

# Classroom Teacher – Early Careers Teacher Application Pack

Iceni Academy  
Methwold and Hockwold, Norfolk

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## Classroom Teacher – Early Careers Teacher



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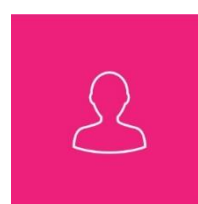
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*#TransformingLives*



# 01. 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

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 | 42 Leadership Development Pathways across all our directorates

## Headline Performance Measures

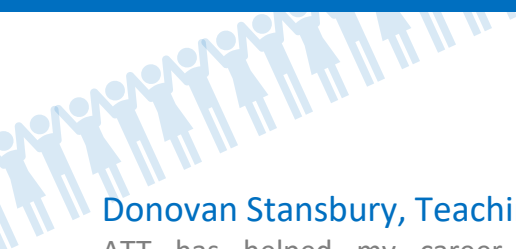
- **Record progress scores** for many of our academies in 2019.
- **Rising Attainment 8** and **Progress 8** rates for three years running across all secondary academies.
- **Rising Key Stage 5 average points scores** across all academies for three years.

Academy  
Ofsted  
Ratings

14 Good

5 Requires Improvement

2 Inadequate



### 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 Iceni Academy Information

Iceni Academy is on a journey to transform the lives of all students and staff with whom we work. We are determined to give our students the very best education possible so they can realise their full potential and succeed in their later lives, by offering them a broad and balanced knowledge-rich curriculum, rooted in strong pedagogy, throughout their time studying with us. We hold this as the gold standard for all our students, with Ofsted inspectors particularly noting that ‘Leaders....have high expectations of pupils with special educational needs and/or disabilities (SEND).’



We are fortunate, too, to work with external agencies and charities to provide opportunities not available to all schools and academies, including the Duke of Edinburgh Award and access to a Combined Cadet Force at our secondary site in Methwold. The pursuit of academic excellence is paramount, but the learning experience for Iceni Academy students extends far beyond the classroom. Personal development is valued in the same way as achievements in examinations, and we relentlessly celebrate success in all its forms. We support our students to develop a strong sense of responsibility as global citizens, underpinned by our academic motto: ‘individually strong, unstoppable together.’

Iceni Academy Hockwold is part of Iceni Academy, an all-through school set across two sites. We work closely with our colleagues at our Iceni Academy Methwold site (Secondary) on curriculum and personal development, sharing values, foundations and community names with them. Our communities of Mandela, Attenborough, Pankhurst and Nightingale reflect the attributes we teach our students to have, and the values we wish them to hold throughout their lives. We teach behaviour and self-regulation as a curriculum, knowing that these skills will help our students excel in later life.

We care passionately for our staff, and place people development at the heart of our offer to them. From an in-house coaching programme for teaching staff and research-led project groups for all, and from a well-stocked CPD library to access a wealth of opportunities afforded by the ATT Institute, we are committed to supporting all colleagues develop to be the best that they can be. We work closely with the Trust and colleagues at other ATT academies to share shining examples of best practice in all of our teams.

Iceni Academy Hockwold is set in the heart of beautiful Norfolk in a tranquil, rural village, just 15 minutes from the A11 and 20 minutes from the A47.

## 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. Job Description

## Classroom Teacher – ECT

### To be based at the Primary Site (Hockwold)

#### Purpose of the job

The responsibilities of the post are to be performed in accordance with the provisions of the most up to date edition of the academy Teachers' Pay and Conditions Policy and within the range of teachers' duties set out in that policy. Shared responsibility for carrying out professional duties and to have responsibility for an assigned class, the day-to-day work and management of the class and the safety and welfare of the pupils, during on-site and off-site activities promoting the aims and objectives of the academy and maintain its philosophy of education

#### Key Responsibilities

- Create and manage a caring, supportive, purposeful and stimulating environment which is conducive to children's learning
- plan and prepare lessons in order to deliver the National Curriculum ensuring breadth and balance in all subjects
- identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations
- maintain good order and discipline among the pupils, safeguarding their health and safety.
- organise and manage groups or individual pupils ensuring differentiation of learning needs, reflecting all abilities
- plan opportunities to develop the social, emotional and cultural aspects of pupils' learning
- maintain a regular system of monitoring, assessment, record-keeping and reporting of children's progress
- prepare appropriate records for the transfer of pupils
- ensure effective use of support staff within the classroom, including parent helpers
- participate in staff meetings as required
- contribute to the development and co-ordination of a particular area of the curriculum
- be part of a whole school team, actively involved in decision-making on the preparation and development of policies and programmes of study, teaching materials, resources, methods of teaching and pastoral arrangements



## 04. Job Description

- ensure that school policies are reflected in daily practice
- communicate and consult with parents over all aspects of their children's education – academic, social and emotional
- liaise with outside agencies when appropriate e.g. Educational Psychologist
- continue professional development, maintaining a portfolio of training undertaken
- meet with parents and appropriate agencies, to contribute positively to the education of the children concerned
- support the Principal in promoting the ethos of the academy
- promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures
- promote equality as an integral part of the role and to treat everyone with fairness and dignity
- recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the academy's Health and Safety policy and any school-specific procedures / rules that apply to this role.

### Academy Culture

- Support the academy's values and ethos by contributing to the development and implementation of policies, practices, and procedures.
- Help create a strong academy community, characterised by consistent, orderly behaviour and caring respectful relationships.
- Help develop an academy culture and ethos that is utterly committed to achievement.
- Support and work in collaboration with colleagues and other professionals in and beyond the academy, covering lessons and providing support as required.

### Other

- Undertake and when required deliver or be part of the appraisal system and relevant training and professional development.
- Undertake other various responsibilities as directed by members of the Senior Leadership Team or Principal.



# 05. Person Specification

## Classroom Teacher – ECT

	Essential	Desirable
Professional qualifications and learning	Qualified teacher status	Evidence of continuous INSET and commitment To further professional development
Experience	Experience of teaching at KS1/2	Experience of working in partnership with parents  Experience of teaching mixed classes  Experience of working within an academy
Competencies	Understanding of the theory and practice of providing effectively for the individual needs of all children e.g. classroom organisation and learning strategies  Knowledge of statutory national Curriculum requirements at the appropriate key stage  Understand the monitoring, assessment, recording and reporting of pupil's progress  Understand the statutory requirements of legislation concerning equal opportunities, health and safety, SEND and safeguarding children  Knowledge of the positive links necessary within the academy and all its stakeholders  Knowledge of effective teaching and learning styles	Understanding the preparation and Administration of statutory national curriculum tests  Understanding the links between academies, especially partner academies



## 06. How to apply

### Classroom Teacher - ECT

### Iceni Academy

#### Status:

Full Time Permanent Position

#### Applying:

Please apply by visiting

[www.academytransformatio  
ntrust.co.uk/vacancies](http://www.academytransformatio<br/>ntrust.co.uk/vacancies)

#### Salary:

Teachers Main Pay Range point 1  
£25,714 per annum

#### Closing Date:

15<sup>th</sup> June 2022, 12pm

#### Start Date:

September 2022

#### Interviews:

24<sup>th</sup> June 2022

# *#TransformingLives*

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