

Assistant Head of Year – Non-teaching

Application Pack

Pool Hayes Academy
Willenhall



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01. About Academy Transformation Trust

Our Mission

Transforming lives by *putting education first*.

Our Vision

Transforming Lives of **Our Learners**:

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have a safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.

Transforming Lives of **Our Colleagues**:

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.

Transforming Lives of the **Communities We Serve**:

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

To learn more about our story/journey, please read our [ATT Magazine](#)

Fast Facts

Our cross-phase group of academies was founded in 2011 and since then we've grown to our current family of 21 academies (primary, secondary, post 16 and FE) operating across 10 English local authority areas. We are responsible for the education of over 13,000 learners, for the careers of almost 2000 colleagues and for the most effective spending of nearly £80 million of taxpayer income each year.

Strategic Aims

- To plan and deliver a curriculum which enables students to reintegrate with learning, delivers improving progress and outcomes for all learners and demonstrates that lessons have been learned from the pandemic experience.
- To create the conditions in which our people can demonstrate independent, thoughtful and confident behaviours in pursuit of our vision and aims.
- To continue to improve our financial performance alongside an enhanced reputation in business operations and governance.



ATT | 21 Academies

Staff | 1720

Learners | 13,334

Governance

Finance

Local Authority Areas | 10

Primary | 409

Primary | 2711

People Engaged | 120+

£78 million in funding and other income

Secondary | 1130

Secondary | 9280

Trustees | 10

Special | 30

Special | 45

Members | 4

FE | 76

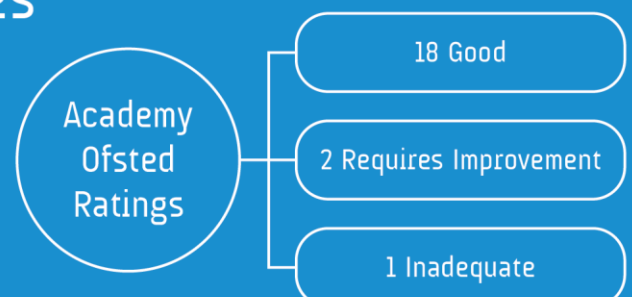
FE | 1298

Other | 75

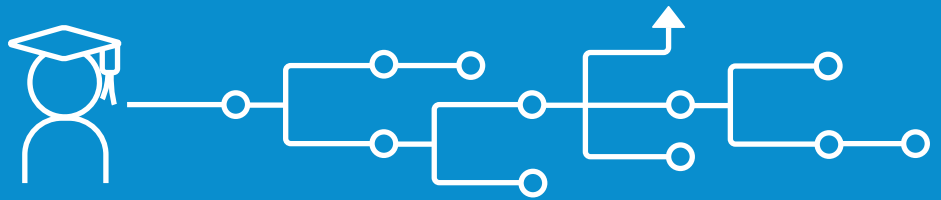
ATT Institute | 38 Leadership Development Pathways across all our directorates

Headline Performance Measures

- **Record progress scores** for many of our academies in 2019.
- **Rising Attainment 8** and **Progress 8** rates for three years running across all secondary academies.
- **Rising Key Stage 5 average points scores** across all academies for three years.



02. Career Testimonials



Donovan Stansbury | Teaching Assistant

ATT has helped my career from the very beginning of my adult life. I started my career at Mildenhall College Academy on a Teaching Assistant Apprenticeship, provided by ATT FE. Now with my knowledge and understanding of my role I can succeed further with the support of ATT. I have completed my apprenticeship and now have a full-time role as Teaching Assistant at the academy. My next step is to start an OU degree, again something I will do with the full support of ATT.

Martin Sexton | Faculty Leader for Business, Health and Computer Science/ STEM Co-ordinator
Working for ATT has given me many opportunities to progress my career. A move from Westbourne Academy to Mildenhall College Academy 5 years ago gave me my first step up from teacher to leading Computer Science. I received an ATT award for STEM which led to me becoming the STEM coordinator. To help develop my career further I now lead Team Network Group meetings with other Computing teachers from across the trust. ATT has also allowed me to develop my skills knowledge through attending a range of CPD with Computing at School, Barefoot, and Digital Schoolhouse all of which are helping to develop my practice.

Nicola Powling | Teacher of Learning Lead/Assistant Principal

Since joining Mildenhall College Academy three years ago, I have been well-supported in my development as a middle leader and with the guidance and advice of senior leaders in the academy I have been able to demonstrate significant impact on the quality of teaching and learning in the Humanities subjects. Last academic year I chaired the Eastern TNG for History, which has given me the opportunity to work with colleagues across the Trust and share best practice. Most recently, I have been seconded to the senior leadership team with a responsibility for teaching and learning; this is an opportunity to continue my career development and to gain insight and experience in senior leadership.

Cat Rushton | Director of ATT Institute

ATT has offered me the exciting opportunity to experience a wider scope of influence over academies, to collaborate with other leaders, and to work with a range of colleagues and stakeholders in various contexts.

03. Academy Information



Pool Hayes Academy

Pool Hayes Academy is part of the Academy Transformation Trust family of academies.

Based in Willenhall, in the West Midlands, Pool Hayes Academy is an academy for 11-18 year old students that retains strong links within our local community and beyond.

The academy draws its pupils largely from the Willenhall area. We have experienced substantial growth in recent years and the academy is now a provider of choice in the area and is over-subscribed.

Academy Vision & Values

At Pool Hayes Academy we have a very clear and ambitious vision for our academy. We believe in **“Unlocking your Potential – Empowering through Success”**. Our vision guides our decision and actions across Pool Hayes Academy and means that any child regardless of circumstance can fulfil their potential at our academy. Furthermore, we believe that educational success leads to empowerment for our young people and the freedom to make more choices over their future.

Underpinning our vision are our values. These values clearly set out the behaviours and qualities we expect and instil in our young people. They are:

Aspiration: We work hard consistently to fulfil our ambitions and achieve our potential.

Respect: We show pride in celebrating diversity, keeping each other safe and accepting everyone in our community.

Excellence: We have high expectations of our conduct and lead by example at all times.

Resilience: We embrace challenge, take risks and grow confidently from our mistakes.

Outcomes and Ofsted

In 2022 Pool Hayes Academy secured an Ofsted grading of Good, but there is still so much more that we want to achieve and can achieve to establish Pool Hayes Academy as a truly outstanding provider.

To find out more, please visit www.poolhayes.attrust.org.uk or call the academy to arrange a conversation with our Principal, Andy Lawrence.



Our PD Curriculum is delivered through three pillars:

Transformational Leadership

[Click to Learn More](#)

Transformational Teaching

[Click to Learn More](#)

Transformational Services

[Click to Learn More](#)

Professional Development at ATT:

04. The ATT

What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey.

PD Opportunities for Our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise.

Find Out More Online:

academytransformationtrust.co.uk/institute

05. Job Description

Assistant Head of Year – Non-teaching

The Role:

- To enable every student to fulfil their potential as individual learners, effective citizens and well-rounded individuals.
- To lead a team of tutors and influence all staff, as well as parents/carers and all stake holders, in raising aspiration and improving outcomes for all.

Key Responsibilities:

- To co-ordinate and manage the quality of progress across the Year Group and identify students who need further support with accessing the curriculum or those who would benefit from greater academic challenge i.e. to monitor the progress of students within the year group, identifying and monitoring the progress and provision for those who are High ability, Special Educational Needs, Emotional/Behavioural Difficulties, English as an Additional Language and academically underachieving. Skilled use of data will be essential to the element of the job
- To work with a wide range of professionals and stakeholders to combat underachievement.
- To supervise and co-ordinate the success centre / behaviour room as directed by the Lead Achievement coordinator.
- In line with the Academy behaviour policy, to endeavour to praise and reward for all positive behaviours in the year group.
- In line with the Academy behaviour policy, to use appropriate sanctions in response to wrong doing in the year group.
- To develop links and positive relationships with parents of students within the year group.
- To investigate incidents fairly and without prejudice. Ensuring that all investigations are fully recorded on the appropriate forms/ systems.
- To develop links and positive relationships with other professionals and agencies.
- To lead a team of tutors towards the Academy's agreed purpose, vision, values and beliefs.
- Ensure tutorial time is structured and the Tutor base is a positive environment.
- To develop and coordinate the delivery of Reward Trips.
- To be aware of curriculum developments and how this affects the Year Group.
- To support staff in engaging individual students and in ensuring the effectiveness of intervention strategies.
- To co-ordinate the 'alternative provision' made for individual students.
- To help co-ordinate and promote the extra-curricular programme – focusing on both 'catch up' and 'enrichment'.
- To liaise closely with all inclusion staff working with the Year Group ensuring appropriate and effective intervention is employed.
- To work in partnership with external providers around projects which enhance students' opportunities and to seek further such relationships.
- To attend meetings of parents and form tutors as required. 04. Person Specification 9 #TransformingLives.

- Take an active part in the assembly rota, encouraging a sense of community and celebrating achievement.
- Ensure the home-academy communication is prompt and thorough.
- Ensure that all year group student records and monitoring systems are maintained appropriately in order and are kept up-to-date.
- Induct and admit new students, liaising with Area Leaders as required.
- To ensure presence around the academy throughout the day

General:

- Take responsibility for promoting and safeguarding the welfare and protection of children and young people within the school.
- Working to and within school policies and procedures, including safeguarding, child protection and health and safety.
- Taking care of own and other people's health and safety.

The above main tasks are not exclusive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by their line manager and/or the Senior Leadership Team.

The jobholder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post. The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

Other:

All staff are part of the whole Trust team. All staff are required to support the values and ethos of our Trust and Trust priorities. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a demanding environment.

The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly.

Our Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain his/her personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

06. Person Specification

Assistant Head of Year – Non-teaching

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> GCSE English at Maths at Grade C or above (or equivalent). Relevant courses such as coaching/mentoring/study support whilst working with young people. Be first aid at work trained (or a willingness to undertake the training) and to carry out first aid duties. 	
Experience	<ul style="list-style-type: none"> Previous experience of working with students in areas of challenging behaviour, special needs and achievement. Working with students, parents and staff. Evidence of using data to inform planning and put in place successful intervention strategies to raise achievement. The ability to use a differentiated approach to provide appropriate support and challenge for all learners. Evidence of pastoral experience. 	
Competencies	<ul style="list-style-type: none"> Excellent leaders of students, earning and maintaining respect and raising an effective visible profile within the academy. At the heart of this should be the ability to build student self-esteem, imbue moral values and motivate staff and students to give of their best in all aspects of school life. Focus should be on the progress within the year group. Excellent communicators with a high degree of emotional intelligence. 	<p>Applicants may be strengthened by knowledge and understanding of:</p> <ul style="list-style-type: none"> Relevant safeguarding qualifications. Can manage own workload to ensure appropriate work/life balance. Has a variety of interests.

	<ul style="list-style-type: none"> • The ability to inspire, enthuse, develop and support colleagues. 	
Other	<ul style="list-style-type: none"> • Creative thinker and be prepared to take risks in order to innovate. • Energiser, demonstrating positive mental attitude in all areas of their work. • Resilience and a sense of humor. • A desire to make difference to the lives of young people. • A willingness to learn and develop new skills. • Knowledge of the secondary phase of schooling. • Understanding of relevant policies, codes of practice and legislation 	<ul style="list-style-type: none"> • Knowledge of the curriculum at KS3 and KS4. • Knowledge and understanding of assertive discipline techniques. • Current full driving licence

This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

07. How to Apply

Assistant Head of Year – Non-teaching

Applying:

Please apply by visiting
www.academytransformationtrust.co.uk/vacancies



Status:

37hours per week
39 weeks per year – Term Time Only

Salary:

NJC Pt 18-22
Actual Salary: £25,174 - £26,976
FTE Salary: £29,269 - £31,364



Closing Date:

Tuesday 12 December 2023, 9.00am

Start Date:

As soon as possible



Interviews:

To be confirmed




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