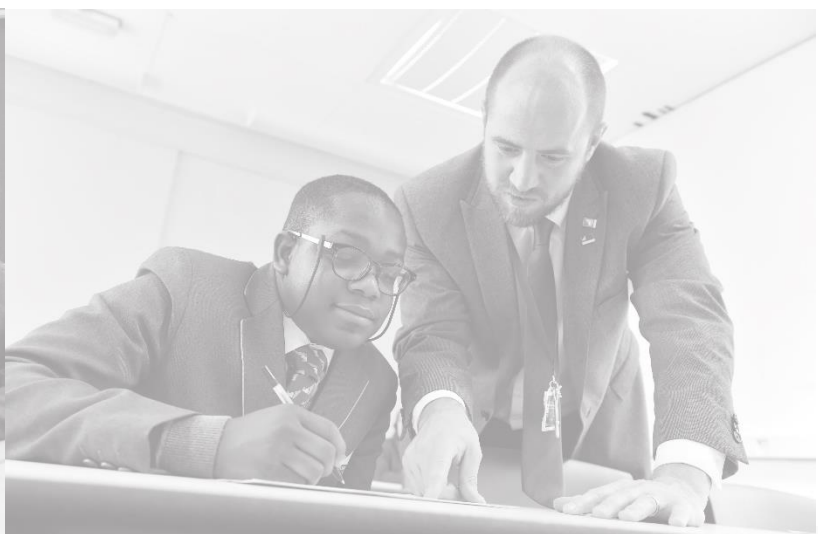


Recruitment Information Pack



The Life Multi-Academy Trust

**Director of Learning, Teaching and
Assessment**

LD 18 to 22

(£62,425 to £68,849*)

* Depending on Experience

Required to start on 1st January 2020

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Vision, Values and Ethos

LiFE Multi Academy Trust

Bringing Learning to LiFE

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

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

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.

Bosworth Academy (Lead School)

Vision:	Bosworth Academy is consistently outstanding in both OFSTED terms but more importantly in its delivery of outcomes for young people in and for, our community. Bosworth Academy is an unstoppable force for affecting social mobility.
Values:	<p><i>‘No student will underachieve’</i> means: Outstanding outcomes for every child of every ability from every background no matter what the barriers.</p> <p><i>‘Be better than you thought you could be’</i> means: We understand that our role is not to ensure students reach their potential, it is to help define that potential.</p>
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 out 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.

Our Offerto staff in the LiFE Multi Academy Trust and our schools

Professional Capital:

‘We believe in getting the right people, getting them to work together and getting them to stay’

Strategy	Description
Putting your trust in our Trust	We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.
Coaching	Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.
Personal Improvement Plan versus Performance Management	Instead of the usual performance management, we encourage our staff to identify aspirational targets through our ‘Personal Improvement Plan’ (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.
Health and Wellbeing Strategies	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> • providing employees with a safe, healthy and supportive environment in which to work • recognising that the health and wellbeing of our employees is important • providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged <p>We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the work place. To show our commitment to this we have publicly signed up to ‘Mindful Employer’ and the ‘Charter for Employers who are Positive about Mental Health’.</p> <p>We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.</p>
Equality and Equal Opportunities	Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of its students, workforce and our wider communities we serve.

Our Offer to staff in the LiFE Multi Academy Trust and our schools continued..

<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 pride ourselves on 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 Senior Leadership (NPQSL) • The National Professional Qualification for Headship (NPQH) • The National Professional Qualification for Middle Leadership (NPQML) • The Outstanding Teacher Programme (OTP) • Initial Teacher Training (ITT) <p>Pathways are available at apprenticeship level, NQT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are lead 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>

Our Offerto staff in the LiFE Multi Academy Trust and our schools continued..

Collaboration across all schools	We are developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.
Sabbatical and flexible working policies	<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>
Strong Induction Process	It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.
NQT Programme	We offer newly qualified teachers a robust, supportive and bespoke training programme which will enable you to develop into an outstanding teacher.
Continued NQT and RQT support	Where possible we try to ensure that NQTs and second year 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.
3D Networks	3D Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3D Learning and Teaching model.
Attendance of staff	Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all staff and well above national averages in the education sector and beyond.

We are always looking for highly quality teachers and support staff who buy into our values across the LiFE Multi Academy Trust and our schools

The Application Process

Complete application should be returned to hr@bosworthacademy.org.uk

or by post to

F.A.O. Mrs Carly Harper,
Bosworth Academy,
Leicester Lane,
Desford
LE9 9JL

A letter will be sent to shortlisted candidates with details of the interview process.

Queries

If you have any queries on any aspect of the application or need additional information please contact Mrs Carly Harper, HR Manager on 01455 822841.

Thank you

The Advert

Director of Learning, Teaching and Assessment

LD 18 to 22

£62,425 to £68, 849 *Depending on Experience

Required to start on 1st January 2020

If you are looking to make a real difference by using your expertise to help improve schools that face challenges, this opportunity is for you. You will have the security of being attached to Bosworth Academy, the lead secondary school in LiFE Multi-academy Trust, judged outstanding by Ofsted and recognised nationally as an outward facing, research based learning community.

The LiFE Multi Academy Trust currently consists of Bosworth Academy (The Lead School), The Winstanley School, Kingsway Primary School and Braunstone Frith Primary School. Countesthorpe Leysland Community College are currently associate members, with a strong desire to become fully affiliated in the near future.

The Board of Trustees are seeking to appoint an outstanding practitioner to lead learning and teaching strategically across all schools within the Trust. You will have a proven track record of high impact Senior Leadership and a clear vision of how you can use your experience in a multi- school setting. The successful candidate will have a real passion for learning and teaching and the ability to promote the Trust's vision, inspiring colleagues to develop professionally, whilst enhancing the experiences of all learners across the Trust.

The LiFE Multi Academy Trust believes that courageous and strong leadership are the bedrocks on which we build progress for everyone. Our leaders are always keen to get involved in the day-to-day life in all of our schools, including teaching whenever possible. We believe passionately that each school is seen as a leader of, and vital to its local community and a vehicle for social mobility.

This post and subsequent offer of contract will be with the Multi-Academy Trust.

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 all our communities deserves nothing less, and were awarded 'World Class Status' in December 2018.

Application forms and further details may be obtained from Carly Harper (HR Manager) at the above address or can be downloaded from www.bosworthacademy.org.uk

The closing date for completed applications is 9am on 21st October.

"Our Trust and its schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment"

The LiFE Multi Academy Trust and the Lead School Bosworth Academy, Leicester Lane, Desford, Leicester. LE9 9JL. Tel 01455 822841, email hr@bosworthacademy.org.uk

Executive Head Teacher/CEO: Mr Chris Parkinson

Dear Applicant

Thank you for your interest in this post.

The LiFE MAT Board of Trustees are wishing to appoint an outstanding leader to the post of Director of Learning, Teaching and Assessment. The successful candidate will have a proven track record of high impact senior leadership and a vision of how you will use this in a multi school setting. Most fundamentally you will understand that this role is about developing high level leadership behaviours to influence the diet of learning that takes place across all LiFE MAT schools.

The successful candidate will have extensive experience of leadership in a whole school setting and be able to clearly show the impact of their leadership on student outcomes. They will demonstrate an outstanding ability to motivate and inspire colleagues and students at all levels. They will currently model learning centred leadership and have a track record of creativity, innovation and controlled risk taking. You will also demonstrate your readiness to take on the challenge of working with multi leadership teams across multiple schools.

The successful candidate will lead on our Whole Trust Strategy to improve the experience of all learners, reporting directly to the Chief Executive Officer.

The Director of Learning, Teaching and Assessment's pay range and starting point will be determined by the post holders current experience.

There will be a range of developmental opportunities available to the post holder to enhance their professional skills. The post would suit teachers and leaders who have a real passion for learning and teaching within their subject and beyond, and are able to coach, communicate effectively, model and support colleagues through professional learning to improve their practice.

The Job Profile and Personnel Specification information and application task is included in this pack.

If you are interested in applying for the post, please complete an application by letter of no more than 2 pages of A4 addressed to Mr Chris Parkinson, CEO/Executive Head Teacher, answering the following:

- *'How your leadership has improved outcomes and life chances of young people and How you would use your strengths to strategically influence the learning experiences across all Trust Schools in to the future'.*

For External candidates you will also need to submit an application form which can be downloaded from our website.

The Leadership Qualities, Job Profiles and Personnel Specification indicate the specific skills and attributes we are looking for. If you are interested in this position, please be expected to outline your expertise in these areas during the application and interview process. **Your application letter should be sent to Carly Harper, HR Manager at the school, by 9am on 21st October 2019.**

I look forward to receiving your application.

Yours sincerely,



Mr Chris Parkinson
Executive Head Teacher/CEO

Leadership Qualities

Qualifications Requirement:

The successful candidate will hold or are willing to work towards the NPQH qualification, First Degree and PGCE or Equivalent

Skills and Attributes

Self-awareness and self-management

You will be aware of your personal strengths, weaknesses, areas for future development and understands how your own leadership behaviour impacts on others and manages this effectively. You will have knowledge of your own emotional triggers, ways to manage them effectively and behave consistently in line with professional and personal values and vision.

Personal drive and accountability

You are driven and focused on improvement. You are results orientated and seek to achieve the highest standards within your role through setting and striving to achieve your goals. You are self-motivated, energetic and willing to take on new challenges to improve your performance. You are decisive, work for the best interests of pupils and account for their performance to the governing body and other stakeholders.

Resilience and emotional maturity

You are resilient, focused and tenacious when faced with the demands of the job and continually challenging circumstances. You are able to respond positively when managing uncertainty and adversity. You will remain focused on personal and organisational values, and adhere to these, even in difficult, long-term situations.

Conceptual thinking

You are able to identify patterns between potentially unrelated concepts and draw on past experience to make sense of underlying issues and understand a situation. You take a broader view and utilise additional information to create new ways of and approaches to doing things, and to come up with highly innovative ways of solving problems. You are able to simplify complex issues for others.

Future focus

You will continually look ahead and identifies/capitalises on opportunities that are likely to arise, as well as managing day-to-day challenges of working across several schools, and takes action to resolve these. You embrace the opportunities for change and are well able to engage others, including the Board of Trustees, to successfully bring change about and to evaluate its impact.

Impact and influence

You have a positive impact on pupils, colleagues and the wider community through inspiration and persuasion to their perspective. You know when you need to negotiate a solution. You communicate effectively, understand others' perspectives and priorities and tailor your communication to suit the audience. You lead others and bring the governing body and communities on board by articulating a compelling vision and uniting them around shared goals and objectives.

Educational excellence

Delivering continuous improvement

You will have a clear vision of the central importance of leading teaching and learning in terms of driving and sustaining school improvement and creating improved life chances for pupils, their families and their communities. You will use your skills to quickly gain a full understanding of the overall performance of the school and make a judgment about what requires improvement. You will work with the Chief Executive Officer and other stakeholders to successfully identify, strategically plan for and lead delivery of the necessary and appropriate improvement strategies.

Learning focus

You will be passionate about learning and will embed a culture of learning for all members of the school community and foster equality of access. You will have an unswerving belief that schools have a crucial role to play in changing lives, improving life chances and will monitor learning systematically to ensure progress. You will have a proven track record of understanding how children learn and how to 'unlock' this further.

Modelling excellence in teaching

You will have a deep understanding of the characteristics of excellent/outstanding teaching, informed by current research and be able to articulate this effectively to others. You will have a systematic approach to monitoring, make sound judgements about the quality of the teaching and learning across the school, and develop and deliver a wide range of improvement strategies.

Partnership and collaboration

You are able to work collaboratively with a range of people in a range of schools, governing bodies and the wider community, to build a culture of co-operation and raise achievement through partnership working. You are open to different perspectives and viewpoints as well as being able to achieve agreement on common goals and objectives and the contribution to be made across the education system within the LiFE MAT.

Organisational and community understanding

You have a good understanding of the power relationships in the organisation, including the CEO and the MAT Executive Team, the governing bodies, other organisations and the wider community with which we work. You are able to identify and engage with the major influencers and decision makers within the community and predict how new events or situations will affect these individuals or groups.

Operational management

Efficient and effective

You will ensure that all systems and resources, including financial, human and environmental resources, are used efficiently and effectively to achieve the school's goals and in a way that maximises performance and secures value for money. You are attuned to opportunities that increase the resources available to schools and improve the way the schools functions. You monitor the implementation of plans and the effectiveness

of organisational structures. You take corrective action where necessary to secure required outcomes and account to the CEO and others for the school's performance. You have a broad understanding of the legal, political and technical knowledge that affect the running of a school and keep up-to-date with major changes.

Analytical thinking

You collect information and data systematically from a wide variety of sources. You confidently analyse complex information and data and understand the connections between issues through breaking down opportunities and challenges into their constituent parts. You are able to break down a problem in a systematic way and establish causal relationships between issues that may or may not be obviously related, to better enable a solution to be found. Your analytical skills enable you to prioritise issues and to plan how to implement the actions necessary to achieve change and improvement.

Relationship management

You are able to work across different schools within the Trust to develop and sustain appropriate internal and external relationships, manage individuals and lead effective teams. You know about the impact of behaviour and emotions of relationships, use this knowledge to understand why others behave the way they do and take this into account when communicating and working with others.

Holding others to account

You hold others to account by clearly communicating expectations, and gives constructive and specific feedback. You ensure goals or objectives are achieved by getting others to do what is asked of them even if it involves tough or unpopular decisions. You make choices or take actions that will always be instigated with the best interests of pupils/students and the school in mind.

Developing others

You develop others so that they develop leadership potential where possible. You ensure succession planning is in place and learning and development needs are addressed. This involves continually seeking out opportunities to support and develop colleagues so they perform at their best.

Job Profile

Title	Director of Learning, Teaching and Assessment
Grade	LD 18-22
Job purpose	<p>To be a member of the Academy Senior Leadership Team, supporting the Executive Head Teacher/Head of School in:</p> <ul style="list-style-type: none"> • Planning the strategic improvement and development of the Academy • Implementing plans and procedures as directed by the Head of School, Board of Trustees, and CEO/Executive Head Teacher • Acting as a leading professional promoting effective learning and teaching practices across the schools within LiFE MAT
Line Management Responsibilities	<p>The post holder is responsible for:</p> <ul style="list-style-type: none"> • Any members of staff the CEO delegates line management responsibility for <p>- The performance management process (PIP) of line managed staff</p> <p>- The coaching, mentoring and development of staff within line managed group, although this will be through mutual agreement following appointment</p>
Duties and responsibilities specific to this grade	<p>Strategic direction:</p> <ul style="list-style-type: none"> • To review, monitor and revise the fundamental aims, values and vision for the Trust as appropriate • To communicate the vision to all stakeholders in the Trust • To ensure Trust policies and practices reflect the aims, values and vision for the Trust • To analyse all aspects of the Trust's performance, to monitor the quality of the educational provision at the Trust schools and with the Head of School/Executive Head Teacher lead the Trust self-evaluating strategies • To seek continual improvement in the Trust's overall performance <p>Teaching and Learning</p> <ul style="list-style-type: none"> • To promote best practice in learning and teaching, providing guidance and coaching to staff involved across the Trust • To monitor and evaluate teaching and learning across the school's within the Trust • Oversee that appropriate systems are in place for recording student progress and for collecting and analysing student assessment data • Ensure students have appropriate learning programmes that meet their individual needs

Leading and managing staff

- Develop and maintain positive working relationships, sustaining and encouraging motivation across the Trust
- Plan, delegate and evaluate work carried out by teams and individuals ensuring consistency across the Trust
- Participating in the leadership of coaching, mentoring systems to ensure support and development of all staff working within the Trust
- Promote a creative and collaborative working environment within and across teams in each school across the Trust
- Developing and maintaining effective communication systems within the Trust
- Lead specific teams to fulfil agreed Trust targets, strategies and day to day management issues

Resource Management

- Monitor and control use of allocated resources
- Identify and inform the MAT Executive Team and Board of Trustees of the resources needed to meet student and Trust wide improvement plans

Generic duties and responsibilities

- To work within the framework of national legislation, locally agreed policies and in accordance with the provisions of the School Teachers Pay and Conditions Document. In addition, the post is subject to compliance with:
 - School policies and guidelines on the curriculum and school organisation
 - Common core of skills and knowledge for children's workforce

These standard duties and responsibilities detailed within this job profile should be supplemented by:

- Those accountabilities, roles and responsibilities common to all classroom teachers as set out within the School Teachers Pay and Conditions document.
- Specific contextual duties and responsibilities aligned to specialism of the post.

Personnel Specification

	ESSENTIAL	DESIRABLE
QUALIFICATIONS And Professional Learning	<p>Appropriate Degree</p> <p>Qualified Teacher Status</p> <p>Current TLR holder/Leadership post</p> <p>Experience of teaching across 11-18 age range</p> <p>Effective team member and leader</p>	<p>Understanding of how the 'professional learning journey' as part of CPL impacts on student outcomes</p> <p>Evidence of a range of supportive professional development</p> <p>Evidence of post-qualification development</p>
Professional Development Learning and Teaching	<p>Evidence of commitment to own professional development</p> <p>Established and evidenced practice as an outstanding teacher over a prolonged period</p> <p>Experience of leading on aspects of learning and teaching initiatives beyond own classroom</p> <p>Excellent understanding of what constitutes outstanding teaching and learning practice</p> <p>Experience of coaching, mentoring and conducting lesson observations</p> <p>Understanding of current curriculum issues with own subject and able to support colleagues in curriculum development</p>	<p>Direct impact on professional development of others that has raised student achievement</p> <p>Evidence of leading professional learning for staff</p> <p>Experience of providing effective feedback to colleagues to improve their performance</p>
Skills and Experience	<p>Excellent interpersonal skills</p> <p>The ability to foster positive professional relationships and work effectively with staff of varying experience</p> <p>Innovative approaches to raising student attainment through high quality learning strategies and monitoring progress</p> <p>Enthusiasm and passion for teaching and learning and own subject</p>	<p>Awareness of recent developments and initiatives in education</p>

	<p>Understanding of the importance of the inter-relationship between all areas of the curriculum in a secondary school</p> <p>Knowledge of learning technologies and how they add to the teaching and learning experience of students</p> <p>Effective use of assessment for learning to engage learners</p> <p>Ability to plan and resource interventions to meet student/curricular needs</p> <p>Excellent knowledge of classroom skills and Teacher Standards</p> <p>Willingness to deliver the school's PSHE programme</p>	
LEADERSHIP	<p>Experience of leading staff and securing quality outcomes</p> <p>Motivate, challenge and inspire colleagues to provide outstanding provision for learners</p> <p>Be a strong role model for staff and students</p> <p>To have a shared vision for learning through teamwork, collaboration and ensuring a consistent approach</p> <p>Ability to analyse data to identify trends and intervene as appropriate</p> <p>Have secured elements of excellent practice that have been shared with colleagues to improve their practice</p>	<p>Play a proactive part in networks wider than the Academy</p> <p>Evidence of effective classroom management strategies</p> <p>Evidence of being an effective member of a team</p> <p>Contribute to appraisal of staff</p>
PARENTS/ GUARDIANS AND THE COMMUNITY	<p>Understanding the importance of the Multi-Academy Trust in securing the best outcomes for all students in our community</p> <p>Knowledge of the ethos of Bosworth Academy</p> <p>Evidence of effective relationships with young people</p>	<p>Evidence of involvement with Community groups and/or Parents</p>