

RECRUITMENT

CARR MANOR COMMUNITY SCHOOL

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APPLICATION PACK

ROLE	PRIMARY TEACHER
GRADE	ECT / MPS / UPS
DEADLINE	Friday 15th January2027
CONTRACT TYPE	PERMANENT

CARR MANOR COMMUNITY SCHOOL, CARR MANOR ROAD, LEEDS, LS17 5DJ

Tel: 0113 3368400

www.carrmanor.org.uk

LEEDS LEARNING ALLIANCE

INCLUSIVE COLLABORATIVE AMBITIOUS

"EXCEPTIONAL DOES NOT DO THIS SCHOOL JUSTICE" - OFSTED 2023

WELCOME
FROM LUCIE LAKIN

We are really pleased that you are interested in joining our fantastic community.

Carr Manor Community School is an all-through school at an exciting phase of expansion and development across both our Primary and Secondary Phases. We are proud of our caring and inclusive reputation and have a strong team of professionals committed to developing and delivering a broad curriculum to children aged 2-19.

We are one of the founding partners of the Leeds Learning Alliance and we are looking forward to further developing our partnerships over the forthcoming months and years.

It is essential that applicants wanting to join our team share our school's ethos, which is firmly rooted in a restorative approach.

Our four values underpin everything we do, and they are:



KNOW OUR CHILDREN WELL



PARTNERS IN LEARNING



CHARACTER FOR LEARNING



ENJOY AND ACHIEVE

We firmly believe that in order to move forwards we need to be prepared and able to 'do things differently and do different things'. We work restoratively with pupils, families and with each other, to maintain the 'aspirational, inclusive and outward-looking school' that Ofsted recognised when they visited us in November 2023.

Over time our school has developed significantly, and this growth has allowed us to expand our fantastic offers both in and out of the classroom. In 2012, Carr Manor High School expanded, adding a Primary Phase, and became Carr Manor Community School. At the time, we were one of only two all-through schools in Leeds.

Then in 2019, we expanded again, adding another storey and additional rooms to our Primary Phase, as well as creating our Mosaic building - our Autism resourced provision. The name Mosaic was chosen by pupils, staff and parents/carers, to represent our vision of nurturing from different perspectives.

We significantly invest in the development and training of all colleagues who are equally happy to share their expertise, skills and knowledge across the organisation. We promote diversity and want a workforce which reflects the population of Leeds.

Our school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment.

If you are looking to be stretched and challenged within a positive and creative staff team and you have a genuine desire to make a positive difference to our children, we welcome you to look through this recruitment pack and make an application for this fantastic opportunity.

Yours faithfully,



Mrs Lucie Lakin

Principal



LEEDS LEARNING ALLIANCE

The Leeds Learning Alliance (LLA) is a consortium of organisations formed by a collective ambition to improve education and inclusivity across the city of Leeds and beyond.

The Alliance currently supports over 125,000 learners across the city, at every age range from early years to adult. We have come together to share our commonwealth of resources to reduce inequalities and improve learning, health and employment outcomes.

The LLA prioritises inclusion by supporting communities, strengthening and broadening leadership, innovating, using and promoting research, developing skills and performance, improving access to employment, sharing expertise, developing people and advocating for learners that face disadvantage and discrimination. We promote digital and technological expertise. We champion the poorest, environmental regeneration and we are anti-racist.

THE LEEDS LEARNING ALLIANCE AND CARR MANOR COMMUNITY SCHOOL

Carr Manor Community School is a foundation school and the Leeds Learning Alliance is our trust. We are proud to be a founding member of the LLA. Being part of the Alliance not only helps to improve the outcomes of our pupils by increasing the opportunities available to them through collaboration with other LLA members, but also provides opportunities for our staff members to develop and share best practices.

Our pupils have been involved in careers workshops with Ahead Partnership, volunteering and workshops at CATCH, experienced the facilities at Leeds Beckett and Leeds Trinity University and had the opportunity to watch professional sport through the Leeds Rhinos Foundation. We have had visits from high-ranking officers from the West Yorkshire Police, pupils have met with representatives of First Bus, and we have had workshops from the Northern School of Contemporary Dance. Our pupils have also delivered presentations at Leeds Learning Alliance meetings and conferences, considering issues of climate change and social justice.

Carr Manor Community School also benefits from being aligned and engaged with the LLA at a strategic level, allowing us to develop new practice and share resources. These and many other fantastic opportunities arise from the strong relationships between organisations that the Leeds Learning Alliance makes possible.

For more information about the Leeds Learning Alliance, visit **www.leedslearningalliance.org**



COACHING

The Coaching Programme at Carr Manor Community School is fundamental to 'knowing our children well' and forming the strong relationships that are crucial for our community.

Our Coaching groups are 'vertical' and consist of approximately ten pupils and one member of staff, who are all in the same House. In the Primary Phase, groups include pupils from Reception - Year 5, and in the Secondary Phase, Years 6 - 11. We have four Houses - Trueman, Tomlinson, Bremner and Robinson, all of which are named after local sporting heroes.

When pupils arrive on a Monday morning, their first period is spent with their Coaching group. This is called a 'check-in' session.

This circle-based session allows all pupils to be fully informed of key events and opportunities happening in school, through the sharing of either the Coaching Chronicle or CarrManorTV. Pupils can also share updates from their weekends.

On Wednesday afternoons, two groups team up for 'Coaching Plus', to look at PSHCE topics such as careers, finance, health and wellbeing, citizenship and topical events. This is also an opportunity for a 'check-up' in the middle of the week.

On a Friday, Coaching groups will meet during their last period of the day. This is called a 'check-out' session and is a chance for pupils to discuss their achievements from the week and review current targets, ensuring they are best aligned to make the most of formal and enriched learning opportunities. The Friday Coaching session is also a chance for a community builder, where pupils can have fun whilst developing relationships within the group.

"The system of weekly 'checking-in', 'checking-up' and 'checking-out' ensures that staff are able to identify any concerns early and take actions swiftly." - Ofsted 2018

RESTORATIVE PRACTICE

Restorative Practice ensures that every voice in school is heard. It encourages pupils to treat others with respect and to understand why relationships are so important.

Our restorative approach helps pupils

- understand how their actions can affect others.
- develop characteristics they can use in and out of school.
- understand themselves and each other better.
- learn why it's important to see another person's point of view.
- see that it's ok to make mistakes.
- learn how to move through conflict creatively.

We have been embedding and developing relational practices for over fourteen years, and restorative practices for over eight years.

We have a high number of pupils in school who are trained as Restorative Practice representatives. This means they have received specific training on how to facilitate restorative conversations. These representatives put these skills into practice with their peers by supporting self-regulation, facilitating repair, encouraging problem solving, creating connections and building relationships.

CHARACTER

We believe discipline is about character development. This means we focus on the 'head', 'heart' and 'hands'. We use every opportunity to help children explain what good character is (head), feel what good character is (heart), and know how to put good character into practice (hands).

We also celebrate the positive achievements of our pupils, whether this is making progress in a lesson they are currently struggling with, or achieving 100% attendance for the whole school year.

Our 'crew characteristics' badge nomination system allows pupils and staff to recognise and nominate members of the school community, who they believe are taking on and developing a leading role in the 'crew'.

When five of the same nominations are received, an enamel badge is then given to acknowledge this achievement.

Across school, we hand out stickers to pupils who have shown a positive attitude to learning, and who continue to show Character for Learning traits.

We also offer a Passengers into Crew programme, which acknowledges when pupils are displaying qualities of a leader.

FLEXIBLE LEARNING

Our vast Flexible Learning offer incorporates enrichment activities, intervention opportunities, sports teams and Independent Learning.

Across both phases we run a range of clubs before school, during break and lunch time and after school, to encourage pupils to try new things and make new friends.

Some of the clubs we run include creative writing, knitting and cross-stitch, dance, choir, athletics, table-tennis, music production, baking, football and robotics.

Other aspects of Flexible Learning include trips off-site to places such as Leeds Beckett University for athletics competitions and Meanwood Valley Farm, welcoming guest speakers into school, accredited awards like Duke of Edinburgh, parental and community activities and academic intervention during school holidays. This ensures pupils have many chances to pursue not only what they enjoy, but what will also help them achieve both in and out of school.

INDEPENDENT LEARNING

Independent Learning is our way of delivering high quality learning outside of the classroom.

Across both phases, pupils receive weekly Independent Learning tasks that they are to complete at home or after school in one of our dedicated learning spaces.

By completing this Independent Learning, pupils are building on the skills they develop in lessons and consolidating their learning.

THROUGH SCHOOL

We are one of a small number of local authority maintained through schools in Leeds.

We are extremely proud to welcome children from the ages of 4 in our Reception class, to 16 in Year 11. We also offer a small, bespoke sixth-form setting for pupils aged 16-19 who require additional support before they finish their CMCS journey.

Many of our staff members work across both phases, giving them a unique taster of both phases of our school.

Being an all-through school means our pupils benefit from an easier transition between year groups, shared expertise across the school, tailored teaching, shared resources, flexibility in the curriculum and the strong relationships that make our community what it is.

Our pupils thrive in this through school setting and as they progress through our school, they benefit from continuity and personalised learning. This also means that the values of a community that is both diverse and harmonious are extended to all pupils throughout their learning.

We build lasting relationships with families who have children with us from the beginning of their education up to when they move on to higher education, apprenticeships, or employment.



MOSAIC

The Autism resourced provision at Carr Manor Community School opened in September 2019, with capacity for 12 supported places.

The name Mosaic was chosen by our pupils, parents/carers and staff, and it supports our vision of nurturing from different perspectives, recognising that we are neurodiverse.

The staff team in Mosaic have expertise in supporting children that have a diagnosis of Autism (previously Aspergers) and those that have complex communication difficulties.

We offer a unique blend of personalised support and intervention, as well as individual timetables for each pupil that incorporate fifty percent access to mainstream lessons. This unique offer ensures we can focus on the academic potential for each child in our care.

One of our key focuses is to support children with communication and interaction difficulties, alongside sensory needs to access Autism specific sessions. We facilitate engagement and inclusion within our children's age-related mainstream classes and lessons.

Children in Mosaic who have an accompanying anxiety need are supported by our use of low arousal techniques, and our commitment to creating and sustaining a low arousal approach.

ADVERTISMENT

We are really pleased that you are interested in joining our fantastic community.

We are interested in receiving applications from dynamic, innovative and skilful **Primary Teachers** with preferable Early Years' Experience.

The successful candidate must be able demonstrate:

- An understanding of, and commitment to, an inclusive school ethos, working restoratively and ensuring the well-being of each child.
- A passion for Education, interested in inspiring pupils and looking to be part of a vibrant, forward-thinking and successful team.
- A successful track record of raising attainment and progress for pupils of all abilities in KS1 and KS2.
- A commitment to providing a highly effective learning environment and a willingness to positively embrace change, challenge and opportunities.

It is essential that the post-holder shares our school's ethos, which is firmly rooted in a restorative approach and the following values: to **'Know our children well'**: to be **'Partners in Learning'**: to develop '**Character for Learning'**; to **'Enjoy and Achieve'**. We firmly believe that in order to move forwards we need to be prepared and able to 'do things differently and do different things'. We work relationally and restoratively with pupils, families, partner organisations and with each other. This is a key reason why Ofsted commented: ***'Exceptional does not do this school justice'***.

We significantly invest in the development and training of all colleagues who are equally happy to share their expertise, skills and knowledge across the organisation. We promote diversity and want a workforce which reflects the population of Leeds. This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment. All successful applications will be subject to an Enhanced Disclosure and Barring check, online checks and satisfactory references.

If you are looking to be stretched and challenged within a positive and creative staff team and you have a genuine desire to make a positive difference to our children, please submit an application form, covering letter and CV to hrrecruitment@carrmanor.org.uk. For further details about the role, please phone us on 0113 3368400 or visit www.carrmanor.org.uk/vacancies, where you will find our privacy notice, which is applicable for all job applicants.

"The staff and pupils and parents are proud to be part of the Carr Manor Family." (Ofsted, 2025)

JOB DESCRIPTION

JOB TITLE	PRIMARY TEACHER
Grade	ECT/MPS/UPS
Responsible to	Team Manager

1. PURPOSE:

1.1 To raise standards of pupil attainment and achievement across the taught curriculum areas.

1.2 To monitor and track pupils' progress and ensure that pupils make progress at least in line with aspirational expectations.

1.3 To support the vision, direction, development and delivery of high quality learning using consistently good teaching to meet the needs of all pupils. To include regular, systematic and rigorous self-review and quality assurance procedures.

1.4 To be accountable for pupil development and work restoratively and ensuring the well-being of each child.

1.5 To support and uphold the school ethos and to play a role in the implementation of the School Improvement Plan.

1.6 To support the Team Manager in managing and deploying resources (teaching and support staff, financial and physical) within the teaching group, supporting agreed targets in agreed action plans. Where appropriate support learning, teamwork and development for pupils and staff (e.g. intervention and further learning, trips and visits).

1.7 Where directed by the Team Manager to keep up to date with national developments in the curriculum area and keep up to date with teaching methodology and practice.

1.8 To actively monitor and respond where agreed with Team Manager to curriculum development and initiatives at national, regional and local levels.

2. RESPONSIBLE FOR:

2.1 To teach the curriculum as directed by the Team Manager.

2.2 To monitor and support pupil progress and academic outcomes within the curriculum area.

2.3 To follow the schools' assessment policy.

3. CORE DUTIES:

3.1 To regularly monitor pupil progress using the school procedures and data. To identify and target support strategies for pupils at risk of underachievement.

3.2 To support high standards and expectations of performance for staff and pupils within the classroom.

3.3 To actively support the Team Manager in the implementation of school policies and procedures, including responsibility for safeguarding and promoting the welfare of children. To follow Health and Safety procedures.

3.4 To display commitment to the protection and safeguarding of children and young people.

3.5 To support, as directed by the Team Manager, the maintenance and development of appropriate syllabi, resources, schemes of work, programmes of study, assessment procedures and teaching and learning strategies within the team area.

3.6 To further develop, as directed by the Team Manager, resources and strategies to raise achievement for identified groups of pupils, such as EAL and SEN pupils.

3.7 To maintain a high-quality learning environment.

3.8 To support the Team Manager in ensuring that you are familiar with the key objectives in the School Improvement Plan and the priorities within both the School and team plans.

3.9 Where directed by the Team Manager to undertake professional development through CPD, and the sharing of good practice and expectations etc.

4. QUALITY ASSURANCE:

4.1 To support the Team Manager in ensuring quality assurance is in line with school policies, including, for example,

- Lesson observations
- Scrutiny of pupils' books, including marking and presentation
- Review of schemes of work
- Support for peer coaching and development
- Performance Management reviews

4.2 To support the Team Manager in producing Outcome Based Accountability plans as required and support in the production of reports where applicable and appropriate, analysing performance against targets and outcomes.

4.3 To support in the induction of new colleagues and, where directed, the mentoring of other colleagues, including ECTs and ITTs.

5. OTHER DUTIES:

5.1 To actively promote and foster links with parents/carers and to encourage parents/carers to take an active responsibility for their child's learning.

5.2 To support the Team Manager in establishing effective links with partner schools and wider community.

5.3 To actively promote the development of effective links with external agencies and with other schools.

5.4 Along with the Team Manager and colleagues to actively plan and participate in celebrating successes in the department, both internally, within the school and into the wider community.

5.5 To be a coach and to play a full part in promoting the school ethos.

5.6 To act as (when required) a personal mentor for specified pupils.

5.7 To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

JOB DESCRIPTION

GENERAL DUTIES:

- To undertake ad hoc duties as may be required by the Principal and / or Senior Leadership Team from time to time, for example exam invigilation.
- To photocopy documentation as required maintaining GDPR requirements at all times.
- To adhere to school policies and procedures.

WE EXPECT ALL OUR STAFF TO:

- Be a coach to a small group of pupils.
- Support and uphold the school ethos.
- Commitment to the school's restorative and relational practice.
- Play a role in the implementation of the School Development Plan, through departments' input.
- Display commitment to the protection and safeguarding of children and young people.
- Adhere to Safeguarding and Child Protection policies, e.g., Guidance to Safer Working Practice, Keeping Children Safe in Education, Whistle Blowing, Registration, etc.
- Continue their personal development.
- Participate in school events (occasionally on evenings and weekends).
- Support duties during the school day.
- Participate in Flexible Learning activities.

Any Special Conditions of Service:

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment. All staff will be subject to an Enhanced Disclosure and Barring check and satisfactory references.

Term time working plus additional days. There may be a need to occasionally work outside of school hours and off school premises, as required by the school. No smoking policy.

PERSON SPECIFICATION

JOB TITLE	PRIMARY TEACHER

QUALIFICATIONS / EXPERIENCE	DESIRABLE	ESSENTIAL	HOW EVIDENCED
Recent school experience	Successful experience in an inner-city school. Successful use of a range of strategies to raise attainment.	Successful experience in a secondary school, working with pupils, parents and staff and suitability to work with children. Successful experience in using a range of strategies for raising attainment in **KS1/KS2.**	Application / interview / references
	Early Years trained/ experience		Application / interview / references
Employment		A range of teaching experiences in secondary education, leading to improved attainment.	Application / interview/ references
Communication skills	Confidently and successfully use strategies to raise attainment.	Communicate with a wide range of pupils and colleagues. Experience of using of ICT.	Application / interview/ references
Education and training		Teacher qualified, recent training in use of new technologies and other raising attainment initiatives, awareness of CPD needs.	Application / references
Additional skills		Willingness to learn and adopt alternative strategies in the delivery of the **primary** curriculum.	Application / interview/ references

PERSON SPECIFICATION

SKILLS PERSONAL AND QUALIFICATIONS	DESIRABLE	ESSENTIAL	HOW EVIDENCED
Ability to learn	Able to initiate new ways of working, to learn new processes and approaches to problem solving.	Quick learner, able to be flexible and adapt to nature of initiatives – able to learn from mistakes and develop effective learning strategies for pupils and staff.	Interview / references
Organisation	Able to work in teams and embrace transformational change, take initiative and leadership opportunities.	Efficient and well organised. Able to operate high reliability procedures. Able to plan and prepare thoroughly, in advance and collaboratively.	Application / Interview / references
Personal qualities	Able to work at pace, bringing along colleagues and not afraid to take calculated risks and strive for the best.	Excellent interpersonal skills with a robust sense of humour, able to reflect on performance and find solutions. Able to see opportunities and complete.	Interview / references
Working under pressure	Able to predict pressure points and plan ahead.	Able to complete under pressure and to deadlines. To lead pupils, staff, parents and stakeholders to closure.	Application / Interview / references
Positive attitude	Able to predict need for initiative, read trends and lead change.	Can do attitude, ability to complete tasks and to present alternative solutions where appropriate.	Application / Interview / references
Attendance and punctuality		Excellent attendance and punctuality.	References
Health record		Record of good health, highly reliable and with the capacity to work effectively independently and in a team.	References

THE LEARNING LINE

The Learning Line is Carr Manor Community School's approach to teaching and learning across the through school.

It is our language of learning for both staff and pupils at Carr Manor and is integral to how we work. This research-based approach is underpinned by key principles such as clear modelling by staff, having high expectations for all learners, ensuring learners have opportunity to engage in regular, low stakes spaced retrieval testing and helping our learners to become active participants in the learning process.

The Learning Line helps our learners develop their independence and allows deliberate practice of new skills to embed new knowledge into long term memory. There are seven stages to our Learning Line.

1. **Spaced Retrieval** - activities which expect pupils to recall knowledge to build long-term memory. Topics are interleaved and carefully spaced to ensure longer-term retention of knowledge.
2. **Learning Goals** - teachers identify and share with pupils the key knowledge, understanding and skills to be gained in the learning cycle.
3. **Build** - new content is delivered using a planned, methodical approach. Schema is deliberately built by connecting learning to prior knowledge, and using analogy and concrete examples. This stage aims to avoid cognitive overload and increase attention.
4. **Developing Understanding** - this stage provides pupils with opportunities to build on initial knowledge and skills by making connections and allowing them to deepen their learning. Pupils explore concepts in more depth and practice to develop confidence and fluency in their learning.
5. **Transfer** - synoptic learning opportunities are provided in which pupils apply their existing knowledge and understanding to new or unfamiliar situations.
6. **Short Term Retrieval** - pupils are challenged to recall knowledge and understanding from recent learning to support retention of learning.
7. **Independent Learning** - pupils complete tasks which directly link to classroom learning. Links to the learning goal are clear and support pupils' learning and progress.

EARLY CAREER TEACHERS

Our Early Career Teachers (ECT) induction process ensures that appropriate guidance, support and continued professional development opportunities are offered.

This includes the development of our ECTs through a funded, provider-led induction programme, led by Capita and the University of Birmingham, with Leeds Trinity University as our delivery partner. Both subject and pedagogical knowledge, skills and understanding will also be further developed through a range of Continued Professional Development (CPD) opportunities both in subject departments and across school.

We work closely with our ECTs to help them realise their potential and we aim to support their ambitions to be highly effective teachers that enjoy their profession.

Weekly targeted observations, weekly mentor meetings and half-termly progress review meetings are included through a structured two-year induction programme which covers five key areas:

- behaviour management
- pedagogy
- curriculum
- assessment
- professional behaviours

ECTs will also access a calendar of CPD opportunities, as well as opportunities to network and create connections with other colleagues across the organisation.

SCHOOL CENTRED INITIAL TEACHER TRAINING (SCITT)

Carr Manor Community School is a lead school for Leeds SCITT to train the next generation of MFL, history and religious studies teachers.

Working with Leeds SCITT and Leeds Trinity University every year ensures we are always up to date with the latest educational research. Our pupils reap the benefits of working with our fantastic trainees alongside their class teacher.

As a member of teaching staff at this school you will have lots of opportunities to work with trainee teachers. Being involved with developing future teachers enables teachers to gain skills related to mentoring and coaching. As part of the Leeds SCITT there are opportunities to work across the partnership and to build good relationship with other schools.

Leeds SCITT

CARR MANOR
COMMUNITY SCHOOL



I trained during the pandemic and knew I needed support when I became an ECT. Carr Manor has helped me not only develop as an early career teacher but also as an individual. I have been able to pick up responsibility linked with careers and developed skills for preparing pupils for the wider world.

Miss Lee
English Teacher

STAFF DEVELOPMENT

At Carr Manor Community School we have an extensive CPD (continued professional development) offer.

Our vision is to create a learning environment which allows each employee to flourish and achieve their full potential, for the benefit of themselves and the pupils they serve.

Our **Core Offer** is CPD that all staff will have access to throughout the academic year, which includes:

- Coaching
- Restorative Practice
- Safeguarding
- The Learning Line
- Subject/Phase/Team Specific
- Primary Phase CPD
- Literacy
- Key Stage 3 Assessment

Our **Targeted Offer** of CPD is aimed at specific staff, which includes:

- New Starter Induction
- ECT Development (Years 1 & 2)
- Middle Manager Development

We are also pleased to be able to offer external CPD opportunities from the following organisations:

- The National College
- Leeds For Learning
- Leeds Trinity University

STAFF BENEFITS

WELLBEING & FITNESS

- **Education Support Partnership**
  0800 856148
  The school has contracted counselling and support via telephone or face-to-face.
- **Bodyline Fitness Membership**
  Rolling contract instead of a fixed contract.
  £24.95 per month and 30 day cancellation notice period.
  Available to all LCC and CMCS staff.
- **CycleScheme**
  www.cyclescheme.co.uk
  Support with the purchase of a bicycle at a discounted price, payable via salary sacrifice scheme.
- **Simplyhealth (Leeds Hospital Fund)**
  www.simplyhealth.co.uk
  Access to discounted health benefits via LCC salary sacrifice scheme.
- **The Gym Leeds Meanwood***
  Three day taster-pass - paid for by school.
- **Flu Vaccination***
  Free annual flu vaccinations to all staff via partnership with Boots
  - paid for by school.
- **Calm App***
  Access to calming strategies around sleep and meditation.
  12 months membership provided by school.
- **Discounted hairdressing and beauty service**
  Leeds City College – The Salon Leeds.
  0113 245344
  Discount on all services (some via appointment only).
  Book via **www.thesalonleeds.co.uk**
- **School Gym**
  Use of school gym and equipment.
- **Staff Pilates**
  Paid for by school.
  Tuesday 4.15pm - 5.15pm in the Theatre.
  Mats provide or BYO – no sign up required.
- **Physical Fitness training**
  Bootcamp style training provided in half-termly blocks
  – paid for by school.
- **Interschool sporting events/ fixtures**

LEISURE

- **Discount for teachers**
  www.discountsforteachers.co.uk
  Free to join – additional 10% discount on a wide range of good and products available to all school staff.
- **Teachers perks**
  www.teachersperks.co.uk
  Free to join – range of discounts to all school based staff on a wide range of good and products.
- **Vivup employee benefits**
  email@employeebenefits.vivup.co.uk
  A wide range of discounts on products and services for all Leeds City Council linked staff.
- **Blue Light Card**
  www.bluelightcard.co.uk
  This is now available for school staff and offers a wide range of discounts for a variety of brands.

LOCAL BUSINESSES-FOOD

- **The Mustard Pot**
  0113 2695699
  10% discount for school staff.
- **Beck and Call**
  0113 2661192
  Drinks vouchers are given at certain times throughout the year.

EMPLOYMENT BENEFITS OF WORKING AT CMCS

- **CMCS CPD**
  All staff have access to a wide range of online and face-to-face CPD.
- **Qualifications**
  Accredited courses paid by school.
- **National College membership**
- **Staff social event**
  A catered social event every term.
- **A buddy and mentor system**
  Part of an extensive new-staff induction programme.
- **Welcome back breakfast**
  At the start of each term.
- **School pool car**
  Use of school car subject to availability.

SERVICES

- **MOT/Car Servicing**
  Pick up and drop off.
  Sunny Sond - **07889811389**
  0113 276 2991
- **Car Valeting onsite**
  Time 2 Shine Valeting -
  07958637283
- **O2 and EE offer**
  20% off airtime contracts for LCC and CMCS employees.
- **Commuter Travel Club**
  www.firstbus.co.uk
  Discounts on bus tickets to all CMCS staff.

*** Sign up process.**
You will be advised when such events/ offers are available and the appropriate deadline for application (e.g. access to the flu jab is offered to all staff annually in September).



At Carr Manor, I have been developed effectively to be a manager. There is a wide, supportive offer, including regular and personalised CPD which supports my next steps. Performance management meetings tailor my objectives to meet my career aims and support school objectives. Weekly line management meetings and a coaching approach support me to meet both short-term and long-term goals. I have been able to practise skills and continually learn as a middle and now senior manager with a range of opportunities in and out of school.

Miss Kurylo
Primary Phase Senior Manager