



**WEST
ST LEONARDS**
PRIMARY ACADEMY



University of Brighton
Academies Trust

PRINCIPAL OF WEST ST LEONARDS PRIMARY ACADEMY

CANDIDATE PACK
FEBRUARY 2020

Achieving excellence together



HOW TO APPLY

Thank you for your interest in this role. Before you apply, we encourage you to contact John Smith, Interim Executive Director of School Improvement for an informal discussion about the role and to arrange a visit to the academy: j.smith@brightonacademiestrust.org.uk or 07944 101984.

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

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

Location: West St Leonards Primary Academy, St Leonards on Sea, East Sussex

Reporting to: Executive Director of School Improvement

Closing date for applications: Sunday 1 March 2020

Selection and interview date: Monday 16 and Tuesday 17 March 2020

Start date: September 2020

Salary: Teachers' Leadership Pay Range L18-L24: £62,426 - £72,306

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WELCOME

Thank you for the interest you have shown in the role of Principal at West St Leonards Primary Academy.

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

Based in St Leonards on Sea, to the west of Hastings, East Sussex, the academy aims to support all children in a safe and caring environment with exciting and relevant teaching and learning experiences. Catering for Reception to Year 6 children, it has a published admissions number of 60 and a total capacity of 420 pupils. The academy also hosts a special facility for children with moderate learning difficulties and physical disabilities. West St Leonards is a National Lead School for Talk for Writing and supports the training of teachers in other schools across the south east region.

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

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

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

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

This is a fantastic time to join the school. It retained its Good rating from Ofsted in 2016, with Leadership and management; Teaching, learning and assessment; Personal development, behaviour and welfare; and Early years graded Outstanding. It is a popular school and over-subscribed for entry.

We are now seeking a Principal to build on this work. The successful candidate will have an exciting opportunity to shape and lead the next stage in the development of the Academy.

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



Professor Chris Pole
Chair
University of Brighton
Academies Trust



Dr John Smith
Chief Executive
University of Brighton
Academies Trust

Head of School of Education
University of Brighton

JOB DESCRIPTION

Job Title: Principal of West St Leonards Primary Academy

Employer: University of Brighton Academies Trust

Location: St Leonards on Sea, East Sussex

Salary: Teachers' Leadership Scale L18-24

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

Responsible For: Total establishment staff of c.50

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

Main areas of responsibility:

1. Trust strategy, vision and values

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

2. Leadership and management

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

-
- 2.6 Provide professional leadership of the evaluation of performance to foster high standards and strong motivation from all staff.
 - 2.7 Oversee the development and implementation of appropriate induction and staff development programme of activity, so that all staff are well placed to maximise the attainment and aspirations of the academy's pupils.

3. School improvement strategy

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

4. Community engagement and external partnerships

- 4.1 Promote effective links with parents/carers in order to maximise aspirations and promote pupil progress.
- 4.2 Sensitively manage all communications with parents/carers.
- 4.3 Support the Chief Executive in the development and implementation of a community engagement strategy, including partnership activity with key stakeholders, in order to promote a continuous culture of change.
- 4.4 Promote effective liaison with external agencies and an inclusive approach education.

5. Resource strategy

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

6. Equalities

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

7. Other duties

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

PERSON SPECIFICATION

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

ESSENTIAL CRITERIA

Leadership of staff and resources

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

Education and qualifications

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

Experience and knowledge

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

Communication

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

Skills / attributes

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

Desirable criteria

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

ADDITIONAL INFORMATION

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

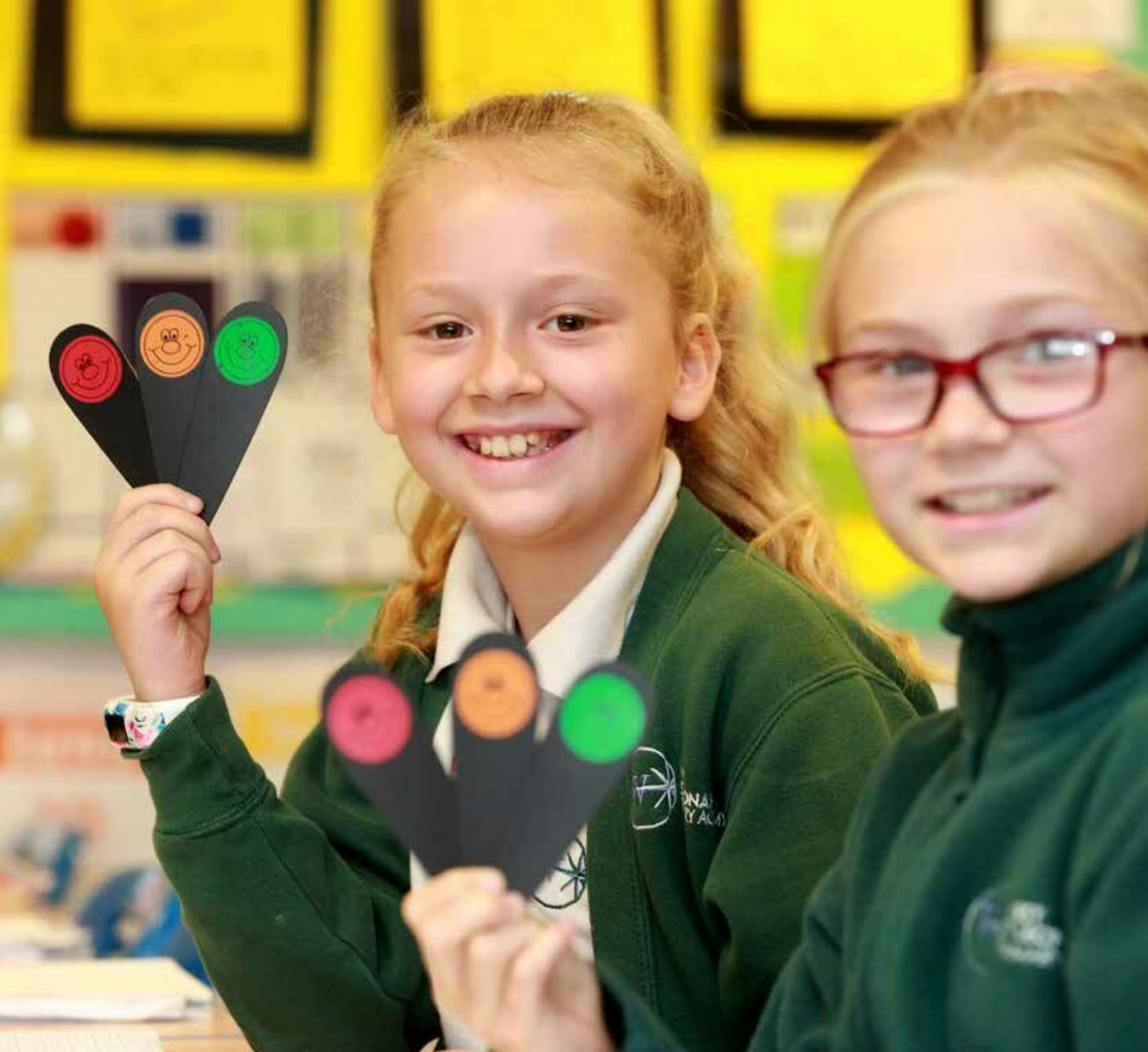
There may also be the need for staff to undertake additional duties from time to time, appropriate to the level of the post. Should these additional tasks become a frequent part of the role, the job description will be revised through consultation with the post holder.

Date: January 2020

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

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.





WEST ST LEONARDS PRIMARY ACADEMY

“ The curriculum is inclusive, varied and interesting. Pupils have opportunities to try out new experiences and learn different skills in school and the local area.”

Ofsted 2016

www.weststleonardsprimaryacademy.org.uk

Our vision

Our vision is 'ELF' – Excellent Learning and Friendship. We aim to help every child to succeed in school – to develop their strengths and interests and become a successful, well-rounded individual.

We are enthusiastic about our learning at West St Leonards Primary Academy. We aim to:

- challenge children and staff to achieve their best
- encourage respect and tolerance so that all are included using our POW (Pride of West St Leonards) values
- maintain consistently high expectations so that pupils reach their potential and are ready for the next stage of their learning.

Working as a group of academies, together, we aim to further develop the teaching and learning for our communities. We enhance our expertise and good practice through this joint work, supported by the University of Brighton Academies Trust. Our goal is always to give every child the very best opportunities so that they can move successfully on to the next phase of their education.

Our values

We have high expectations for our children, and we share clear next steps for each child with parents and carers. We work with parents and carers, and children to get everyone involved in the learning experience. Homework, including daily reading, is an expectation for all children and we celebrate and reward achievement.

Our school is well resourced, and we take pride in our environment. We sum this up in our POW (Pride of West St Leonards) values.

We expect children to treat others and their Academy with respect. There is a clear system for children, and we expect all pupils to learn our values and with support make good choices and become responsible members of the community.

Our staff focus on giving the pupils the best opportunities and in our constant drive to improve, we are working on becoming an 'Outstanding' academy. We work with experts to constantly reflect and improve on our practice to ensure we meet the changing needs of our society.

Learning

West St Leonards is a two-form entry primary academy. We have two classes of 30 children in each year group.

Pupils learn as classes and in groups so that all children's needs are met. We designed our learning to engage all children and give them practical experiences. We use topic themes for some of our work and children all learn in the woods and on the beach during the year.

The core learning for all children involves daily lessons in the building blocks of all education: reading, phonics and spelling, Talk For Writing, handwriting, writing and mathematics. We support this with home learning tasks and personalised learning and expect all children to complete short daily home learning tasks.

Children have opportunities to learn about their world and become active members of the school as peer mediators; eco-warriors; school, town and business ambassadors; and sports leaders.

Our broader curriculum includes PE, arts, modern foreign languages and humanities. We use computing across all areas of learning and children use banks of laptops and iPads.

We celebrate our achievements with parents and the local community through performances, exhibitions and rewards. We provide opportunities for children to have care and support before and after school and offer a range of after school clubs. We are open from 8am to 6pm. We can support children with additional teaching in programmes such as Reading Recovery.

We also have specialist coaches for some of our PE and there is a wide variety of sports after school such as football, badminton and karate.

Our specialist provision includes access to physiotherapy and support with speech programmes if this is detailed in Education Plans.

Our wider school life includes a rich variety of trips and activities such as discos and fêtes many of which are supported by our friends' group.

Special facility

We have an additional class, Doves, for children who are part of our specialist provision for children with physical disabilities and moderate learning needs. This class has an experienced SEN teacher and support staff.

We offer a flexible and well resourced learning environment. Children will experience personalised learning and high staff to pupil ratio. Afternoon sessions are spent within the mainstream environment where the children access a differentiated curriculum along with their mainstream peers.

We work closely with external agencies to provide programmes of support for individuals. Where appropriate, we aim to incorporate advice from therapists into the children's everyday timetables.



Academy data snapshot

Data correct as of January 2020.

WEST ST LEONARDS PRIMARY ACADEMY	
No. on roll	400
No. with FSM (free school meals)	96
No. with PPI (Pupil Premium funding)	108
Form entry	Two form

KS2 MEASURE	2017	2018	2019
Expected Standard in Reading, Writing and maths	47%	52%	66%
Expected Standard in Reading	53%	65%	76%
Expected Standard in Writing	84%	77%	86%
Expected Standard in Maths	65%	55%	78%
KS1 MEASURE	2017	2018	2019
Expected Standard in Reading, Writing and maths	62%	72%	62%
Expected Standard in Reading	83%	75%	70%
Expected Standard in Writing	70%	78%	62%
Expected Standard in Maths	68%	82%	72%
YEAR 1	2017	2018	2019
Phonics	81%	82%	72%
RECEPTION MEASURE	2017	2018	2019
Good Level of Development	68%	71%	74%

Governance

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

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

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



UNIVERSITY OF BRIGHTON ACADEMIES TRUST

www.brightonacademiestrust.org.uk

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

Our values

We value excellence, integrity and innovation.

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

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

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

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

Visit: www.brightonacademiestrust.org.uk

Board of Trustees

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

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

About the University of Brighton

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

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

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

Visit: www.brighton.ac.uk

Our academies



Our structure

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

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

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

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

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

School improvement approach

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

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

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

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

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

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

Strategic business plan

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

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

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

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



Achievements from across the Trust in 2017–2019

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

Working for us

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

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

Disability confident

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

Professional development

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

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

Employee benefits

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

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

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



OUR PUPILS

We treat every child as an individual and provide a happy, engaging and thriving environment. We offer exciting learning experiences which prepare our children for an ever-changing world, balancing the teaching of knowledge and skills and encouraging innovation.

All our children are encouraged to be responsible members of their community, demonstrating respect for others.



“ I like my school because I love quizzes and challenges.”

—
Pupil

“ I want to be a school mentor not just because of my passion, it’s a good responsibility”

—
Pupil

“ We have school values as they make the school a better place”

—
Pupil

OUR COMMUNITY

West St Leonards Primary Academy is located in St Leonards on Sea, to the west of Hastings, East Sussex.

The Academy predominantly serves the local community of St Leonards, as do five other University of Brighton Academies Trust academies.

The town is served by West St Leonards and St Leonards Warrior Square railway stations linking the town with Hastings and Rye to the east, Eastbourne and Brighton to the west, and a direct train service to London Charing Cross. Local bus services also provide access to nearby towns.

Hastings and St Leonards are benefiting from investment in education, business support, transport and infrastructure. There is a strong community spirit, and a thriving arts and culture scene. Beautiful regency architecture, stunning sea views, a historic old town and affordable housing make Hastings and St Leonards a great place to live and work.

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

- www.hastings.gov.uk
- www.eastsussex.gov.uk
- www.hastingsopportunityarea.co.uk
- www.thisishastings.com
- www.gethastings.com
- www.visit1066country.com
- www.1066online.com





**WEST
ST LEONARDS**
PRIMARY ACADEMY

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University of Brighton

Academies Trust

University of Brighton Academies Trust

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This publication is available in alternative formats on request. We reserve the right to research applicants on social media platforms and the internet, and the recruitment panel may take this information into consideration during the recruitment process.

Information correct at the time of publishing in February 2020. University of Brighton Academies Trust is a charitable company limited by guarantee, registered in England and Wales with company number 7185046.