



ASTREA ACADEMY
WOODFIELDS

IN LABORE AD ASTRA

Principal

Candidate Pack



Introduction

Dear Candidate,

Thank you very much for your interest in becoming Principal of Astrea Academy Woodfields in Doncaster. Building on the excellent work of the previous Principal and Astrea Academy Trust, this is a fantastic opportunity for the right candidate to build on the improvements that have already been made. The new leader will have the opportunity to drive forward the ambition for Astrea Academy Woodfields to be a beacon of educational excellence in the area.

Both the academy and Trust are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture. With careful curriculum design, spaced retrieval practice, strong attention to behaviour policy and practice, detailed assessment and achieving mastery in small steps, rates of progress at Longsands Academy have recently increased greatly. As with all our schools, we have worked hard at the academy to create a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', and crucially where teachers can focus on teaching and pupils can focus on learning. As a Trust of 26 schools, we have the capacity to scaffold and support our leaders both educationally and operationally - with finance, HR, technology and data teams, and a Regional Director and subject specialists.

We are now looking for a new Principal, to work closely with the Regional Director, who is aligned with our values and who will accelerate Astrea Academy Woodfields journey to excellence. This opportunity is perfect for someone who shares Astrea Academy Trust's vision and who has the experience, tenacity, and determination to build on the school's improving foundations. You will have a flair for inspiring and motivating staff, pupils, and the wider community, and relentlessly high expectations of everyone associated with the Academy.

If you are aligned with our mission and values, have a strong track record of improving young people's education and a drive to do more, we very much look forward to hearing from you. For an informal conversation (in confidence) in the first instance, please contact Stephen Casey within our recruitment team - recruitment@astreaacademytrust.org

With best wishes,

Richard Tutt
Director of Secondary Education



Introduction

Dear Candidate,

Thank you for your interest in becoming part of the Astrea Academy Woodfields team.

This pack is designed to help you get a feel for what it is like to work with us and help you decide whether you can see yourself as a part of our amazing team, so please give it a good read.

We welcome visits to the school ahead of submitting your application. If you would like to take this opportunity, please contact Stephen Casey within our recruitment team - recruitment@astreaacademytrust.org

We'd love to show you round and answer any questions you may have. Likewise, a phone call or teams meeting may work for you - please reach out and we'll make it happen.

At Astrea Academies Trust we are values-driven. At Woodfields, our values are scholarship, curiosity, tenacity, duty and community. We are unapologetically ambitious for every child, no matter what their background, prior attainment or needs. We want to ensure that all our scholars have the option to be able to go to university or real alternative. We are not going to reduce expectations because of a child's background or home life or because of a special educational need, in fact the opposite is true, as we know the transformational impact of education outcomes and family values. It is our job to redouble our efforts to help children overcome any barriers so that they can flourish.

If you are committed to working hard and care deeply about improving the life chances and life choices for our scholars we would welcome your application.

Good luck.

Danny Carr
Regional Director



Operational success

relies fundamentally
on **the success**
of our people 

About the Trust

The trust has 26 academies across South Yorkshire and Cambridgeshire

We are committed to ensuring that all children in the trust have accelerated opportunities that enable them to learn, thrive, and lead successful lives. Our ambition is to tackle historical educational disadvantage and to play our part in the social regeneration of areas that have experienced poor education opportunities.

The trust has grown rapidly since its creation and now educates around 15,000 students in 26 academies. In Cambridgeshire, the trust comprises four secondary schools and one SEMH special school.

In South Yorkshire, the trust works through seventeen primary academies, one all-through school, and three secondary schools.

The trust's Executive Team is led by Rowena Hackwood as Chief Executive Officer. A wider central team supports the work of individual academies in core areas such as academic support, inclusion, governance, finance, HR, estates, and IT. With a 2030 strategy in place, we are clear and specific about our vision for behaviour, curriculum and teaching quality.

All our academies
are rated **GOOD**
by Ofsted.



Astrea in Numbers

26
ACADEMIES

2,000
MEMBERS
OF
STAFF



£115m
TOTAL
INCOME



100%
RATED 'GOOD'

14,000 PUPILS

£3.9m
REINVESTED
INTO SCHOOLS
TO IMPROVE
FACILITIES AND
INFRASTRUCTURE



Our Vision and Values

Our future success is underpinned by a strong set of shared values. These values are important because they support the vision, shape the culture, and make a statement about what we hold dear.



SCHOLARSHIP:

We are informed by the best of academic and organisational thinking and research, using this where we can and expanding it where possible.



CURIOSITY:

We ask searching questions, not taking things at face value, seeking out the best of what is known and engaging in appreciative enquiry.



TENACITY:

We deliver on our promises and see things through to completion. We embody pace, urgency and determination in our focus on improving outcomes for children and on our own performance.

About Astrea Academy Trust

SECONDARY ACADEMIES

Within our secondary academies we have a clear and specific vision for behaviour, curriculum and teaching principles, which is codified and widely shared.

Our shared values are scholarship, curiosity & tenacity. We are unapologetically ambitious for every child, regardless of their background, prior attainment or needs. Our goal is to ensure that all our scholars have the option to attend university or pursue an aspirational alternative. Through quality first teaching, we work tirelessly to remove any barriers to success for all children.

OUR KEY CHARACTERISTICS

- Exceptionally high aspirations, with a firm emphasis on academic attainment
- Ambition for every scholar to have the option to attend university or pursue an aspirational alternative
- A knowledge-rich curriculum
- Innovative teaching approaches focusing on direct instruction, means of participation, and developing fluency, greatly influenced by Lemov's 'Teach Like a Champion', Rosenshine, and recent developments in cognitive science
- A commitment to reducing unnecessary tasks through our academy-led Workload Charters
- A belief that our staff are our greatest asset, fostering a developmental environment where everyone can thrive and grow in their role
- A calm and purposeful learning environment that is warm, welcoming, and friendly
- Centralised behaviour systems to further support teacher workload
- A focus on improving reading ability
- A broad range of extra-curricular activities, including sports, music, performing arts, and academic clubs.



About Astrea Academy Trust

A KNOWLEDGE-RICH EDUCATION

By a knowledge-rich education, we mean a rigorous and extensive knowledge-based education, that draws its material and methods from the best and most important work in both the humanities and the sciences.

The aim of a core knowledge education is not primarily to prepare students for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.

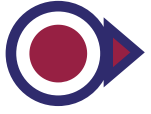
We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon but should embrace other cultures and traditions. What that canon includes will be subject to review but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

WHAT ASTREA OFFERS

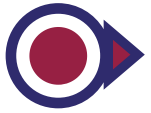
- Ongoing CPD, career development, and promotion opportunities
- Extensive support and progression opportunities
- Collaborative planning with a developing centralised KS3 curriculum and associated artifacts
- A feedback policy focused on whole-class feedback – no onerous marking policies
- Disruption-free learning and a 'warm/strict' behaviour system
- Highly visible/supportive senior leaders who have your back
- Centralised detentions, including homework detentions - no need to organise, run or chase them
- No formal graded lesson observations – just ongoing 'no-stakes' drop-ins based around instructional coaching for continuous development
- Excellent support from the Astrea Trust Central team and other colleagues in secondary schools



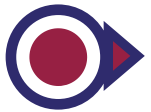
10 Great Reasons To Work Here



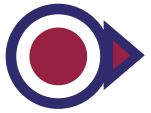
The curriculum is already planned using resources shared across all Astrea Academies. You need to intellectual prepare for lessons rather than plan from scratch.



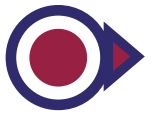
We give feedback to scholars, there is no book marking.



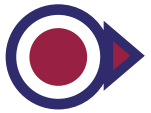
Behaviour systems are centralised. The senior and pastoral teams organise detentions and children are polite and courteous. You can teach!



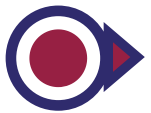
We have extra INSET days a year to give you the opportunities and time you need to develop as a teacher.



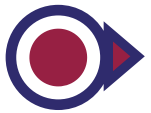
Our house style is Teach Like a Champion (Lemov). There are no gimmicks, or high workload alternatives to simple and effective teaching from the front.



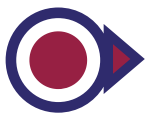
There are strong routines that leave very few grey areas. The school is very predictable and calm.



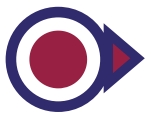
There is a free lunch if you eat with the scholars as part of Family Dining. This develops their manners and builds good relationships between staff and scholars.



We are a warm, welcoming and friendly place to work and learn. There are 750 scholars so you will know most people well.



SLT are visible and approachable. This means that issues can be resolved quickly.



Our beating heart is our performing arts programme. Every new starter gets a musical instrument and lessons, we all learn poetry by heart, we have shows and productions. You can get involved!

What makes Astrea Woodfields Special

Performing Arts Programme

Every child who joins gets given a musical instrument and learns it to at least grade 3 standard by Year 9.

They all follow the Andrew Lloyd Webber Programme and have the opportunity to take part in residentials, ensembles, orchestras and shows in world famous musical venues.

Family Dining

Each lunchtime, year seven children eat together, serve each other, learn table manners and have good conversations.

This helps them develop socially and teaches them valuable nutritional lessons.

Poetry by Heart

Poetry by Heart is a national poetry speaking competition for schools and colleges.

Last year, our drama club scholars beat more than 3,000 entries to get to the final at Shakespeare's Globe theatre where they performed poem 'Invictus' by William Ernest Henley



Codifying Culture

‘We are what we repeatedly do.
Excellence, then, is not an act, but a habit.’

Excellence is a habit



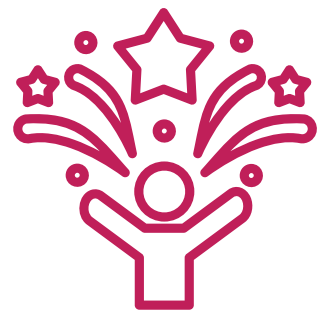
Students rise to meet our high expectations. Maintaining our standards is paramount to establishing strong cultural norms and fostering a culture of excellence.

Warm/Strict (WWF)



We maintain high expectations for students while fostering an environment of warmth, genuine care, and positivity. This nurtures a supportive learning atmosphere which is both disciplined and joyful.

Joy and belonging



Belonging is one of the most powerful human emotions. Our school creates warm, welcoming, and friendly environment that are fully inclusive, ensuring every student feels joy and a sense of belonging.

Kindness & Politeness



These values are essential for a positive school culture. We foster an environment where kindness, politeness, and gratitude are consistently practiced, creating a respectful and supportive community for all students.

Purpose not power



Actions, intentions, and words are guided by purpose, not merely by positions of authority. All colleagues can clearly articulate the rationale behind actions and decision-making processes.

Over communication



We consistently revisit and reinforce our mission, values, and principles. Over-communicating our core purpose ensures everyone remains aligned. Our values are lived not laminated.

Codifying Culture

‘A strong culture is taught not caught’

Praise & Recognition



Recognition, praise, and rewards drive positive change. We aim to praise students every lesson, every day. Sanctions are issued when wrong choices are made.

Rowing together



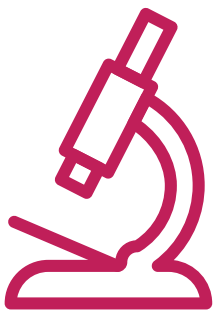
Aligned around our vision and values, all staff row together with relentless consistency. Ignoring issues undermines our culture; instead we collectively row together for the benefit of all.

Aspiration



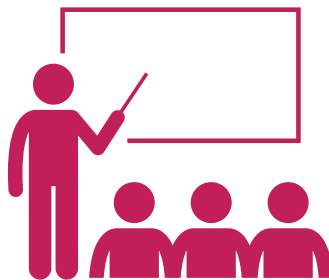
We deliver a knowledge-rich curriculum providing the foundation for excellent outcomes and further opportunities. We believe everyone can succeed. We focus on raising attainment, not just aspirations, turning goals into reality.

Sweat the small stuff



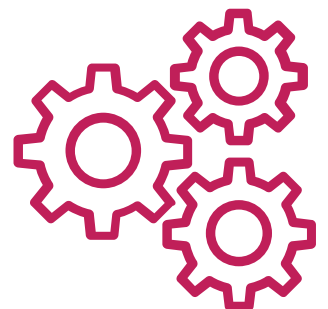
Leaders and staff adopt a meticulous approach, with a relentless drive to ensure fundamental basics are consistently in place and maintained at all times.

Teachers can teach and students can learn



We are committed to fostering an environment where exemplary behaviour is the foundation for disruption free learning. All teachers and support staff can teach and do their jobs free from disruption, no matter their status.

Routines



Universal classroom routines help establish a culture focused on learning. By setting shared expectations and consistent behaviours, we shape the values and norms that define our school community.

About the role

Role Title	Principal
Responsible to	Regional Director
Salary	L28 - L34

This role is to become the new Principal of Astrea Academy Woodfields, an 11- 16 Astrea Academy Trust school in Doncaster, South Yorkshire.

Whether you are an existing, successful Principal or an outstanding, tenacious Vice Principal, leading Astrea Academy Woodfields into the future will be a career-defining move. The academy requires an aspirational and dynamic leader, with a strong inner core, an unwavering commitment to all children achieving their very best, and a talent for bringing staff, scholars and the community together in a shared vision. You will have a flair for motivating others, embedding strong cultures of academic success, and commanding respect from staff and scholars alike.

As Principal, you will have the opportunity to lead the school to become a beacon of excellence in the area, ensuring scholars have an exceptional educational offer and the very best opportunities that they deserve.

To support you to achieve this, you will have access to the support and resources of Astrea Academy Trust. This includes the expertise of a Regional Director, as well as a highly effective team of National Subject Leads and central support for Finance, HR, Estates and other functions.

If you are aligned to our mission and values, have an excellent track record of school leadership and a drive to do more, we would love to hear from you



About the role

PURPOSE OF THE ROLE

The Principal is accountable to the Regional Director for ensuring the educational success of their academy within the framework of their individual academy's strategic plans. They will provide professional leadership and management of their individual academy and must establish a culture that promotes academic excellence, equality and high expectations for all scholars.

The Principal shall carry out the professional duties as described in the Academy Teachers' Pay and Conditions Document and would be expected to have considered these in relation to the individual academy

KEY ACCOUNTABILITIES

- The effective implementation and embedding of the agreed Astrea Academy Trust vision, principles and policies within the academy.
- Providing leadership across all aspects of the internal organisation, professional leadership, management and control of their academy.
- Creating a culture of constant improvement and being an inspirational leader, committed to the highest standards in all areas of academy work.

MAIN DUTIES AND RESPONSIBILITIES

Shaping the Future (Strategic Leadership)

- Work under the guidance of the Executive Principal to develop the shared vision and strategic plan for the academy, which is responsive to the community it serves. At the core of this should be the academic and personal development of the scholars.
- Define and implement the academy's vision and strategic direction so that it is understood and acted upon by all stakeholders.
- Work within the academy community to translate the vision into agreed objectives and operational plans, which will drive forward and sustain academy improvement.
- Ensure the sustained raising of aspiration, achievement and attainment, is met in an academically rigorous, inclusive and sustainable manner.
- Ensure the academy achieves its performance targets.
- Demonstrate the vision and values of Astrea in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- Promote the academy, and the Trust and develop effective and productive relationships with a wide range of stakeholders.
- Secure the commitment of parents and the wider community to the vision and direction of the academy and the Trust.
- Challenge, motivate and empower others to attain ambitious outcomes leading the educational provision.
- Drive and inspire a passion for learning in every member of the academy community.
- Provide a model of outstanding practice to all staff in teaching and academy leadership.
- Ensure the curriculum is rich, relevant and develops a general knowledge of the world.

About the role

- Foster a welcoming ambience in which impeccable standards of behaviour are sustained on a daily basis in order to provide a calm and purposeful environment for scholars.
- Secure and sustain effective teaching and learning throughout the academy by ensuring sound strategies are in place for developing, monitoring and evaluating the quality of education delivered using benchmarks and setting targets for rapid improvement.
- Ensure a continuous and consistent focus on academic achievement and personal development.
- Create a positive culture of challenge, support and high expectations, in order to achieve the strategic Academy Development Plan.
- Ensure that all scholars make good progress including where there are barriers to learning, through clear, consistent and excellent systems and provision for all, actively promoting inclusion.
- Ensure effective and appropriate pastoral support is available to scholars.
- Ensure innovation and the use of appropriate new technologies which improves the educational delivery for scholars.

Shaping the Future (Strategic Leadership)

- Treat everyone within the academy fairly and equitably.
- Actively and astutely manage the workload of staff to make sure that the processes within the school are sensible, essential and conducted in an efficient manner.
- Develop a culture of personal responsibility that recognises both excellence and supports appropriate strategies to deal with under performance in accordance with Trust appraisal and capability policies and procedures.
- Ensure a high standard of professional development for all staff and for yourself, including attending all mandatory training events.
- Build a collaborative learning culture within the academy and actively engage with other academies within the Trust and the wider Astrea family to build effective learning communities.
- Work with all staff to build effective teams.
- Sustain their own enthusiasm and motivation and develop and sustain that of other staff.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and delegation of responsibilities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and appraisal as below.
- Effective and consistent implementation of systems of quality assurance and professional development of teachers.
- Motivate and enable all staff to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs and identified through the appraisal process.
- Develop and maintain respect across all stakeholders, inspiring individuals to contribute positively to shared ideas and plans for the academy, the Trust and the wider Astrea family.

About the role

- Develop capacity through coaching and mentoring members of the SLT.
- Keep abreast of educational developments and best management practice in order to introduce appropriate innovation and contribute to joint practice development across the Trust.

Managing the Academy

- Produce and implement clear, evidence-based improvement plans and policies for the development of the academy and its facilities.
- Work closely with the Trust's finance team to develop an efficient budget that focuses on making meaningful improvements in the classroom.
- Manage the academy's financial and human resources effectively and efficiently to achieve the academy's educational goals and priorities.
- Work with the SLT and Trust to recruit and retain staff of the highest quality, in line with trust policy and safer recruitment procedures.
- Work with the Trust and senior colleagues to deploy all staff effectively in order to improve the quality of education provided.



Person Specification

Experience

- Currently a Principal/Headteacher or senior leader who has a track record of securing clear improvements within your areas of responsibility.
- Raised standards of behaviour by raising expectations through clear communication, thorough organisation and high-quality staff training.
- Developed and maintained effective line management relationships.
- Rapidly transformed and maintained the academic outcomes of disadvantaged scholars.
- Supported and coached different members of staff to improve their own performance and expertise.
- Developed the personal development curriculum to make it more relevant and academically challenging.
- Understand and can demonstrate how you have developed departmental teams to improve aspects of the quality of education.
- Worked closely with Special Educational Needs (SEND) colleagues to improve the academic outcomes of SEND scholars.
- Work with a variety of stakeholders.
- Within your current post you can demonstrate that you can configure and manage expenditure.
- Evidence of an ability to plan strategically, build and communicate a coherent vision in a range of compelling ways.

Education and Qualification

- Qualified Teacher Status
- Evidence of recent engagement in professional development, NPQH or equivalent
- Further academic qualifications or management training.

Skills and Knowledge

- Ability to use a range of evidence, including performance data, to support, monitor, evaluate and improve aspects of school life, including challenging poor performance.
- Ability to engage the school community in the systematic and rigorous self-evaluation of the work of the school.
- Knowledge of legislation relating to managing a school including Equalities legislation.
- Proven ability to inspire, lead and participate actively in building and sustaining a learning community and network with others within and beyond the school.
- Understanding and ability to communicate and successfully implement strategies across all aspects of the school including accountability, learning, curriculum, administration and communication.
- Proven ability to deliver a collective vision and shared purpose across the academy and Astrea family

Person Specification

Skills and Knowledge (continued)

- An understanding of and competent use of ICT including emerging technologies to aid and promote the quality of teaching, learning and administration.
- Clear understanding of the ethos and strategies required to establish consistently high standards in outcomes, progress, attitudes and behaviour.
- Excellent organisational skills. Well-developed interpersonal and communication skills and ability to use new and emerging technologies to secure impact.
- Demonstrate a personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and raising standards.
- Demonstrate personal and professional integrity, including modelling values and vision.
- Evidence of a commitment to safeguarding and promoting the welfare of children and young people.
- Commitment to promote and support the aims of Astrea Academy Trust.

This list is not exhaustive.



Candidate Charter

We want every candidate to have an informed, engaging, and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

OUR COMMITMENT TO YOU

- Transparency – we will treat you with respect, honesty and fairness.
- Protecting your privacy – we'll ensure your information is secure and handled sensitively.
- Understanding – you will be given everything you need to make informed decisions.
- Showcasing talent – we will provide a good opportunity for you to share your skills, experience and potential.
- Feedback – we will provide constructive feedback professionally and promptly.
- Listening – we welcome feedback and we'll act on what you have to share.
- Inclusivity – our hiring decisions align with our commitment to create a high quality, diverse workforce.

WE WILL:

- Provide you with clear, accurate and timely information.
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need.
- Respond to enquiries promptly and usually within 24 hours during the working week.
- Adopt a fair and consistent assessment process.
- Make sure you have all the documentation and details you need for an interview, well in advance.
- Provide you with real insight about what it's like to be part of our team.
- Ensure all offers are fair and equitable.
- Seek feedback on your experience at every opportunity, so we can continue to improve.

IN RETURN WE ASK THAT YOU:

- Be honest and upfront about your experience, aspirations and motivations.
- Provide open and accurate information when submitting an application.
- Always give yourself the best opportunity to succeed – research who we are and how we work.
- Let us know if situations change in relation to your interest and help us understand why.
- Prepare yourself for interview and let us know how we can support you.

How to apply

Your application

If you like what you've read so far and think you can see yourself as a key member of the Astrea team, it's time to fill in your application.

Your application is an important part of the selection process as it's used to determine whether or not you'll be chosen to have an interview. It's really important that you try to capture all of the relevant information we have asked for on the form so we can get a good feel for who you are and why you're great.

All applications must be submitted through My New Term - the link to our careers page is here: [Astrea Academy Trust Careers Page](#)

Tips for a great application

- Check out the person specification - this highlights the key aspects we're looking for.
- Be yourself. Your personality, values and vision are the most important to us - you must be a great fit!
- Be sure to read this pack and our policies thoroughly to ensure you are fully aligned to our ways of working. If so - tell us about it!
- Make sure you tell us what skills you have that make you perfect for this role. Tell us the impact of your work, don't just list the tasks that you have completed.
- List any formal qualifications on your application. We'll need to see the certificates for your qualifications at interview stage.
- Make sure you include paid work, unpaid work and any work experience in your employment history. Start with your current employment, or if you are currently unemployed, your most recent employment. If there are any gaps in your employment, you must tell us why for safer recruitment purposes.
- At least one of your referees should be your current employer. If you are not currently employed, provide your most recent employer. If you don't have any employment history, think about professional referee's who would best describe your strengths for the role and your suitability to work with children.

How to apply

Astrea Academy Trust are an equal opportunities employer, committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Successful applicants are subject to an enhanced Disclosure & Barring Service check and satisfactory employment references.

As well as verification of identity, we ask all successful candidates to undertake an enhanced DBS disclosure. In line with Keeping Children Safe in Education (KCSIE) guidance, we may also conduct an online search about any shortlisted candidates as part of our due diligence to identify any matters that might relate directly to our legal duty to meet safeguarding duties.

DISABILITY CONFIDENT EMPLOYER

Astrea Academy Trust is delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer, we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Any questions

Who do I contact if I have any questions about the role?

If you'd like to speak to a colleague ahead of submitting an application, please refer to the job advert and contact the lead person for the specific role. We'd love to answer any questions you may have. Likewise, a phone call or teams meeting may work for you - please reach out and we'll make it happen.

Who should I contact if I have any special requirements?

If you're unable to complete our online application form and need some support, and/or you need our documents in an alternative format, for example, large print, please contact our recruitment team recruitment@astreaacademytrust.org.

How long will it take for you to decide if I've got an interview?

This can vary depending on the number of applications we receive for each vacancy. Generally speaking, we do try our best to make or decision and contact applicants invited for interview within a week of the closing date.

Will I be notified if my application is unsuccessful and will I receive feedback?

We know how much time and effort goes into an application and we really appreciate the time you've taken to apply for a job with us. During the shortlisting stage, your application status will be updated on MyNewTerm & you will receive an automated email from the system. Due to the volume of applications we receive, we're unable to provide feedback to unsuccessful candidates at the shortlisting stage.

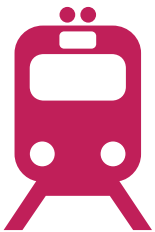


How To Find Us

Astrea Woodfields
Weston Road
Doncaster
DN4 8ND

Public Transport Links

Astrea Academy Woodfields is accessible by local bus services operating within Doncaster.



The school is served by **Doncaster train station** with regular services to Sheffield, Rotherham, Meadowhall, Sheffield, Wakefield and Leeds.



Astrea Academy Woodfields is located on Weston Road, Doncaster (DN4 8ND).

There is ample on-site parking available.

All about Doncaster

- **Well connected** – Excellent road and rail links, with direct trains to London, Sheffield and Leeds.
- **Rich heritage** – One of England's oldest towns, now a city, with a proud Roman and racing history.
- **Growing town** – Ongoing investment and regeneration across housing, culture and education.
- **Affordable living** – A lower cost of living compared to many UK cities.
- **Strong communities** – A city with a clear focus on education, opportunity and young people.

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