



Primary Special  
Academy

# Class Teacher Application Pack

Phoenix Academy  
Odell Road, Leamore  
Walsall, West Midlands

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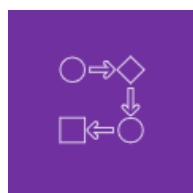
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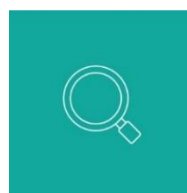
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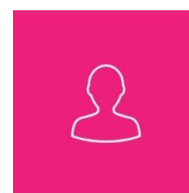
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*#TransformingLives*



# 01. Welcome

Prospective Class Teacher of Phoenix Academy

## Welcome to Phoenix Academy and Academy Transformation Trust

Dear Candidate,

I am delighted that you have expressed an interest in the post of Class Teacher at Phoenix Academy.

Children with special needs require special teacher like you.

At the heart of Academy Transformation Trust, Phoenix Academy supports primary age pupils with a range of social, emotional and mental health issues. Our Thematic Curriculum introduces a new topic every half term and stimulates a real love of learning, and we are passionate about the Every Child Matters agenda – so we're giving vulnerable children everything they need to become happy, stable and productive citizens.

You will bring our innovative curriculum to life as you maintain good order and discipline, engage pupils with SEN, and stimulate children of all abilities to reach their full potential. We will give you real scope to develop the social, emotional and cultural aspects of your pupils' learning, and encourage you to set clear targets for both behaviour and academic achievement, so you will enjoy plenty of autonomy and wide-ranging opportunities to shape the way we work.

An experienced and successful primary teacher, ideally with a background within an SEMH school, you will bring everything it takes to engage children and transform their futures. Like us, you will be passionate about safeguarding, deeply committed to releasing potential, and determined to make a difference every day. If you have what it takes, your future could take you anywhere within the school or across the Trust's network of 23 academies.

To learn more and apply online, please visit our careers page on [www.academytransformation.co.uk/vacancies](http://www.academytransformation.co.uk/vacancies)



# 02. About Academy Transformation Trust

## Our Vision

### We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

### How do we ensure this across our trust?

#### In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred

### What does this look like across our trust?

#### Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

#### Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

#### Wellbeing

At Academy Transformation Trust we put our people's welfare and wellbeing at the centre of everything and we know that this is more than just cake in the staff room on a Friday (although that is nice too!) Our Wellbeing Strategy covers 4 key areas: Working Environment, Personal Growth, Health and Lifestyle Initiatives and Culture.

## Diversity, Equity & Inclusion

On our journey of *#transforminglives*, we are building a Diverse and Inclusive Community. We are aspiring to promote our Inclusivity, via Curriculum and Employee engagement. Together, we want to break down barriers, enjoy each individual and celebrate the value they bring to our Trust Family.

## Our Values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

## Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do



### FAST FACTS ABOUT OUR TRUST

Our cross-phase group of academies was founded in 2011 and, since that time, we have 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 12,500 learners; for the careers of almost 2,000 colleagues; and for the most effective spending of over £80 million of taxpayer income each year.

#### ATT Institute

42 Leadership  
Development  
pathways across all  
our directorates

### Strategic Aims

- To plan and deliver a curriculum which enables students to re-integrate 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



### Finance Headline Figures

- We receive £78 million in funding and other income

### Headline Performance Measures

- Record progress scores for many of our primary 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



### ATT | 21 Academies

Local Authority Areas | 10



### Staff | 1739

Primary | 429

Secondary | 1145

Special | 28

FE | 67

Other | 70



### Learners | 12,505

Primary | 2711

Secondary | 8451

Special | 45

FE | 1298

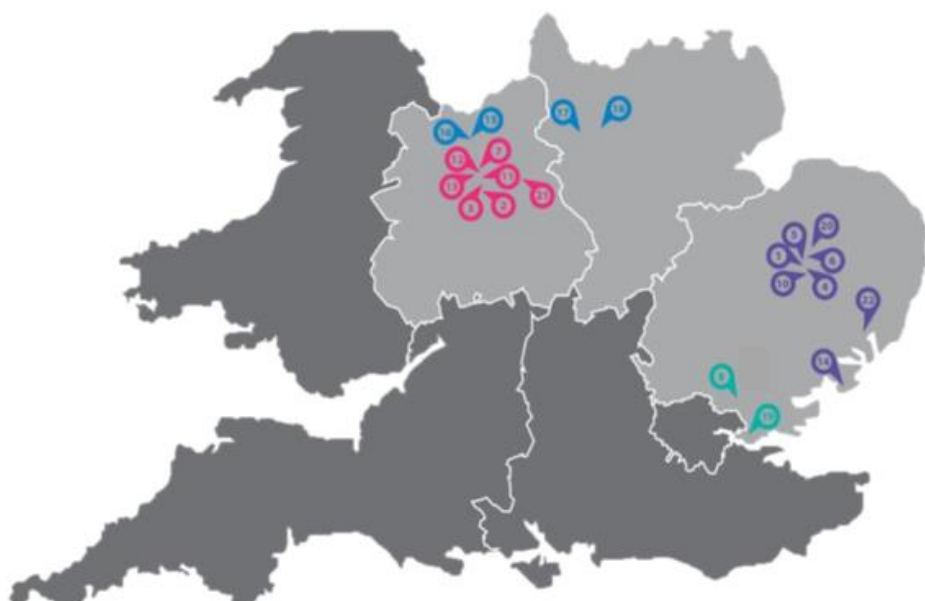
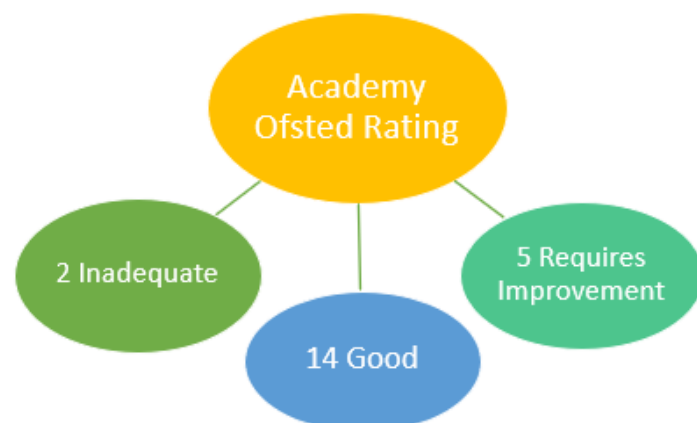


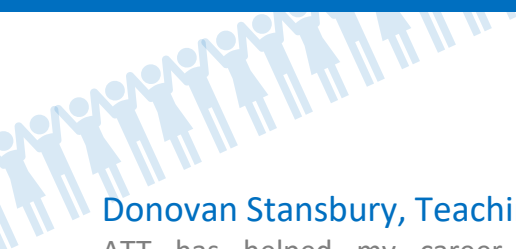
### Governance

People Engaged | Over 120

Trustees | 11

Members | 5





### 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.

### Abby Bayford, Director of Institute

I started a career with ATT in January 2014 as a Lead Practitioner of English at Bristnall Hall Academy. I was then given the opportunity to take on the role of Assistant Principal of Teaching and Learning as a maternity post. This opportunity was significant in developing my professional capacity to lead. It also helped to develop my leadership competencies and broaden my scope of influence. Fortunately, this became a permanent post. ATT is passionate about mobilising teacher agency and I was encouraged to drive improvement in areas within and beyond my remit. This led to an increase in responsibility and I became responsible for leadership and management and quality of education as Vice Principal. Through ATT's talent management processes, I was then identified as a potential system leader and was given executive portfolio responsibility for people development across our Trust. As such, I was given the opportunity to become Director of Institute, establishing a professional learning Institute as a vehicle to drive people development for all across our ATT family. This is my most rewarding role to date.

### Amy Bills, Regional Education Director

It is wonderful to be part of an organisation in which people development commands such a high profile. My own career development within ATT from Assistant Principal to Principal, Executive Principal and now Regional Education Director is an example of the wealth of opportunities afforded to us all - whatever our role - and the high quality professional development available when part of a large MAT which has transformation and collaboration at its core.

### 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.





## 02. Phoenix Academy Information

Phoenix Academy supports primary age pupils who have a range of social, emotional and behavioural difficulties. We have a clear ethos which promotes the Every Child Matters agenda and strong sense of Community.

We want our children to develop an enquiring mind, become independent, life-long learners and achieve individual goals to reach their unique potential. We believe it's important that they are self-motivated and able to listen to the views of others.

At Phoenix Academy, we help children be respectful, well-mannered and tolerant citizens of the local and wider community.

Pupils at Phoenix Academy are encouraged to have tolerance of difference - either religious or other - through a broad and balanced curriculum and through assemblies. They are taught to have respect for the law and British institutions and about personal and social responsibility and freedom within the rule of Law.

Phoenix Academy aims to prepare its pupils to become tolerant and law abiding citizens with respect for themselves, others and the British community as a whole.

As an academy, we want to ensure that the new curriculum is exciting, enjoyable and challenging. Therefore, we have introduced a new Thematic Curriculum with a new topic being introduced each half term. Using a thematic approach will support this vision while still being skill based and knowledge supported.



## 03. Our Institute



### What is our ATT Institute? Who does it serve?

Our 'Institute' is an umbrella term for all people development available to all ATT stakeholders. It serves our whole ATT community: children and young people, parents and carers, employees and the wider community.

### Our ATT Institute Vision

We are committed to the very best people development. We empower all stakeholders through equality of opportunity and place the needs of our stakeholders and the communities we serve at the front and centre of all we do. We believe we are better together and value collaboration within and beyond our organisation. ATT People Development activities will be the very best learning our stakeholders have ever had. Through high-quality people development we will all transform lives and communities.

Our Institute is a learning eco-system through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system. Leadership does not just come from the top; it has to be genuinely stakeholder-led. Irrespective of our role: admin, education, estates, finance, governance and operations, we all have a responsibility to make things better for children and young people and to help ensure that teachers are delivering a top-drawer education. Thus, we have a professional obligation to keep getting better through engagement in people development activities so that the 'edge' between schools and communities, where educators work with pupils, parents and carers and communities is the best it can possibly be.

We resolutely believe it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ATT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute. The advancement of our Institute in this way, will lead to whole of system improvement and transform more lives and more communities.

### Available people development opportunities for all employees:

#### Role Performance Development

Our Institute has established 42 Leadership Development Pathways (LDPs) across all our directorates: Education, Finance, Governance, Trustees and Operations, shared through an Institute brochure. The purpose of each LDP is to explain available people development experiences that will support role performance development. Through this menu of opportunities, colleagues can design their own people development journey.

ATT Institute is also a provider of the following people development courses:

- The National Professional Qualification for Middle Leaders
- The National Professional Qualification for Senior Leaders
- ATT Institute Learning Leaders Course & the SSAT Lead Practitioner Accreditation

#### Strategic collaboration

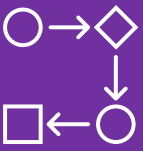
Collaboration is the oxygen of an improving and self-sustaining Trust. This is facilitated through the following strategic collaboration groups:

- Principals' Development Group
- Strategic Development Group
- Subject Team Network Group

These groups have been described as the 'engine room' of our organisation and the colleagues that lead them, the 'learning brain.'

#### Research design and its translation

Research is a crucial resource in building knowledge, facilitating learning and renewing our practice. However, it is integral that our research practice does not sit independent to our work in classrooms. Built into our approach is inquiry-based learning. To advance our commitment to research-informed practice, we have established an action research team. The action research team contribute to the advancement of research in areas linked to our strategic improvement priorities and have responsibility for translating their research findings through Strategic Development and Subject Team Network Groups.



## 04. ATT Education Directorate – Leadership and Management Information

### Regional Education Director (RED) – Secondary, East/West

Responsible for the strategic leadership and standards in all secondary academies in their ATT region.

#### Core Purpose:

- Provide leadership and management which enables our Trust to give every student high quality education, promoting the highest possible standards of achievement;
- Secure the long-term success of the region by maximising potential through the skills and resources available from across our Trust;
- Build leadership capacity in every academy;
- Exhibit the leadership and behaviours of 'the ATT CEO in the region'

### Regional Education Director (RED) – Primary, East/West

Responsible for the strategic leadership and standards in all primary academies in their ATT region.

#### Core Purpose:

- Provide leadership and management which enables our Trust to give every student high quality education, promoting the highest possible standards of achievement;
- Secure the long-term success of the region by maximising potential through the skills and resources available from across our Trust;
- Build leadership capacity in every academy;
- Exhibit the leadership and behaviours of 'the ATT CEO in the region'

## Executive Principals (EP)

Responsible for the strategic leadership and standards in all academies in their Cluster.

### Core Purpose:

- To be responsible and accountable for an agreed group of academies within a Cluster.
- To develop and support ATT's values and vision, sharing expertise, supporting colleagues and our strategic aims.
- To provide dynamic and inspirational leadership, strategic direction, continuous development and accountability for each academy which will secure high standards in all areas of the cluster's work.
- To create cluster EIPs and academy EIPs (CEIP and EIP) derived from robust cluster and academy self-evaluation.
- To have a secure knowledge of the context and needs of each academy community when considering educational changes and their impact.
- To explore opportunities which will improve the learning, progress and educational environment for all children and students, both now and in the future.
- To ensure an accurate and robust evaluation of each academy's performance and next steps.
- To deploy a range of resources, including human resources and financial, to achieve each EIP in accordance with our strategic vision.
- To ensure standards improve in all cluster academies.
- To ensure teaching quality is at least consistently good in all cluster academies and continuously improves
- To report to REDs on the cluster's key strengths, issues, progress, impact and priorities.

## Principals

Responsible for the strategic leadership and standards in their academy.

### Core Purpose:

- The Principal will work strategically to lead and develop the academy, supporting it on its mission to becoming Outstanding.
- To build on the academy's current strengths and drive forward areas of improvement, working closely with the Executive Principal to improve all aspects of student achievement, experience, learning, teaching and performance of the academy as a whole.
- The Principal will embody and add value to the mission and sense of purpose for the academy and vision for the wider Trust.
- To manage and lead the academy in accordance with the current school Teachers pay and conditions document, the policies of the Trust (including its annual budget), applicable legislation and statutory guidance.
- The Principal, working with the Local Academy Committee and under the direction of the Executive Principal, will develop a strategic view of the academy in its community and analyse and plan for its future needs and developments.



# 05. Job Description

## Class Teacher

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Principal, in consultation with yourself, to reflect or anticipate changes in the job, commensurate with the salary and job title.

### Key responsibilities are:

- > to embrace our vision
- > to engage with a culture that promotes excellence, equality, high expectations and aspirations of all pupils in our care
- > to engage with a culture and systems which ensure that safeguarding and child protection are of the highest priority
- > to engage with and implement all policies and procedures, including providing feedback for continuous improvement of policies and procedures as appropriate
- > to create and deliver lessons that are at least Good, and strive towards Outstanding
- > to ensure that pupils are offered world class 21<sup>st</sup> century learning opportunities
- > to support the development of our family of academies
- > to undertake adhoc duties as required.

## 05. Job Description

The successful candidate will:

- > work collaboratively within the academy and with other Trust academies to enhance the whole network
- > engage with a culture of high expectations and aspirations so that all pupils are able to achieve their potential and the academy secures high attainment for all
- > continue to transform the quality of teaching and learning by creating and delivering lessons that are at least Good and strive for Outstanding, including the use of effective differentiation within lesson
- > ensure that all staff are respectful towards all pupils, with an unshakable belief in their entitlement to a high quality education, whatever their circumstances and ability
- > take a leading role in the development of new and emerging technologies to enrich and extend the learning experiences of all pupils
- > maintain and enhance best practice as an academy which works with and for its community.

### Pupils

The successful candidate will:

- > ensure pupils are always engaged in safe and healthy educational activities in an environment that is rich and colourful and designed to promote enjoyment and excitement in learning
- > identify pupils who require interventions in collaboration with colleagues
- > create and deliver tailored lessons that lead to improved outcomes for pupils
- > engage and build effective working relationships with pupils
- > plan and deliver opportunities to develop the social, emotional and cultural aspects of pupils' learning
- > organise and manage groups or individual pupils; ensuring differentiation of learning needs, reflecting all abilities
- > ensure the academy's Behaviour Policy is implemented effectively.

### Ethos

The successful candidate will maintain:

- > our vision to aspire to create a learning community built and sustained by a culture of citizenship, respect, trust, honesty, well-being and financial independence
- > an environment where all members of the academy and its community actively demonstrate their care and concern for everyone and fulfil the requirements of our shared vision
- > high morale, with the Principal setting an example in terms of professional standards and leadership.

### Other

The successful candidate will:

- > maintain links with organisations
- > liaise as necessary with other recognised bodies or agencies in the furtherance of the academy's needs or those of any child, employee



# 06. Person Specification

## Class Teacher

### Key responsibilities

At the academy, we strive to achieve excellence and to be judged an outstanding academy. In order to maintain the high standards and build on success of the academy, you will need to:

- > champion a culture of high expectations and aspiration so that all pupils are able to achieve their potential and the academy secures high attainment for all
- > support the continued transformation of the quality of teaching and learning so that all pupils consistently make progress which is better than pupils nationally
- > ensure that all staff are respectful towards all pupils, with an unshakable belief in their entitlement to a high quality education, whatever their circumstances and ability
- > take a leading role in the development of new and emerging technologies to enrich and extend the learning experiences of all pupils
- > maintain and enhance best practice as an academy which works with and for its community.

	Essential	Desirable
Professional qualifications and learning	<ul style="list-style-type: none"><li>• 5 GCSEs (A* to C) including Maths and English – or equivalent</li><li>• Undergraduate degree</li></ul>	<ul style="list-style-type: none"><li>• Held variety of roles and responsibilities within a primary school/academy</li><li>• Qualified teacher status</li></ul>
Experience of	<ul style="list-style-type: none"><li>• being a 'good' classroom teacher</li><li>• working with children with a variety of needs</li><li>• linking with statutory agencies</li></ul>	<ul style="list-style-type: none"><li>• being an Outstanding classroom teacher</li><li>• successful experience as a Primary Teacher within a UK SEMH school/academy</li></ul>
Safeguarding	<ul style="list-style-type: none"><li>• Commitment to the protection and safeguarding of children and young people</li><li>• Up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people</li><li>• Co-operation and collaboration with relevant agencies to protect children</li></ul>	<ul style="list-style-type: none"><li>• Relevant safeguarding training/qualifications</li></ul>

## 06. Person Specification

Teaching and Learning	<ul style="list-style-type: none"> <li>• demonstrates good understanding of the principles of effective teaching and learning in all phases</li> <li>• has good and current knowledge of all curriculum requirements and can implement, monitor and support these effectively</li> <li>• embraces the use of new and emerging technologies to enhance and extend the learning of all students</li> <li>• has a good understanding of assessment and how it can be used to improve pupil progress, including SEN pupils</li> <li>• effective and systematic behaviour management, including of SEN pupils, by using clear boundaries, sanctions, rewards and praise</li> <li>• is committed to continuous learning including professional development</li> </ul>	<ul style="list-style-type: none"> <li>• has a track record of securing high standards and at least good progress for all pupils</li> <li>• is an outstanding classroom practitioner within a similar educational environment</li> <li>• has a track record that demonstrates the very best quality of teaching and learning for all pupil groups, particularly SEN and vulnerable pupils</li> </ul>
Developing self and working with others	<ul style="list-style-type: none"> <li>• can contribute to a culture of high expectations for self and for others</li> <li>• can review own practice, set personal targets and take responsibility for personal development</li> <li>• can manage own workload to allow appropriate work/life balance</li> <li>• can maintain confidentiality</li> <li>• can articulate and understand current educational issues</li> </ul>	<ul style="list-style-type: none"> <li>• can demonstrate a proven track record of developing self within an educational context</li> <li>• can show resilience in the face of challenge</li> <li>• has excellent interpersonal skills, with the ability to listen and communicate effectively in all contexts and to command respect</li> </ul>
Managing the Organisation	<ul style="list-style-type: none"> <li>• Has the ability to articulate and communicate the vision and values that make the academy unique</li> <li>• Has the ability to secure high levels of engagement from all stakeholders which enable excellent pupil achievement</li> </ul>	<ul style="list-style-type: none"> <li>• Proven track recording of supporting school improvement</li> </ul>
Personal Qualities	<ul style="list-style-type: none"> <li>• highly approachable, very grounded and makes sensible judgements</li> <li>• excellent critical thinking skills; has intellectual curiosity and rigour</li> <li>• strong interpersonal and communication skills</li> <li>• demonstrate resilience in and EBD environment</li> </ul>	



## 07. How to apply

### Class Teacher

### Phoenix Academy

#### Status:

32.5

All year round

Maternity Cover Fixed Term 12 months

#### Salary:

M1 to M6 depending on experience

£25,714 to £35,961 plus SEN Allowance £2,270.00

#### Closing Date:

19<sup>th</sup> November 2021 at Midday

#### Start Date:

February 2022

#### Interviews:

November 2021 date TBC

#### Applying:

Please apply by visiting

[www.academytransformatio](http://www.academytransformatio)

[ntrust.co.uk/vacancies](http://ntrust.co.uk/vacancies)

#### Informal Discussions:

To discuss the role in more detail, please contact Jennifer Richards at

[jrichards@phoenix.attrust.org.uk](mailto:jrichards@phoenix.attrust.org.uk)

and they will arrange a call back from Elyse Phillips the Principal

# *#TransformingLives*

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