role with a proven track record of raising standards and achieving excellent outcomes for students. They should be able to demonstrate the impact of their current leadership role on school improvement. Our aim is to move beyond 'Outstanding' and develop truly transformational provision for our students and this role of Assistant Head Teacher plays a considerable part in this.

The ideal candidate will have the opportunity to significantly contribute to developing the strategic direction of the school, alongside the Deputy Head Teacher and Head Teacher. We are looking for somebody who has a genuine commitment to raising the aspirations of our students and who understands fully the difference that care, guidance and support can make to the lives and future of young people and their families.

This job description covers core elements of the post. Specific responsibilities, in addition to those outlined below, will be decided on based on the strengths and experiences of the successful candidate and the requirements of the school. These will be incorporated into the final job description for the post.

As Assistant Head Teacher, you will be required to meet the general requirements of this post, and those of a class teacher, as specified in the School Teachers' Pay and Conditions Document and Teachers' Standards. In addition, you will be required to fulfil any reasonable expectations from the Headteacher. The post will require you to work in partnership with the Head Teacher, governors, staff and students to ensure the continuous improvement and effective operation of the school.

### **Specific Responsibilities**

- To provide strategic leadership and vision for sixth form education
- To contribute to the strategic leadership of the whole school
- Provide leadership of student behaviour and inclusion along with line leadership of the Post 16 team (Head of Years 12 and 13, tutors)

- To be accountable for student attainment and progress in the Sixth Form, ensuring every student achieves and exceeds their potential
- To oversee the UCAS and careers process for sixth form students
- To be accountable for promoting and safeguarding students' welfare and personal development as part of the Sixth Form and academy approach
- To create a vibrant and distinctive culture for learning for young people within the sixth form
- To ensure all our students are able to thrive and engage in both academic and vocational learning to achieve above and beyond their highest potential whilst developing personal and employability skills which ensure that our students are well placed at university or employment interviews
- To plan and execute a diverse enrichment programme that meets individual learner needs
- Lead the admissions, interview and transition process for Year 12
- To organise and lead events internally and externally including Open Evenings, taster days and marketing events
- To lead assemblies and strategically lead the annual programme of assemblies
- Strategic lead of Parent communication ensuring that all communication is effective and has impact
- Lead the student leadership in the sixth form ensuring that students voice is effective and has impact
- To strategically lead on Personal Development programme for Post 16 students and the promotion of British Values
- To manage sixth form standards to include attendance, behaviour and dress.

**The main requirements relating to the leadership standards are detailed below and involve the following commitments as well as the specific areas of responsibility:**

### **Shaping the Future**

- To support the Head Teacher and governors in establishing and delivering the vision for the future development of the school
- To play a leading role in the school improvement planning process, taking account of the agreed priorities of the school
- To contribute to the identification of key areas of strength and weakness in the school and to lead in relevant areas e.g. catch up, use of pupil premium funding
- To attend Governor Meetings and present reports relating to areas of responsibilities
- To promote a positive attitude to learning and celebrate student success, ensuring high achievement, regular attendance, excellent behaviour, good punctuality and good personal organisation
- To work to a high standard in implementing agreed policies and priorities, and to set high expectations and a good example for other colleagues
- To be a good team member, promote a culture of teamwork, in which the views of all members of the school community are valued and taken into account
- To contribute to the self-evaluation of the school and produce reports/evidence to support the school self-analysis and review.

### **Leading Personal Development, Behaviour and Safeguarding**

- To promote the active involvement of students in their own learning, development and behaviour
- To follow the school's routines for behaviour and safeguarding
- To support the management and development of the sixth form attendance policies
- To contribute to sixth form target setting; including statutory procedures and targets for individuals and groups of students
- To lead and develop strategies to promote high standards of behaviour and



attendance

- Meet with students over whom there are concerns and contact home where necessary in conjunction with the appropriate staff
- Co-ordinate and lead the process of applications to UCAS, including personal statement writing
- Lead on monitoring and support of students in the FSM group within the Sixth Form and report to Head of Sixth Form regularly on their progress and effectiveness of support
- Lead on the liaison with outside agencies supporting students (such as CAMHS)
- To support all students in transition between KS4-KS5, Year 12-Year 13 and Level 2 – Level 3
- To support students with next steps and clearing where appropriate following results
- To monitor and evaluate classroom practice, attendance and behaviour
- To provide support for colleagues in improving their classroom practice and being effective teachers, pastoral leaders and mentors.

### **Developing Self and Working with Others**

- To promote equal opportunities and safeguard the safety and welfare of all those in the sixth form
- To lead and develop HOY, tutors and Pastoral Support Staff
- To contribute to the creation of a positive sixth form ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount e.g. through taking sixth form assemblies
- To support the development of collaborative approaches to learning within the sixth form and beyond
- To support the induction of staff new to the school
- To set high expectations for your own performance and that of others and to assist with the setting and monitoring of professional standards in the work of all staff members
- To engage in relevant professional development activity as necessary and to guide staff in their training and personal development.

### **Managing the Organisation**

- To monitor the quality of pastoral support ensuring that interventions are effective and have impact
- To monitor pupil attendance and the impact of attendance policies
- To contribute to the monitoring of the quality of teaching and learning in the school and to promote improvement
- To contribute to a regular review of the organisation of the pastoral aspects of the school to ensure it meets statutory requirements
- To develop action plans in specified areas of responsibility, in order to bring about improvements
- To lead on the development and implementation of school policies relating to issues such as attendance, safeguarding, behaviour, anti-bullying etc.
- To contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities
- To manage the personal development leader and ensure that curriculum plans, resources and materials are disseminated to staff effectively to ensure excellent provision for students
- To take responsibility for the Performance Management of identified staff
- To contribute to the regular evaluation of the impact of the use of resources in relation to the quality of education of the students and value for money
- To maintain a high profile in the life of the school through being a visible leader around the site, overseeing the operation of duty teams and by attending extra-curricular events
- To lead the in-house marketing of the Sixth Form to Years 10 and 11

- Lead aspects of tutor meetings and provide an agenda of points to be considered
- To ensure that the Academy website and Twitter account is regularly updated with sixth form activity
- To contribute to the development of effective subject links with external agencies
- Contribute to the generation and update of the Sixth Form prospectus
- Regularly gain student and parent feedback
- To be directly associated with responsibilities relating to assemblies, tutor meetings and quality assurance.

### **Securing Accountability**

- To support the governing body in meeting its responsibility to account for the performance of the school
- To be directly linked with named curriculum areas in terms of monitoring and evaluation and in support of improvement planning and performance review
- To support staff in understanding their own accountability, and promote performance management as a means of improving teaching, learning and leadership in the school
- To assist with the reporting of the performance of the school to parents, carers, governors and other key partners as necessary
- To provide reports and information related to your areas of responsibility as required.

### **Strengthening Community**

- To develop a Sixth Form identity and ethos in line with the academy vision and culture
- To organise Sixth Form activity such as competitions to develop a sense of community
- To ensure the Sixth Form makes a positive, proactive and regular contribution to the internal and external community of the school
- To undertake stakeholder engagement to ensure the needs of the school community are being met
- To gain an understanding of the diversity of the school community and use this to effectively improve provision
- To contribute to policies and practice which promote equality of opportunity and tackle prejudice
- To contribute to the development of opportunities for students to enhance their learning and experience within the wider community
- Develop opportunities to enhance their 'cultural capital' through educational visits and reward activities
- To promote and model good relationships with parents, which are based on partnerships to support and improve students' achievement
- To promote links and good relationships with the local community and outside agencies.

You will inspire our students, stakeholders and employer partners by:

- Working with employer partners and sponsors effectively to enhance the students learning through the development and delivery of employer led projects
- Understanding national standards within the subject area and ensure that these are followed
- Use effective target setting systems for all students to ensure the highest possible levels of achievement
- Identifying effective intervention and mentoring strategies for students
- Ensuring that all the work you do for NUAST follows our vision and values
- Being an outstanding practitioner who inspires students to pursue their career goals
- Contributing to the NUAST Enrichment programme
- Undertaking such other duties as are commensurate with the post and which may reasonably be required by the Head Teacher.

You will enhance young people's futures by:

- Teaching students according to their educational needs, including the appropriate setting and marking of work to be carried out by the students
- Assessing, recording and reporting on the attendance, progress, development and attainment of students whilst keeping electronic records as required
- Contributing to reports and references relating to individual students
- Ensuring that ICT, Literacy and Numeracy are part of the teaching and learning experience of students
- Ensuring a high-quality learning experience for students, which meet internal and external quality standards
- Preparing and regularly updating subject materials
- Using a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus
- Maintaining discipline in accordance with the NUASt procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and independent learning
- Undertaking assessment of students as requested by external examination bodies, departmental and NUASt procedures
- Marking and grading students work which enables you to give written/verbal and diagnostic feedback
- Supporting and motivating students to allow them to grow and enhance their own skills in both achieving qualifications and work readiness
- Ensuring the maximum opportunity for young people to prepare for pathways into further learning, training or employment
- Supporting partnership events with key stakeholders including students, parents, employers, schools, further and higher education establishments
- Engaging with employers to develop learner employability skills, ensuring work related learning experiences are at the core of the curriculum
- Ensuring all students understand the expected standards of behaviour and be prepared to intervene where these are standards are not followed

You will protect our students by:

- Responding effectively and immediately to safeguarding/child protection concerns raised by staff, pupils or brought to the NUASts attention through other means
- Ensuring that safeguarding policies are followed and communicated effectively
- Be willing to undertake training to act as a Designated Safeguarding Lead
- Comply with the schools Safeguarding Policy in order to ensure the welfare of children and young persons.

### **Generic Requirements**

- It is a requirement of all posts within the Academy that Health and Safety requirements are upheld in the performance of duties
- All employees of the Academy are required to uphold the Equality and Diversity Policy and the Academy's Code of Conduct
- All staff will ensure the safeguarding of young people by the implementation of Child Protection and other safeguarding policies.

This job description is not a complete description of the role, as you are required to undertake any other reasonable duties within the level of responsibility and grading of the post as directed by the Head Teacher.

NUAST Person Specification		
	Essential (E) Desirable (D)	Application (A) Interview (I) Reference (R) Later checks (L)
<b>Qualifications, Experience and Professional Development</b>		
<ul style="list-style-type: none"> <li>Has Qualified Teacher Status</li> </ul>	E	A
<ul style="list-style-type: none"> <li>Has a good Honours Degree (1 or 2.1 Honours)</li> </ul>	E	A
<ul style="list-style-type: none"> <li>Has undertaken professional development in preparation for SLT role</li> </ul>	E	A/I
<ul style="list-style-type: none"> <li>Has extensive sixth form leadership experience demonstrating impact</li> </ul>	E	A/I/R
<ul style="list-style-type: none"> <li>Background checks and references show no issues of concern with regard to safeguarding children and young people</li> </ul>	E	L
<b>Leadership and Management Experience</b>		
<ul style="list-style-type: none"> <li>Has successful leadership as a Head of Sixth Form or equivalent</li> </ul>	E	A
<ul style="list-style-type: none"> <li>Has successfully led, planned, managed and evaluated change which has had a significant impact at whole school level</li> </ul>	E	A/I/R
<ul style="list-style-type: none"> <li>Has demonstrated the ability to work strategically and successfully</li> </ul>	E	A/I/R
<ul style="list-style-type: none"> <li>Has experience of sixth form teaching</li> </ul>	E	A/I/R
<b>Teaching Experience</b>		
<ul style="list-style-type: none"> <li>Demonstrates outstanding, sustained, and successful experience as a teacher in a secondary context</li> </ul>	E	A/R
<ul style="list-style-type: none"> <li>Has a proven record of outstanding teaching and outstanding results with examination classes</li> </ul>	E	A/R
<b>Shaping the Future</b>		
<ul style="list-style-type: none"> <li>Can demonstrate strategic thinking and planning that builds, communicates and carries forward a coherent and shared vision</li> </ul>	E	A/I/R
<ul style="list-style-type: none"> <li>Has experience of developing and sustaining a learning culture that has inclusion at its core, including high expectations and standards of behaviour, attendance and achievement</li> </ul>	E	A/I/R
<b>Pastoral, Behaviour Development and Welfare</b>		
<ul style="list-style-type: none"> <li>Has experience of implementing strategies for improving the behaviour, attendance and achievement of students</li> </ul>	E	A/I/R
<ul style="list-style-type: none"> <li>Can demonstrate impact of effective management of pastoral processes and systems</li> </ul>	E	A/I/R
<ul style="list-style-type: none"> <li>Has experience of monitoring and evaluating the effectiveness of teaching and learning, including its outcomes in terms of standards and achievement and personal development and well-being at AP Provision</li> </ul>	D	A/I/R
<ul style="list-style-type: none"> <li>Has the ability to lead pastoral teams to deliver effective pastoral support to students</li> </ul>	E	A/I/R
<ul style="list-style-type: none"> <li>Has experience of delivery and design of Personal Development Provision</li> </ul>	E	A/I/R
<ul style="list-style-type: none"> <li>Has experience of effective school transition processes</li> </ul>	D	A/I/R

<b>Developing Self and Working with Others</b>		
<ul style="list-style-type: none"> <li>Understands the significance of interpersonal relationships and strategies for promoting individual and team development</li> </ul>	<b>E</b>	<b>A/I/R</b>
<ul style="list-style-type: none"> <li>Knows how to promote an open, fair and equitable culture</li> </ul>	<b>E</b>	<b>I/R</b>
<ul style="list-style-type: none"> <li>Has a clear understanding of the impact of change and different leadership styles on individuals and organisations</li> </ul>	<b>E</b>	<b>I/R</b>
<ul style="list-style-type: none"> <li>Has the ability to communicate appropriately and effectively with a variety of audiences</li> </ul>	<b>E</b>	<b>I/R</b>
<ul style="list-style-type: none"> <li>Has the ability to build and sustain networks and alliances in pursuit of organisational goals</li> </ul>	<b>E</b>	<b>A/I/R</b>
<b>Managing the organisation</b>		
<ul style="list-style-type: none"> <li>Has successful experience of the delegation of leadership responsibilities and management tasks as appropriate, and monitoring their implementation</li> </ul>	<b>E</b>	<b>A/I/R</b>
<ul style="list-style-type: none"> <li>Understands how to establish and sustain effective organisational structures, systems, policy and practice</li> </ul>	<b>D</b>	<b>I/R</b>
<ul style="list-style-type: none"> <li>Has knowledge of and commitment to the implementation of the safeguarding agenda</li> </ul>	<b>E</b>	<b>A/I/R</b>
<ul style="list-style-type: none"> <li>Qualified as a DSL with significant experience</li> </ul>	<b>D</b>	<b>I/R</b>
<b>Securing Accountability</b>		
<ul style="list-style-type: none"> <li>Demonstrates a clear understanding of the principles and practice of quality assurance systems, including school review, self-evaluation and performance management and have experience of these</li> </ul>	<b>E</b>	<b>I/R</b>
<ul style="list-style-type: none"> <li>Shows a practical understanding of how to analyse and use the full range of evidence, including performance data and external evaluations, to support, monitor, evaluate and improve aspects of the school, including challenging poor performance</li> </ul>	<b>E</b>	<b>I/R</b>
<ul style="list-style-type: none"> <li>Has the ability to ensure that there is a consistent and continuous school-wide focus on pupils' achievement, using data, information and intelligence to monitor progress in every child's learning.</li> </ul>	<b>E</b>	<b>A/I/R</b>
<ul style="list-style-type: none"> <li>Has experience of holding individuals, teams and whole school to account for student learning outcomes</li> </ul>	<b>E</b>	<b>I/R</b>
<b>Strengthening Community</b>		
<ul style="list-style-type: none"> <li>Understands the importance of listening to, reflecting and acting on community feedback</li> </ul>	<b>E</b>	<b>I/R</b>
<ul style="list-style-type: none"> <li>Has experience of strategies that encourage parents and carers to support their children's learning, behaviour and attendance</li> </ul>	<b>E</b>	<b>A/I/R</b>
<ul style="list-style-type: none"> <li>Has experience of building and sustaining effective relationships with parents, carers, other schools and partners and the broader community that enhance the education of students</li> </ul>	<b>E</b>	<b>A/I/R</b>

<b>Personal Skills and Attributes</b>		
<ul style="list-style-type: none"> <li>• Embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales</li> </ul>	<b>E</b>	<b>I/R</b>
<ul style="list-style-type: none"> <li>• Inspires, challenges, motivates and empowers teams and individuals to achieve high goals</li> </ul>	<b>E</b>	<b>A/I/R</b>
<ul style="list-style-type: none"> <li>• Demonstrates personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people</li> </ul>	<b>E</b>	<b>A/I/R</b>
<ul style="list-style-type: none"> <li>• Demonstrates personal and professional integrity, including modelling values and vision</li> </ul>	<b>E</b>	<b>A/I/R</b>
<ul style="list-style-type: none"> <li>• Prioritises, plans and organises themselves and others</li> </ul>	<b>E</b>	<b>A/I/R</b>
<ul style="list-style-type: none"> <li>• Thinks analytically and creatively and demonstrates initiative in solving problems</li> </ul>	<b>E</b>	<b>I/R</b>
<ul style="list-style-type: none"> <li>• Is aware of their own strengths and areas for development and listens to, and reflects constructively and acts upon as appropriate, feedback from others</li> </ul>	<b>E</b>	<b>I/R</b>
<ul style="list-style-type: none"> <li>• Demonstrates a capacity for sustained hard work with energy and vigour</li> </ul>	<b>E</b>	<b>I/R</b>
<ul style="list-style-type: none"> <li>• Demonstrates resilience, optimism and a sense of humour</li> </ul>	<b>E</b>	<b>I/R</b>

## Current School Leadership Team

Mr Robert White	Head Teacher
Vacancy	Deputy Head Teacher (Quality of Education - Impact)
Mr Dave Thompson	Deputy Head Teacher (Pastoral, Behaviour, Welfare)
Mr Ian Wood	Assistant Head Teacher (Implementation)
Mrs Kat Morgan	Assistant Head Teacher (Intent)
Mr Nicholas Schober	Assistant Principal (Pastoral, Safeguarding)
Vacancy	Assistant Head Teacher (Sixth Form)

## Overview of the Trust

The Nova Education Trust (Formerly the Torch Academy Gateway Trust) is a dynamic and growing Multi Academy Trust based in the East Midlands. Our Trust Group is committed to providing high quality education to all our students, regardless of their backgrounds. Our track record demonstrates our ability to deliver our core goal: achievement for every child. Our portfolio of schools covers both secondary and primary phases, working in a range of contexts.

Our values are central to the positive ethos that we develop throughout our group of schools. This approach is focused on securing success for all our learners and providing them with the very best life opportunities.

We believe nothing is more important than making a difference to children.

## Overview of the School

### Ethos

NUAST has a very clear and distinctive ethos. We believe that through continually reviewing and reflecting upon every aspect of our work we provide students with the very best educational opportunities.

We encourage staff to be creative, independent and ambitious. We expect them to challenge and inspire our students, providing them with the motivation and support necessary to achieve their full potential.

We value commitment, independence and courtesy from all our students. We demand the very highest standards from our pupils and in return we value and respect their ideas and opinions. Through our Student Ambassadors and the Student Voice Committee, pupils at NUAST have an active and important role in developing and improving their school.

To summarise

- We have high expectations of students and staff
- We believe every student can succeed
- We ensure barriers to learning are challenged and overcome
- We expect teaching to be well planned, varied and stimulating
- We expect learning to be active, focused, social and engaging
- We insist on high standards of behaviour at all times