

Welcome to the  
**EDUCATION AND LEADERSHIP TRUST**

**3 SCHOOLS ONE MISSION**



a co-operative academy trust

**STRONGER TOGETHER**



EDUCATION  
and  
LEADERSHIP  
Trust



[www.eltrust.org](http://www.eltrust.org)



@Trust\_elt



Dear Colleagues

Thank you for expressing an interest in working for our Trust.

We are proud of what we are achieving as a Trust and proud of what we can offer staff who join our Trust. We believe schools are stronger together and we believe our co-operative values make a real difference to the operation of our Trust and the development of our students. We are committed to growing talent and developing people across the Trust. We focus on achieving the highest quality teaching and learning and developing the very best in all our young people.

We hope you enjoy meeting staff and students and are able to ask lots of questions. Please make sure you give us your details and follow the Trust twitter account as all jobs are advertised here. (@Trust\_ELT)

Wishing you every success with your teaching career.

Best wishes

Patsy Kane M.A.  
Executive Headteacher

@PatsyKaneEHT



## About the Education and Leadership Trust

The Education and Leadership Trust was formed in September 2014 and comprises three large high schools in Manchester. We are a co-operative academy Trust, with co-operative values at the core of all our work. We are committed to providing a rounded and exciting education and developing leadership capacity in staff and students. Whalley Range is a large 11-18 High School of 1500 girls located in the heart of Manchester. Levenshulme is a school of 1,000 girls in south/central Manchester. The East Manchester Academy is a mixed school of 970 students in the heart of Manchester's regeneration area in Beswick. Our schools serve some of the most deprived wards in Manchester and embrace and celebrate their cultural diversity.

The schools receive their intake from over 75 primary schools from within and beyond Manchester. Whalley Range 11-18 High School is the only community school in Manchester offering single sex post-16 provision. Over 90% of Sixth Form students are from ethnic minority backgrounds.

### We have a clear mission for the trust:

 **We strive to educate, INSPIRE  
and empower young people to be  
THE NEXT GENERATION of leaders.**

We are dedicated to promoting the emotional, physical and social well-being of our diverse and multi-cultural population and aspire to be a centre of excellence for the education of young people. We teach resilience and growth mindset so students can achieve outstanding results and thrive in a challenging future.

The co-operative values of equity, self-help, self-responsibility, solidarity, equality and democracy along with ethical approaches to business are central to the ethos of our Trust. These values and principles underpin everything we do and we believe they contribute to strengthening the schools' links with their local communities.

## Raising standards of Achievement through:

- working collaboratively with others, including education, business, health and sporting partners, to raise standards and opportunities
- having honest and open relationships with all other partners, helping each other to reach common goals
- developing a global perspective rooted in the co-operative values of self-help, self-responsibility, democracy, equality, equity and solidarity
- upholding the ethical values of integrity, honesty, fairness and responsibility
- adopting a mutual stake-holding model where membership will be open to all involved with the school (children, parents / carers, members of the community, partners and staff)
- developing further meaningful and sustainable links with the communities served by the Academy Trust
- promoting learning and enterprise opportunities to develop concepts of social entrepreneurship locally, regionally and globally
- sharing professional development programmes to build professional and social capital
- building on positive relationships with parents / carers
- raising the aspirations of our students and families through sustainable links with higher educational establishments in order to develop routes to economic well-being

The Trust, through its local and wider partnerships, will work to support all schools in involving parents/ carers and other stakeholders and assisting in the development of the next generation of adults who will drive our community forward and enable it to thrive. It will strive to more effectively involve all schools with their communities and vice versa.

The Alliance Manchester Business School, Manchester University, is the largest Business School in the UK. We are enjoying working together to raise standards and aspirations.

Manchester United Foundation is working with us on a three year project to raise aspirations and inspire young leaders.



## Top Tips for Job Applications

Your first job is, in many ways, your most important. It can mean you have a positive start to your teaching career or an unhappy and difficult experience. It is important that the job is a good fit for you as well as the school.

### Applications

- Set up auto alerts and follow the Trust on Twitter @Trust\_ELT
- Be clear how far you wish to travel and be honest about what is sustainable in terms of journey time
- Check the school's latest Ofsted report but schools change and can improve rapidly so don't be put off necessarily - it may help you plan questions
- Check out the school's website and see if it seems your kind of school
- Refer to the school in your letter and don't be afraid to be enthusiastic about something you have seen, read or heard
- Show how your experiences have prepared you for this job in this school.
- Mention if you have a second subject which you are willing to teach
- Share some interests you would wish to offer as extra-curricular activities - but only if you really mean it
- In your letter of application:
  - o address the person specification with references and examples relevant to the job description
  - o use clear paragraphs
  - o sub-headings are fine if you wish to use them. Some people prefer a prose letter
  - o check your work carefully for spelling and grammar
  - o keep to a maximum of two sides of A4

## Top Tips for Job Interviews

### Interviews

- Do your homework - check the website, identify questions or deal breakers. Does the school have particular features such as faith or gender or are there initiatives highlighted on the website?
- Dress sensibly – comfortable shoes, professional dress
- Plan a lesson which fits the time allocated - it may be 20 minutes, 30 minutes or an hour. We are also looking at how you relate to students and engage them in learning

### First impressions count

- Shake hands and smile, with eye contact, as you enter the room and are introduced to the panel
- Be able to articulate why you are applying, what attracted you to the school and the job
- Be able to articulate your understanding of safeguarding - give an example of how you have handled a situation
- Understand how your subject contributes to PSHE, British values, character education, employability skills
- Think how you would provide stretch and challenge for high attaining students, with examples
- Have examples ready of how you have developed literacy and/or numeracy skills
- Have specific examples ready of how you have built up relationships with challenging students and how you have managed challenging behaviour so far
- Show enthusiasm but keep answers concise, with relevant examples
- Read the faces of the interview panel - if they are looking bored - stop talking
- Ask if you have answered the question or if the panel would like you to go into more detail
- By the end of the interview, make sure you have asked everything you need to know to be able to decide if this is the school for you. Ask about support for NQTs. If the school is part of a Trust, ask about the cross-trust opportunities

### After the interview

- Only say you will accept the job if you mean it
- If you are offered the job, express how pleased you are
- Be proactive about completing forms, checks and making contact with your Head of Faculty
- Stay in touch through the rest of the year so you have established relationships, even if only by email, by the time you start
- If you don't get the job, always ask for full feedback. Arrange a time to talk to someone if there isn't time on the day. Who succeeded at interview may be down to factors beyond your control, such as someone with a second subject which the school needs
- Stay positive and remind yourself, everyone has a school which is right for them

# The Education and Leadership Trust Professional Offer

## The Education and Leadership Trust Professional Offer

The Trust takes the professional development of all staff very seriously and is committed to providing top quality support, a personalised induction programme, high quality professional training and opportunities for professional development. We encourage staff to be proactive in taking up opportunities to lead and contribute to events and programmes. We aim to be responsive to any emergent needs and welcome suggestions from staff about any aspects of training or professional advice which would enhance our offer for groups and individuals.

All staff will have a common induction programme to cover Child Protection and Safeguarding, data protection, e-safety, using SIMS, in-school policies.

## Expectations

- All staff respect and promote the Trust's co-operative values
- All staff respect and promote British values
- All staff are committed to continually improving their teaching or professional skill set
- All staff engage positively in training and support programmes
- All staff read and follow the policies and procedures in the Staff Handbook
- All staff recognise we work together as a team to enrich students' learning and improve outcomes

## The Trust Offer

### NQTs

- A member of the Senior Leadership Team as an Induction Tutor who will be responsible for the supervision of the induction year in line with external guidelines
- A subject mentor and a House mentor to offer direct and practical support
- A programme of ongoing training and support throughout the year, becoming more personalised after Christmas, led by an experienced member of staff
- Opportunities for observing more experienced colleagues as well as peer observation
- A two day residential with other NQTs from within Manchester, paid for by school
- Access to the whole school training programme and learning opportunities
- A cross-trust programme of training and networking opportunities with NQTs from our 3 Trust schools

### RQTs

To reflect the range of skills and experience within any cohort, bespoke RQT training may include:

- A planned programme until Easter with regular meetings led by an experienced member of staff
- A Lesson Study project to enhance classroom skills and practice
- Opportunities for observing more experienced colleagues and peer observation
- A personalised plan linked to appraisal needs
- Access to the whole school training programme and learning opportunities

# The Education and Leadership Trust

## School Training Programme

### All teaching staff

- A personalised plan linked to appraisal needs which may include coaching in identified areas of practice
- Opportunities for observing others
- Job shadowing to support career aspirations
- TeachMeets – the opportunity to share and learn with colleagues from across the Trust and city
- Special interest working groups – the opportunity to share and develop practice in a particular Teaching and Learning strand
- Voluntary CPD sessions throughout the year
- Induction to new roles – a personalised induction and training plan when moving to a new role with support from a more experienced colleague
- Training in using data – this may be through faculty or team meetings as well as additional opportunities for drop-in training
- Each faculty has a digital champion, who can be approached for individual advice and support with digital technologies, in addition to opportunities for drop-in training
- External courses – appropriate staff will be considered for external courses such as those offered by the exam boards, PIXL, the Manchester Schools Alliance or our collaborative. It will depend on their role, the school need and staffing needs.
- For all staff who consistently teach effective lessons there are a range of leadership and management courses, both in-house and external. These may be run in one school or with a combined group of staff from across the Trust. These currently include:
  - Aspiring to a TLR course – covering two terms with a focused project and a report back presentation to Heads of Faculty and SLT.
  - Developing standards in a TLR role course – covering two terms with a focused project and a report back presentation to Heads of Faculty and SLT
  - Opportunities to participate in NPQML and NPQSL are available for those at an appropriate level of experience in certain TLR posts who the school wish to nominate. Currently these are delivered through the Manchester Schools Alliance and Ambition School Leadership.
- We offer bespoke packages to prepare those aspiring to senior leadership to enable development of particular competencies and provide opportunities to shadow colleagues

### Support Staff

There is a wide range of support staff roles in both schools. We offer separate and joint programmes for particular groups of people, such as teaching assistants. It is important that line managers identify the training needs for their teams and deliver timely and appropriate training as it is needed. This may be in individual schools but can also be across the Trust. An annual appraisal programme will contribute to determining needs.