

Secondary

Academy
Transformation
Trust

Director of English and Communications

(Responsible for English, MFL and IT)

Application Pack

Iceni Academy,
Methwold



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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

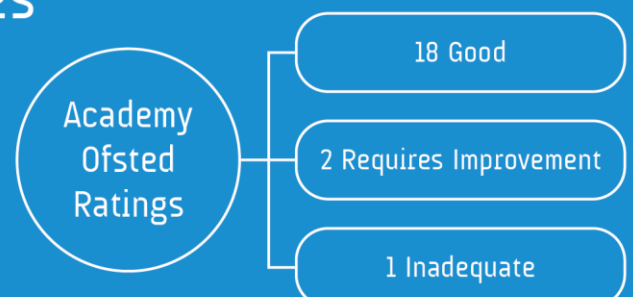
FE | 1298

Other | 75

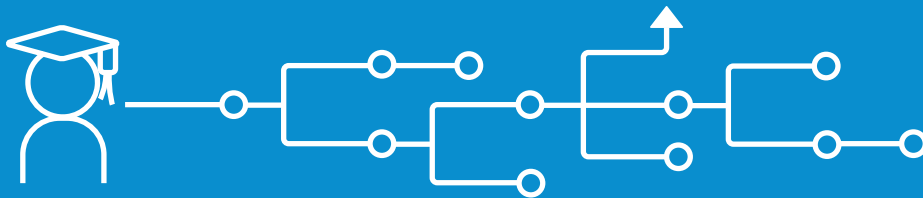
ATT Institute | 38 Leadership Development Pathways across all our directorates

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 | 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



Iceni Academy Methwold 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. The pursuit of academic excellence is paramount, but the learning experience for Iceni Academy Methwold 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 Methwold is part of Iceni Academy, an all-through school set across two sites. We work closely with our colleagues at our Iceni Academy Hockwold site (Primary) 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 Methwold 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.



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

Director of English and Communications

(Responsible for English, MFL and IT)

Main Purpose of the Role:

Academy Transformation Trust believe that all children should receive a first-class education leave well prepared for their life ahead academically, personally, emotionally, and professionally. We are committed to our responsibility to support, challenge, and guide our academies and their staff, to ensure success.

The post holder will be expected to undertake duties in line with and meeting the Teachers' Standards

- Prepare and deliver appropriate lessons to students of different ages and abilities, catering for a wide range of needs.
- Establish a safe, purposeful, and stimulating environment for students and have high expectations of behaviour, ensuring the health and safety of all students and staff.
- Manage student behaviour in the classroom, on the academy premises, and apply appropriate and effective sanctions.
- Register the attendance of, and supervise students, before, during or after school sessions as appropriate.
- Assess and mark work, giving appropriate feedback.
- Engage with academy leaders to ensure the effective development of the English curriculum.
- Maintain records of students' progress and development and input data using academy systems and processes.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Use relevant data to support and hold the English team to account, enabling them to use data effectively to inform their own planning.
- Research new topic areas, maintaining up-to-date subject knowledge, and devise and write new curriculum materials as necessary.
- Select and use a range of different learning resources and equipment, training the team and supporting them to be effective.
- Ensure that suitable schemes of work are prepared within the department, developing staff to create these across the faculty.
- Prepare students for qualifications and external examinations.
- Support the English faculty to effectively prepare students for qualifications and external examinations.
- Communicate effectively with parents/carers with regard to students' achievements and well-being using academy systems and processes.
- Participate in faculty meetings, parents' evening, and whole academy training events.
- Plan and deliver department CPD.
- Undergo regular observations and participate in relevant training as part of continuing professional development (CPD).
- Have professional regard for the ethos, policies and practices of the academy and maintain high standards in your own attendance and punctuality.

- Undertake any other duties as defined by Teachers' Standards or determined by the Principal as being within the scope of the post.
- To line manage the English team and LRC, supporting in the development of literacy across the academy.

06. Person Specification

Director of English and Communications (Responsible for English, MFL and IT)

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> Degree in appropriate subject Has qualified teacher status 	<ul style="list-style-type: none"> Evidence of full engagement in continuous professional development (CPD) opportunities.
Experience	<ul style="list-style-type: none"> Evidence of successfully motivating students across all abilities, with successful progress and GCSE/KS4 results in relevant subject. Evidence of delivering consistently effective lessons with a variety of learning strategies and activities. Evidence of a wide range of successful behaviour management strategies that motivate students. Evidence of strategic planning, implementing plans and evaluating at a team level. Evidence of sharing strong classroom practice and improving the teaching of other professionals. 	<ul style="list-style-type: none"> Recent experience in a UK secondary school/academy. Experience of inclusion strategies to support students with SEND. Proven ability to effectively work with a range of stakeholders including parents and external organisations. Previous experience as a team leader or key stage coordinator. Experience of leading relevant field trips.
Competencies	<ul style="list-style-type: none"> A good or outstanding teacher in your subject. Ability to engage with learners in a variety of ways. Demonstrable ability to move student learning forward. Ability to effectively evaluate own practice to further improve learning of students. Demonstrate knowledge of behaviour management strategies and approaches Strong knowledge of curriculum, sequencing KS3 national curriculum and its link with KS4 specification. Ability to analyse, monitor and intervene with progress and achievement data. Ability to ensure good progress in English for all students including boys, SEN, EAL and disadvantaged. Strong knowledge of formative and summative assessment, target setting 	<ul style="list-style-type: none"> Able to demonstrate knowledge of curriculum planning, assessment, and effective feedback. Able to demonstrate schemes of work that have been developed. Evidence of development of subject specific knowledge. Awareness of current topical geographical issues.

	<p>and using marking to improve student outcomes.</p> <ul style="list-style-type: none"> • Ability to build an effective, high functioning team. • Desire to lead enrichment activities in relevant subject. • Ability to form and maintain positive relationships with young people. • Ability to communicate effectively with students, colleagues and parents, both verbally and in writing. 	
Values	<ul style="list-style-type: none"> • Vision aligned with the academy's high aspirations and high expectations of self and others. • Demonstrate commitment to the highest standards of teaching and learning. • Articulate the values and mission of the academy. • Commitment to the safeguarding and welfares of all students. • Commitment to continuous improvement, both personal and organisational. • Demonstrate positive commitment to equality and diversity. 	
Other	<ul style="list-style-type: none"> • Highly approachable, well-grounded, and able to make sensible judgements. • Mature approach to emotionally demanding work. • Relishes accountability and takes personal responsibility for their own actions. • Able to build trust and mutual respect between students, families, and staff. • Strong interpersonal, written, and oral communication skills. • Able to work flexibly as a member of a team. • Clear understanding of health and safety requirements. • Adaptable to change. • High standards of organisation. • High level of literacy and numeracy skills. • Ability to use ICT effectively in a professional environment. • Positive outlook on life. 	

07. How to Apply

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Applying:

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



Status:

Permanent
Full time

Salary:

LGPR Points: 6 -10
Actual Salary: £53,380 - £58,958 per annum



Closing Date:

Tuesday 05 December 2023

Start Date:

ASAP



Interviews:

To be confirmed




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