

Secondary
/Primary

Academy
Transformation
Trust

Associate Assistant
Principal, Head of English
Application Pack
The Hathaway Academy

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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.

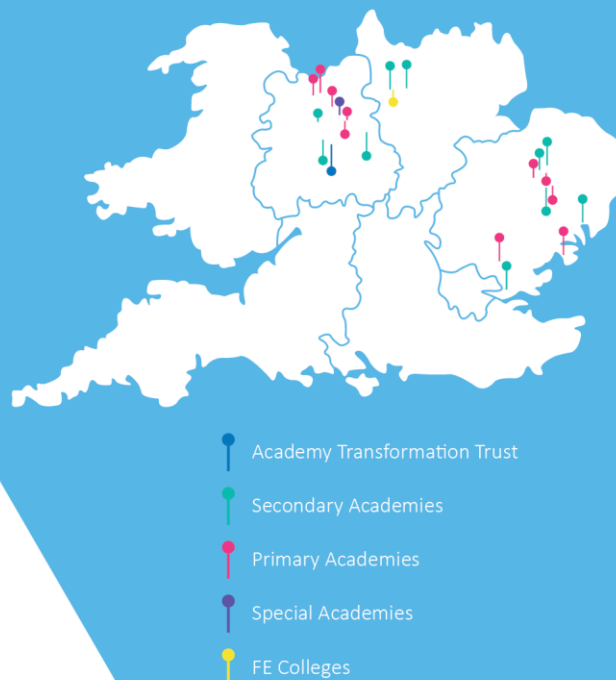


Fast Facts

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

Local Authority Areas | 10

Staff | 1720

Primary | 409

Secondary | 1130

Special | 30

FE | 76

Other | 75

Learners | 13,334

Primary | 2711

Secondary | 9280

Special | 45

FE | 1298

Governance

People Engaged | 120+

Trustees | 10

Members | 4

Finance

£78 million in funding and other income

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.

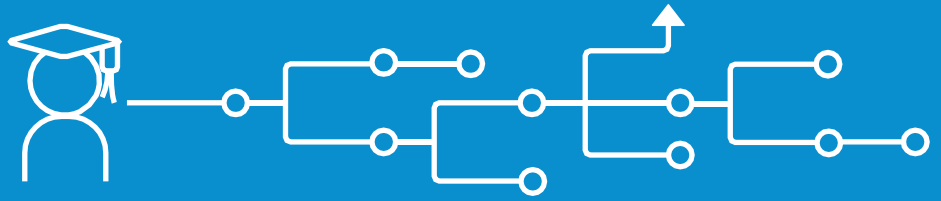
Academy
Ofsted
Ratings

18 Good

2 Requires Improvement

1 Inadequate

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 | Lead for Computer Science and STEM Coordinator

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 | Faculty Leader, Humanities

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



The Hathaway Academy is part of the Academy Transformation Trust family of academies.

Rated as 'Good' by Ofsted in June 2015, at Hathaway we aim to change the aspirational horizon of our students and their community. Everything that both our students and staff do will be done to ensure that through engagement, self-worth and purpose, students will be the very best they can be.

The balance of academic excellence and opportunities underpins our high aspirations and provides students with the skills and confidence they need in their future journey.

We offer a personalised, engaging and relevant 21st century curriculum, which will develop students into thinking, articulate, responsible and successful citizens.

This is supported with a wide and varied extracurricular programme that not only supports academic progress but also embeds the specialism of digital media and performing arts.

Our Faculty system runs throughout the academy which each Faculty attached to a charity and a number of fundraising initiatives taking place throughout the year,

We are extremely proud of our new £1.5m food technology, hospitality and catering facility which has recently opened.

We also have a number of partnerships with organisations in our community including the Duke of Edinburgh, Royal Opera House and West Ham United.

To find out more, please visit www.hathawayacademy.attrust.org.uk



Selected Courses

- National Professional Qualifications
- SSAT Lead Practitioner Accreditation
- DNA: Teaching, *our flagship course*
- Early Career Teacher Programme

Development Groups

Principals' Development Group | PDG

Allows Principals to develop and share strategies and priorities while addressing their PD needs

Strategic Development Groups | SDGs

PD for senior leaders, linking to areas identified in the Ofsted Education Inspection Framework

Team Network Groups | TNGs

Subject development groups for department heads and colleagues in central directorates

Other Professional Development

- ATTI Fellowships
- Specialised webinars
- Inquiry Questions, *our new PD model*

Professional Development at ATT: 04. The ATT Institute

Our ATT Institute is a dedicated team of colleagues that works hard to create a broad and impressive people development offer, facilitating quality training and networking across all our directorates. This helps our colleagues to stay focused on learning and developing as practitioners as they progress in their careers with our Trust.

Our Vision

We're committed to the very best people development, empower our stakeholders through equal learning opportunities and putting their needs first. We believe we are better together and value collaboration within and beyond our organisation.

Our Institute is a learning eco-system; leadership does not just come from the top but is stakeholder-led. Colleagues across all our directorates- not just teaching staff- help our Trust to transform lives through innovative education. Because of this, we all have a responsibility to engage with people development, ensuring that the education we provide is of the best quality it can be. ATT colleagues use their local leadership to develop and lead others beyond their immediate institution- even beyond our own Institute.

Research Design and Translation

Built into our institute's approach is the concept of *inquiry-based learning*. As part of our commitment to research-informed practice, our action research team contribute to the advancement of research in areas linked to our strategic improvement priorities. The team translates their findings to our development groups, helping to share best practice across our family of academies.

Find Out More Online:

academytransformationtrust.co.uk/institute

05. Job Description

Associate Assistant Principal, Head of English

Job Purpose:

- Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- To raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress.
- To be accountable for student progress and development within all subjects in the English and Media Studies area.
- To develop and enhance the teaching practice of others.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in English and Media Studies, in accordance with the aims of the academy and the curricular policies.
- To be accountable for leading, managing and developing all aspects of the curriculum in English and Media Studies.
- To effectively manage and deploy teaching staff and physical resources within English and Media Studies.

Key responsibilities and duties are:

Teaching & Learning

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To plan, prepare and deliver stimulating lessons that are challenging, engaging and have high expectations of all students.
- To be responsible for long, medium and short term planning that is based on the National Curriculum (England) and that maximises levels of attainment.
- To set high expectations for student's behaviour and establish a clear framework that creates an effective learning environment in accordance with the academy's behaviour policy.
- To model best practice in terms of teaching, learning, marking and assessment that motivates and inspires students, equipping them with the knowledge and skills needed to achieve at the highest levels.
- To coordinate, monitor and assess the achievement of students and to record and report the development, progress and attainment of students in English and Media Studies in accordance with the Trust and academy's assessment policies.
- To promote high standards of numeracy, literacy and oracy in the teaching and learning experience of students.
- To demonstrate effective use of current technology to enhance teaching and learning and for the purposes of management.
- To implement the SEND Code of Practice
- To seek to provide all students with high levels of confidence and competence and a lasting interest in their learning, which will stimulate learning appropriate to student needs and demands of the syllabus.

Operational / Strategic Planning

- To lead the development of appropriate syllabuses, resources, schemes of learning, feedback, policies, assessment and teaching and learning strategies in English and Media Studies.

- To be responsible for the day-to-day management, control and operation of course provision within English and Media Studies, including effective deployment of staff and physical resources.
- To monitor actively and follow up student progress.
- To implement Academy policies and procedures, e.g. Equal Opportunities, Health and Safety etc.
- To work with colleagues to formulate aims, objectives and strategic plans for English and Media Studies, which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the academy.
- To lead and manage the planning of activities within English and Media Studies, ensuring they reflect the needs of students within the subject areas, the SEF and DIP and the aims and objectives of the academy.
- In conjunction with Academy Leaders foster and oversee the application of ICT in English and Media Studies, including the development of materials for personalised learning.

Curriculum Provision

- To liaise with the Principal and Senior Leaders - to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programmes which complements the Academy Improvement Plan.
- To be accountable for the development and delivery of English and Media Studies.

Curriculum Development

- To lead curriculum development for English and Media Studies.
- To keep up to date with national developments in the subject areas and teaching practice and methodology.
- To monitor actively and respond to curriculum development and initiatives at national, regional and local levels.
- To liaise with the Principal and appropriate Senior Leaders to maintain accreditation with the relevant examination and validating bodies.
- To be responsible for the development of Key Skills in English and Media Studies.
- To ensure that the development of English and Media Studies is in line with national developments.

Staffing

- To work with the Principal and appropriate Senior Leaders to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To continue own professional development as agreed with Reviewer.
- To undertake Appraisal and to act as reviewer for a group of staff within the designated subject areas.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the academy's ITT programme.
- To be responsible for the day-to-day management of staff within English and Media Studies and act as a positive role model.

Quality Assurance

- To ensure the effective operation of quality assurance systems.
- To establish the process of the setting of targets within English and Media Studies and to work towards their achievement.
- To establish common standards of practice within the subject areas and develop the effectiveness of teaching and learning styles in all subject areas within English and Media Studies.
- To contribute to the academy procedures for lesson observation.
- To implement academy quality assurance procedures and to ensure adherence to those within English and Media Studies.

- To monitor and evaluate English and Media Studies in line with agreed academy procedures including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To ensure that English and Media Studies quality procedures meet the requirements of Self Evaluation and the Strategic Plan.

Management Information

- To ensure the maintenance of accurate and up-to-date information concerning English and Media Studies on the management information system (Bromcom).
- To make use of analysis and evaluate performance data provided.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- To produce reports within the quality assurance cycle for English and Media Studies.
- To produce reports on examination performance, including the use of value-added data.
- In conjunction with the relevant member of the Academy Leadership team, to manage English and Media Studies collection of data.
- To provide the Governing Body with relevant information relating to English and Media Studies performance and development.

Communications and Liaisons

- To ensure that all members of English and Media Studies are familiar with its aims and objectives.
- To ensure effective communication/consultation as appropriate with the parent/carers of students.
- To liaise with partner Academies, Higher Education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.
- To represent English and Media Studies views and interests.
- To contribute to the planning and delivery of academy liaison activities.
- To lead the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events in academy, partner schools and the wider community.
- To promote actively the development of effective subject links with external agencies.

Management of Resources

- To manage the available resources of space, staff and equipment efficiently within the limits, guidelines and procedures laid down; including requisitioning, organising and maintaining equipment and stock and keeping appropriate records.
- To work with the Vice Principal (Timetabler) in order that English and Media Studies teaching commitments are effectively and efficiently time-tabled and roomed.
- To co-operate with other subject areas to ensure a sharing and effective usage of resources to the benefit of the academy and the students.

Pastoral System

- To monitor and support the overall progress and development of students within English and Media Studies.
- To monitor student' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To act as a Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To contribute to Character and Resilience, careers and enterprise education according to academy policy.
- To ensure the Behaviour Policy is implemented in English and Media Studies so that effective learning can take place.

Academy Ethos

- To play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- Support the academy in meeting its responsibilities for assemblies.
- Promote actively the academy's corporate policies.
- Comply with the academy's health and safety policy.

06. Person Specification

Associate Assistant Principal, Head of English

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> ➤ An appropriate degree and other qualifications required for the award of QTS. ➤ Qualified Teacher Status (trainees should be on track to achieve QTS before taking up the post). ➤ We are keen to support entrants to the profession and have a range of routes to support attaining QTS. Contact the academy to see how we could help with this. 	<ul style="list-style-type: none"> ➤ A postgraduate qualification in the subject to be taught. ➤ A postgraduate qualification in the teaching of the subject. ➤ Other relevant awards or qualifications Applicants should have.
Experience	<ul style="list-style-type: none"> ➤ Teaching the subject in a secondary school across the 11-18 age range. ➤ Assessing pupils for a variety of purposes using appropriate strategies. ➤ Working with whole-school behaviour systems. ➤ Supporting pupils in the subject with a SEND or EAL need 	<ul style="list-style-type: none"> ➤ Teaching the subject in a Sixth Form or other Further Education setting. ➤ Being a form tutor and supporting the wider personal development of pupils. ➤ Examining the subject for an appropriate exam board. ➤ Mentoring trainees and early-career teachers
Competencies	<p>Applicants should have knowledge and understanding of:</p> <ul style="list-style-type: none"> ➤ The subject taught, to undergraduate degree level or an equivalent standard ➤ Different approaches to teaching the subject and the strengths and weaknesses of these ➤ The wider role of a teacher in the personal development of pupils, including the main responsibilities of a form tutor ➤ The statutory requirements concerning Equal Opportunities, Health & Safety, SEND and Child Protection 	<p>Applicants may be strengthened by knowledge and understanding of:</p> <ul style="list-style-type: none"> ➤ Different curriculum models in the subject(s) and the strengths and weaknesses of these ➤ Forms of assessment commonly used in the subject(s), including in public examinations ➤ Opportunities for teacher development in the subjects
Other	<p>Applicants should have the ability to:</p> <ul style="list-style-type: none"> ➤ Express themselves clearly in written and spoken English ➤ Manage pupil behaviour in line with a academy policy ➤ Build and maintain effective working relationships with colleagues, pupils, parents and the wider community ➤ Organise working time effectively to ensure that all requirements of the post are met punctually and to a high standard 	<p>Applications may be strengthened by the ability to:</p> <ul style="list-style-type: none"> ➤ Offer extra-curricular and other enrichment activities for pupils ➤ Use appropriate software and digital platforms to create and share curriculum, teaching and assessment resources

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

Associate Assistant Principal, Head of English

Applying:

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



Status:

32.5 hours per week, all year round

Salary:

Leadership Scale 1-10
£45,524.00 to £56,583.00

There is a Recruitment and Retention payment for the right candidate



Closing Date:

12 noon, 5th June 2023

Start Date:

1st September 2023



Interviews:

Interviews will be held as and when applications are received



EMPLOYER RECOGNITION SCHEME

GOLD AWARD 2021

Proudly serving those who serve.





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 @AcademyTrust

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