

Head of School (Vice Principal)

The Halley Academy



More than just a job. More than just an employer.

Leigh Academies Trust is a dynamic, vibrant multi-academy trust, founded in 2008. Today we encompass 31 academies across Kent, Medway and South-East London.



LEIGH
Academies Trust

Welcome

Through a model of education that creates a network of inspirational and inclusive academies that share the same values, the Trust provides the drive for educational improvement and dynamic transformation. All of the academies work closely and collaboratively together, along with our partners, seeking to exploit the key educational philosophy of human scale education. To maximise the levels of achievement across each of our learning communities, all activities are focused on improving the life chances of the young people in our care.

As of 1st September 2023, our Trust comprises 31 geographically organised academies (15 secondaries, 14 primaries and 2 special) educating over 20,000 students, and employing 3,000 talented staff. Nearly 40% of our academies are judged outstanding overall by Ofsted, versus 15% nationally. The Trust is establishing four 'clusters' of academies: North Kent; Central Kent; South East London; Medway. In addition, the Trust is responsible for one of the region's biggest initial teaching training organisations, a large teaching school hub and is an accredited apprenticeship provider.

Our future plans are found in our [Vision 2030](#) document available on our website.

We are now recruiting for a Head of School (Vice Principal) for The Halley Academy as we strengthen and build the senior leadership team. This is a truly rare and exciting opportunity for an experienced senior leader to join a very successful and financially sound, mature and geographically

Simon Beamish

BA (Hons) MSc PGCE NPQH NLE FCCT

Chief Executive
Leigh Academies Trust



local multi-academy trust that combines management freedom for effective leaders with secure central support that encourages collaboration for success.

The Halley joined LAT in March 2018. Following a period of rapid transformation from a very low base, Ofsted visited the academy in June 2022 and judged it to be "Good" overall with "Outstanding" leadership and management, personal development and sixth form. The Halley is also an International Baccalaureate World School offering the Middle Years Programme at key stage 3 and the Careers-related Programme in the sixth form. We are looking for an excellent candidate to lead the continued improvement of The Halley Academy through the next phase of its development to create a secondary academy which is "Outstanding" overall.

Our ideal candidate will be an existing Assistant or Vice Principal/Headteacher with considerable experience of leading in a successful multi-cultural and urban secondary school. We are looking for exceptionally talented leaders who will use their energy and vision to make a real impact, achieving outstanding outcomes for our students and ensuring that the school exceeds current standards and achievements.

Our successful candidate will receive encouragement, support and guidance to develop your own career within the Trust. This is a career defining opportunity and we look forward to hearing from senior leaders who are ready for the next step.

Ben Russell

Principal
The Halley Academy



The Halley Academy

I am delighted to welcome you to The Halley Academy. We are an aspirational, disciplined and inclusive academy where human-scale education, a dynamic curriculum, and excellent teaching and pastoral care, maximise student achievement.

Our core values - respect, achievement, collaboration, integrity and resilience - permeate everything we do. We believe in the potential of every student. We champion the highest outcomes for all young people. Our staff are driven by the belief that education can transform our students' lives. We take our role as educators seriously and sincerely - we know that the culture of our academy affects the character of our students, which in turn shapes the culture of our society.

It is for this reason that we are so proud to be a caring community where everybody feels empowered and supported to be the best version of themselves. Students are inspired to work hard, play an active role with the world around them, and to achieve more than they thought possible. Safeguarding is of paramount importance; our students are happy, safe and successful in our care.

We build strong partnerships with parents and carers, working closely together to ensure all students enjoy a fulfilling and rewarding education. Our teachers lead with professionalism and scholarship; they are experts in their field and love sharing their knowledge and enthusiasm for their subject with their classes. All of us are part of a warm and compassionate family of staff, Governors and Trust colleagues who have boundless ambitions for those we work with and a deep commitment to learning and self-improvement. We know that working with children every day is the best job in the world.

The Halley Academy has a diverse and dynamic staffing body of committed, creative and hardworking educators who enjoy coming to work as they benefit from:

- A calm, organised and professional learning environment;
- An academy culture that is committed to the holistic development of children;
- Evidenced-based teaching and learning policies rooted in the strongest possible evidence about how children learn best;
- A clear and consistent behaviour policy which ensures that disruption to learning is minimal;
- A visible and approachable leadership team;
- A comprehensive weekly CPD programme that supports all staff in their academic and pastoral roles;
- Opportunities to collaborate with, and learn from, colleagues across the Leigh Academies Trust.

Our ambitious world-class curriculum delivers an education of excellence for all. The Halley Academy has been an International Baccalaureate World School since 2019. We are committed to students engaging deeply and comprehensively with both substantive and disciplinary knowledge so that they achieve strong outcomes throughout each phase of the curriculum: the Middle Years Programme (MYP) in Years 7, 8 and 9; a two year Key Stage 4 where students study a range of GCSE and vocational qualifications in Years 10 and 11; and the International Baccalaureate Careers Programme (IBCP) and T Level programme in our Sixth Form.

We have enjoyed unprecedented investment and refurbishment as part of joining Leigh Academies Trust, providing excellent learning facilities in an historic listed building which has real character and charm. All students at The Halley Academy are given access to a personal Chromebook, which they use every day in lessons and at home to support their learning.

Ben Russell
Principal
The Halley Academy



The Halley Academy

All physical classrooms have a corresponding virtual classroom, and all teaching staff have Google Educator certification so that technology can enhance the learning experiences of students. With considerable investment from the Tallow Chandlers Livery Company, our new Engineering and Design Centre opened in June 2022. Students and staff also benefit from a modern sports complex on our 16 acre site and a number of cutting edge science laboratories. Construction has also commenced this January on our state-of-the-art visual and performing arts centre, to be completed in Spring 2024.

We know that happy and supported students will be successful and engaged in their learning. This is why students between Years 7-11 join one of our three small school communities - Easley, Franklin or Turing - each with a team of staff dedicated to helping them surpass their potential. Our fourth small school - Hawking - offers bespoke academic and pastoral support to our Sixth Formers.

Our curriculum is rich and dynamic because it invests deeply in the holistic development of our students. We offer a wide range of enriching extracurricular clubs both before and after school. We maximise opportunities for learning outside of the classroom through trips, visits from outside speakers, Cultural Capital Days and careers guidance that opens our students' minds to the possibilities and opportunities in the world around them. Our Values programme and Global Citizenship lessons help develop the global mindedness of our students, whilst IT classes ensure that they can use technology safely and responsibly.

This is an exciting time for colleagues to be joining our Academy community. Our first cohort of Halley Academy students achieved the best ever GCSE results in the school's history in August 2023. We're immensely proud to now be one of the top performing mixed comprehensive schools in Greenwich, and we were celebrated in Schools Week magazine as the third most improved school in the country for the progress of disadvantaged pupils,

compared with pre-pandemic performance. Our Year 13 cohorts have a consistent track record of outperforming international averages in the IBCP programme, and we are becoming oversubscribed in many Key Stage 3 year groups.

The role of Head of School (Vice Principal) plays a key strategic and operational role in the Academy community. We have three Heads of School (Vice Principals), each of whom are responsible for the successful running of their respective Small School, Years 7-11, as well as being the strategic lead for an area of whole-school responsibility. The area of responsibility for this post is for behaviour, attitudes, attendance and personal development. This colleague will also serve as the Senior Deputy Designated Safeguarding Lead and, after an extensive period of handover and transition, will be the Designated Safeguarding Lead from 2025 onwards.

This is a career-defining opportunity for a prospective colleague who is committed to providing an education of excellence for all. This position has arisen as the current post-holder will be retiring after over 3 decades of service to the Academy. Ensuring that students are safe, happy and successful at the Academy is our number one priority. We appreciate the weight of responsibility that this role has in the Academy. For this reason, our current postholder will remain as part of the Academy Leadership Team for the next 12 months, before retiring, in order to ensure a comprehensive and thorough handover. This will ensure that the successful candidate can have the best possible start, and the greatest possible impact, in their role.

We are proud to be a local school of choice for the community we serve. Our school equips students with the knowledge, skills and experiences they need so they can lead fulfilling and successful adult lives. If you feel that you want to be a part of our exciting and unique learning community, then we look forward to hearing from you.

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Vacancy

We are now recruiting for the role of Head of School (Vice Principal) for The Halley Academy to join an outstanding leadership team supported by a talented and dedicated staff body. This is a truly rare leadership opportunity within a very successful and financially sound, mature and geographically local multi-academy trust that combines management freedom for effective leaders with secure central support that encourages collaboration for success.

The Halley Academy is a multicultural values-driven academy with an unshakeable belief in human potential and is extremely proud of all its students. The academy has the highest expectations of students in terms of academic achievement, personal development, attitude, behaviour, attendance and appearance. Staff are dedicated and committed to students being stretched, challenged and supported in all their learning experiences so that they can reach their full potential and learn essential life skills to help them succeed in an ever-changing world. Ofsted judged The Halley to be "Good" overall with several "Outstanding" features in June 2022 which represents a significant transformation from the failing academy which joined LAT in March 2018.

The curriculum offered is broad, innovative and inclusive with a rich variety of subjects that allow students to aspire, strive and thrive. The academy is an International Baccalaureate World School authorised to deliver the prestigious IB Middle Years Programme in Key Stage 3 and the Career-related Programme in Key Stage 5. Our T Levels programme commenced from September 2023, further strengthening our post-16 curriculum offer. We opened our state-of-the-art Tallow Chandlers Design and Engineering Centre recently, and work began this January on our brand-new Visual and Performing Arts Centre, which will open in Easter 2024.

Our successful candidate will be a talented and highly skilled leader with drive and commitment to excellence as well as strong interpersonal skills, and the ability to communicate to a range of stakeholders. You will be joining a supportive, committed and passionate team who work hard to ensure that all of our students achieve their potential. We are looking for ambitious professionals who can demonstrate strategic leadership and excellent management, and a proven track record of success in raising standards.

Each of our Head of Schools is responsible for the successful running of their respective Small School, as well as being the strategic lead for an area of whole-school responsibility. **The area of responsibility for this post is for behaviour, attitudes, attendance and personal development.**

This colleague will also serve as the Senior Deputy Designated Safeguarding Lead and, after an extensive period of handover and transition, will be the Designated Safeguarding Lead from 2025 onwards.

Position	Head of School (Vice Principal)
Location	The Halley Academy
Responsible to	Principal
Basis	Permanent, Full-Time
Commencement	Easter 2024
Salary	Highly competitive plus performance bonus and private health care

We wish to hear from you if you are committed to changing our education world and are:

- an enthusiastic, energetic and ambitious leader with a successful track record at secondary level;
- a motivational and inspirational leader with high expectations of staff;
- confident and able to communicate a clear vision for the school;
- able to develop children to reach their full potential regardless of background or circumstance;
- approachable and keen to work with staff across the Trust to ensure wide success;
- able to establish and develop excellent relationships with the community and other stakeholders.

What we can offer you:

- a competitive salary along with private healthcare and an opportunity to earn a performance bonus;
- an exciting LAT career path with opportunities for further progression in the future;
- security and support on your journey from close collaboration with a small central executive and a larger group of talented Principals and Vice Principals to share best practice and innovation.

For our successful candidate, being a member of staff at The Halley Academy and the wider Trust means you'll receive access to a great range of employment benefits from day one. [Click here to view the current benefits package](#), and be mindful that the list is always growing.

We wish to hear from you if you are committed to making a difference to the lives of our community and are:

- an enthusiastic, energetic and ambitious leader with a successful track record at secondary level;
- a motivational and inspirational leader with high expectations of staff;
- confident and able to communicate a clear vision for the school;
- able to develop children to reach their full potential regardless of background or circumstance;
- approachable and keen to work with staff across the Trust to ensure wide success;
- able to establish and develop excellent relationships with the community and other stakeholders.

Application Process

Naturally, we are seeking to appoint the best possible candidate and therefore the application process will reflect our desire to undertake all necessary measures to achieve this.

On the basis that interested candidates will be keen to visit the academy before making a formal application, you can arrange this by contacting the Principal - Ben Russell - directly via the email ben.russell@thehalleyacademy.org.uk

Mr Russell is open and welcome to hosting visits from prospective applicants. Please ensure you offer a range of dates when you are available in your initial email to ensure we can coordinate a visit that works for both you and the academy.

Candidates wishing to have an initial conversation with the Principal about this role can also arrange for a telephone call. Those wishing to do so should also contact Mr Russell directly using the aforementioned email address, in the first instance.

When ready to apply, suitable and interested candidates are invited to complete an online application detailing why they are suitable for the role. This can be submitted on Jobtrain via the following link;

[Head of School \(Vice Principal\) - Online Application Form](#)

If you have any queries on any aspect of the application process or need additional information, please contact Charlotte Herberts (LAT Talent Team) on charlotte.herberts@latrust.org.uk

The academy is committed to safeguarding children and successful candidates will be subject to an Enhanced DBS check. Our commitment to safeguarding is underpinned by robust processes and checks which are in place across the Trust.

Closing date for applications	Monday 19th February 2024 9am
Shortlisting date	Monday 19th February 2024 (noon)
Interviews and assessment activities	Monday 26th February 2024



2 Job Profile

Role: Head of School (Vice Principal) Reporting to: Principal

The Leigh Academies Trust is a highly successful multi-academy trust. Our model of education enables students to reach their full potential, through an IB curriculum, transforming their lives and ultimately the communities in which they live.

Core Purpose

To assist the Principal and Deputy Principal in the strategic oversight of the Small School within the academy, creating a climate of learning where expectations are high, clearly communicated and consistently reinforced. To support the development of the whole child, within a safe and healthy environment, fostering positive community values. To promote a culture where students have high aspirations, the determination to succeed, and opportunities to make exceptional progress. To effectively promote the educational vision associated with the Leigh Academies Trust.

Duties

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document and the National Teachers' Standards. It may be modified by the Principal, after consultation, to reflect or anticipate changes in the job, commensurate with the salary and job title, also other duties that the Principal may from time to time ask the post-holder to perform.

All Heads of School will have responsibility for the academic outcomes of their small school. Key emphasis is placed on knowing the students in the School and how best to support them. The successful candidate will be expected to create a School ethos that is individual reflective of the whole academy vision.

The academy aims to appoint the right person for the team; the overarching responsibility allocated for this position will be determined based on the successful candidate's skill-set.

Key Responsibilities:

Strategic

- Support the Principal and Deputy Principal in developing and communicating a clear strategic vision of how to develop the academy successfully to Outstanding;
- Have a deep understanding of education theory. We aim to personalise education through innovative approaches to learning, support, experience and leadership;
- Have an 'eye' for standards. Implement accurate performance indicators for students and staff and hold everyone accountable for them;
- Have up to date understanding of Ofsted requirements and ensure the effective and rigorous self review framework is embedded within the academy;
- Lead on designated sections of the Academy Performance Agreement;
- Support the development of effective, high performing teams across the academy through the delivery of training and through coaching;
- Support the Principal and Deputy Principal in managing the academy effectively and ensuring the successful implementation of radical change, and deputise in their absence;
- Work in harmony with the Principal, Trust, Governors, local schools, other academies and other partners as appropriate.

Learning and Teaching

- Work with the Principal and Deputy Principal in the strategic leadership for a key area of academy improvement, its development and delivery that meets the needs of individual students and maximises the opportunity for each individual to achieve excellent outcomes;
- Ensure that learning and teaching policy and practice are at the highest standard;
- Effective use of data with the academy to raise standards;
- Regularly review and quality assure the student tracking systems across the academy
- Understand and implement an assessment framework that will provide accurate and timely information for students, parents, teachers and governors;
- Oversee the quality of learning and teaching through regular reviews within the academy and, at least two designated curriculum areas, intervening where necessary;
- Use data from stakeholder consultation in order to critically evaluate learning and teaching;
- Have an oversight of the performance of vulnerable groups.

Leading and Managing Staff

- Create a School ethos that fits with the academy vision;
- Lead by example with integrity, creativity, resilience and clarity, demonstrating optimistic personal behaviour, positive relationships and attitudes towards students, staff, parents and Governors;
- Exercise effective staff management, lead and motivate others and generate effective working relationships at all levels;
- Maximise the contribution of staff to improve the quality of education provided and standards achieved;
- Create and maintain good working relationships among all members of the academy community;
- Sustain their own motivation and that of staff for whom they are accountable;
- Promote the academy ethos in which the highest achievements are expected from all members of the Academy community;
- Contribute to an effective and rigorous Performance Development process.

Efficient and effective use of staff and resources

- Work with the Principal, Governors and colleagues to recruit and retain staff of the highest quality;
- Work with colleagues to deploy all staff effectively in order to improve the quality of education provided;
- Support the Principal and Director of Finance and Operations in managing and organising accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety requirements;
- Support the Principal in seeking to ensure adequate resources for the academy.

Standards

- Oversee regular and systematic reviews of standards to ensure early identification of strengths and weaknesses ensuring effective interventions are made;
- Support senior and middle leaders in the effective review of standards in their areas of responsibility;
- Motivate students and staff to achieve the highest possible standards and secure the best possible outcomes;
- Establish and maintain clear improvement plans, milestones, targets and expectations in relation to standards, quality and achievement;
- Use assemblies to motivate and inspire students.

Community

- To attend Governors' meetings, evening and special events;
- Ensure that Citizenship and Spiritual, Moral Social and Cultural aspects are embedded throughout the Academy and its interface with community partners.

The post holder will also be expected to undertake any other tasks as reasonably required by the Principal or Governors to ensure the efficient and effective operation of the academy.

Notes

The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal. This job description does not form part of the contract of employment. It describes the way the post-holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education document](#) (Department of Education).

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Person Specification

We seek to recruit talented individuals who can not only help to build the success of our academies but also people who are engaging and passionate about everything they do. The person specification is related to the requirements of the post as determined by the job description. You should refer to these requirements when completing the application.

Essential	Desirable
Experience	
<ul style="list-style-type: none">• Proven record of significant senior leadership achievement• Proven track record of raising standards• Experience of management of human and financial resources at senior level• Proven behaviour leadership• Successful establishment of links with the local community• Excellent track record as an effective innovator of education• Successful experience of promoting equal opportunities, inclusion and appropriate strategies for children with special educational needs• Experience of developing student involvement in schools• Experience of working with parents• Experience of child safeguarding issues and successful use of measures that promote and ensure the safeguarding of young people• Experience of using performance management processes successfully to contribute to school improvement	<ul style="list-style-type: none">• Experience at deputy/assistant head level or equivalent• Experience of full 11 - 19 age range in a co-educational setting• Experience of leading in challenging circumstances• Subject teaching expertise in English, Maths and/or Science• Experience of leading highly effective whole school assessment systems• Experience of working within a MAT• Experience of developing SEN at a strategic level• Experience of and/or commitment to International Baccalaureate curriculum programmes.
Education & Qualifications	
<ul style="list-style-type: none">• Degree and teaching qualification• Qualified teacher status• Sustained record of professional development	<ul style="list-style-type: none">• Accredited postgraduate study• Masters/MBA• NPQH

Essential

Desirable

Leadership & Management

- Positive attitude towards change
 - Extensive experience of developing staff, of team building and of developing student involvement in schools
 - In-depth knowledge and understanding of current educational priorities
 - Good understanding of the Ofsted framework and Self Review
 - An understanding Performance Management
 - Setting and achieving ambitious and challenging goals and targets
- Experience of working with a range of agencies
 - Experience of working with Governors
 - Experience of challenging 'satisfactory' performance

Skills

- An Outstanding classroom teacher
 - Proven leadership skills including a range of leadership styles as required
 - Effective behaviour management
 - Strategic management, resource management, development planning & personnel management
 - Effective interpretation, analysis and use of data
 - Well developed coaching and mentoring skills
 - Well developed interpersonal and communication skills (including written, oral and presentation)
 - Wide experience of managing change, leading innovations and meeting challenges successfully
 - Effective ICT Skills
- Experience of leading staff development in own/ other schools and settings
 - Advanced skills in one or more areas

Attributes

- Presence, drive and a passion to raise standards for all in the pursuit of excellence
 - Shared vision with sponsor
 - Ability to both lead and be a member of a team
 - Strong solution focused approaches to problem solving
 - Energetic, resilient, empathetic
 - Able to develop and maintain good relationships with staff, parents, students, governors and the community
 - Commitment to continuous improvement
 - Ability to plan and prioritise
 - Attention to detail
 - Innovative and self reflective
 - Able to deal sensitively with students, parents and staff to resolve conflicts
 - Stay calm under pressure
 - Retain a sense of proportion and good humour
- Experience of leading change in challenging circumstances

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'Together we
inspire,
learn and
achieve'

4 Benefits at Leigh Academies Trust

At Leigh Academies Trust, we want to provide you with a rewarding and enriching career and to help you to reach your full potential, both professionally and personally. As an employee of Leigh Academies Trust, here is a taster of the great benefits you can receive from day one;

Culture

- An open and collaborative working environment, not just within your academy but also across the Trust where innovation is encouraged
- A career in an organisation that values individuality and diversity
- Dedicated focus groups to ensure we have the optimal working environment in all aspects.

Professional development opportunities

- Regular training and access to a range of internal and external programmes tailored to your learning needs throughout your career
- Educational sponsorship (application required)
- Opportunities for career progression as we are willing and able to support moves from one academy to another

Financial

- A competitive salary for both teaching and non-teaching staff whereby pay progression is possible on an annual basis, following successful performance
- Access to a highly attractive pension plan
- Neyber platform – support provided to build your financial confidence and support when needed with Neyber loans
- Access to a range of benefits and discounts that are sourced specifically for our staff

Well-being

- Full-time associate staff receive 25 days annual leave plus bank holidays which increases to reflect your length of service
- The chance to work with a company who received a 'Gold' Workplace Wellbeing Award for the last two years
- Wellbeing champions and access to Mental Health First Aiders
- 24/7 access to a free Employee Assistance Programme to provide confidential advice and guidance
- Student Wellbeing support from our Educational Psychologist team
- Personal resilience and Wellbeing courses
- Access to our Wellbeing platform with a range of ever evolving benefits
- Wellbeing campaigns

Facilities

- Great school buildings with many state-of-the-art facilities across our academies, providing positive working environments
- Free/discounted gym access
- Free car parking at every site
- On-site catering with great food, all reasonably priced for staff (with the option to buy evening meals so you don't have to cook!)
- Social networking opportunities across the trust to create new relationships both inside and outside of the work setting.

5

An overview of the Trust you'd be joining

Leigh Academies Trust is a non-profit making charitable company limited by guarantee, based in Strood, Rochester, Medway. The Trust exists to support and assist schools to build upon their existing strengths and to help them achieve educational transformation. It has significant experience in running schools, and today includes both sponsored academies and schools which have chosen to convert to academy status.

The Trust was formed in 2008 with the linking of The Leigh Technology Academy and Longfield Academy under one governing body. It now encompasses over 20,000 students, between the ages of 3 and 19, in 31 primary, secondary and special academies, across Kent, Medway, Bexley and Greenwich. Nearly 40% of academies are judged outstanding versus 15% nationally.

Leigh Academies Trust – Our Mission: *Education for a better world*

Leigh Academies Trust – Our Vision: Through our Excellence Charter, we will ensure:

- Excellent teaching so that young people achieve their ambitions.
- Outstanding leadership to drive improvement in our own academies and across the sector.
- An exceptional IB curriculum.
- A world class digital strategy for education.
- A highly developed and engaged workforce who make a difference.
- A small school model of education that delivers high quality pastoral care.
- Disruption-free learning and a wide personal development programme.
- Targeted support for those who need it so that they too can succeed.

Leigh Academies Trust – Our Values:

- We care – about our pupils and their families

through our human scale approach to education, our staff and their well-being and the world around us, driven by our high ideals and strong moral values.

- We have boundless ambition – to achieve excellence for all and create confident young adults with high levels of resilience and integrity.
- We work together – as one team because we are greater than the sum of our parts. We foster an enterprising culture through global collaboration with partners in business and education.
- We keep getting better – using our 'can-do' attitude and research informed approach to continuous improvement and innovation.

Trust Advantages:

- Expert central services for finance, HR, IT, facilities and business functions.
- Innovative approaches to teacher recruitment and retention.
- Fast track development of leaders for internal promotion opportunities.
- Central reserves to protect individual school budgets.
- Substantial investment in cross-Trust initiatives to improve teaching and learning.
- Close collaboration between senior leaders across the Trust.
- Integration of primary and secondary approaches into all-through education.
- Adequate scale to design and test new ideas.
- High quality strategic governance with wide business and professional experience.
- Robust delivery models as government policies, rules and measures change.

**Our Mission:
Education for a better world**

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