

# Faculty Leader – Design and Create Application Pack

The Dukeries Academy  
New Ollerton, Newark, Nottinghamshire



EMPLOYER RECOGNITION SCHEME

GOLD AWARD 2021

Proudly serving those who serve.



*#TransformingLives*

# Contents

## Faculty Leader - Design and Create



01

About  
Academy  
Transformation  
Trust

Page 3 - 5



02

The Dukeries  
Academy  
information

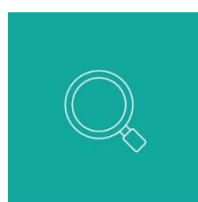
Page 6



03

Information  
about the ATT  
Institute

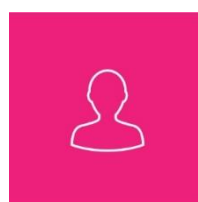
Page 7



04

Job  
Description

Page 8 - 13



05

Person  
Specification

Page 14



06

How to apply

Page 15

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# 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



### **Emma Summerfield, Subject Specialist Leader – English, The Dukeries Academy**

"As a Teach First participant, I have been so fortunate to start my career at The Dukeries Academy; professional development and quality ECT training has been prioritised, and my teaching has gone from strength to strength under the tutelage of my colleagues. I have been promoted to Subject Specialist Leader in English in my NQT year, something I would never have thought possible were it not for the support and encouragement my department has given me throughout my time here. I am excited to explore further leadership opportunities in the future whilst continuing to learn from the experienced and dedicated practitioners here in the academy."

### **Selena Marshall, Pastoral Leader, The Dukeries Academy**

I first began my journey with ATT in 2008 as a cleaner at The Dukeries Academy. Once my youngest daughter started nursery I wanted a job that would work around my family. In 2016, I began working as part-time administration assistant, this soon increased to full-time and now I am a pastoral leader. I have made the most of every opportunity given to me, which has included studying for a degree with the Open University. ATT have given me lots of opportunities to progress and develop myself.

### **Abby Bayford, Director of Institute**

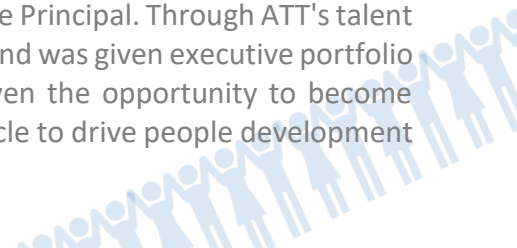
I started a career with ATT in January 2014 as a Lead Practitioner of English at Bristnall Hall Academy. I was then given the opportunity to take on the role of Assistant Principal of Teaching and Learning as a maternity post. This opportunity was significant in developing my professional capacity to 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. The Dukeries Academy

## Information

*Develop more courageous engagement in bolder visions of education that will help young people become change makers in their own and other people's lives.'*  
*Andy Hargreaves*



**THE DUKERIES**  
ACADEMY

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

### Our Vision

To inspire excellence and maximise opportunities for all.

### Our Purpose

To be a beacon of inclusive educational excellence which fosters ambition, facilitates great learning and enables outstanding progress for every student irrespective of their starting point.

To be the trusted Academy of choice at the heart of our community.

To be recognised as an exceptional place to work which attracts, retains and develops the very best staff and leaders.

To develop ambitious knowledge, character and cultural capital to empower our students to be bold and courageous change-makers who are equipped to thrive in, and make a positive contribution to, a rapidly changing world.

### Our Values



INTEGRITY

We have the courage to act with moral and ethical intent. We aspire to be honest and to treat ourselves and others with respect and kindness.



AMBITION

We are passionate about working hard and are optimistic and persistent as we overcome barriers to achieving our aspirations.



EXCELLENCE

We are resolute in our desire to be the very best in everything that we do.

To find out more, please visit [www.dukeries.attrust.org.uk](http://www.dukeries.attrust.org.uk).

# 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

### Faculty Leader - Design and Create Secondary Academy

#### 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 faculty 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 the faculty, 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 the faculty area.

To effectively manage and deploy teaching/support staff, financial and physical resources within the faculty to support the designated curriculum portfolio.

#### 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 school'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 Design & Technology in accordance with the Trust and academy's assessment policies



## 04. Person Specification

- 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 SEN Code of Practice
- To seek to provide all students with high levels of confidence and competence and a lasting interest in their learning

### ➤ **Operational / Strategic Planning**

- To lead the development of appropriate syllabuses, resources, schemes of learning, feedback, policies, assessment and teaching and learning strategies in the faculty.
- To be responsible for the day-to-day management, control and operation of course provision within the faculty, 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, COSHH, Accommodation Strategy, etc.
- To work with colleagues to formulate aims, objectives and strategic plans for the faculty, 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 business planning function of the faculty, and to ensure that the planning activities of the faculty reflect the needs of students within the subject area, the faculty SEF and DIP and the aims and objectives of the Academy.
- In conjunction with Academy Leaders foster and oversee the application of I.C.T. in Art, Technology, Construction, Business and IT, including the development of materials for personalised learning.
- To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Academy are in-line with national requirements and are updated where necessary, therefore liaising with the Academy's Health and Safety Manager.

## 04. Person Specification

### ➤ Curriculum Provision

- To liaise with the Principal and Senior Leaders - to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy Improvement Plan and Academy Evaluation.
- To be accountable for the development and delivery of Art, Technology, Construction, Business and IT.

### ➤ Curriculum Development

- To lead curriculum development for the whole faculty.
- To keep up to date with national developments in the subject area 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 Art, Technology, Construction, Business and IT.
- To ensure that the development of Art, Technology, Construction, Business and IT 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 faculty.
- To be responsible for the efficient and effective deployment of the faculty's support staff.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the faculty liaising with the Cover Coordinator to secure appropriate cover within the faculty.

## 04. Person Specification

- 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 the designated faculty and act as a positive role model.

### ➤ **Quality Assurance**

- To ensure the effective operation of quality control systems.
- To establish the process of the setting of targets within the faculty and to work towards their achievement.
- To establish common standards of practice within the faculty and develop the effectiveness of teaching and learning styles in all subject areas within the faculty.
- To contribute to the Academy procedures for lesson observation.
- To implement Academy quality procedures and to ensure adherence to those within the faculty.
- To monitor and evaluate the curriculum area/faculty 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 the faculty's 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 the faculty on the management information system.
- 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 the curriculum area.
- To produce reports on examination performance, including the use of value-added data.

## 04. Person Specification

- In conjunction with the relevant member of the Senior Leadership team, to manage the faculty's collection of data.
- To provide the Governing Body with relevant information relating to the faculty performance and development.

### ➤ **Communications and Liaisons**

- To ensure that all members of the faculty are familiar with its aims and objectives.
- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner Academies, Higher Education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.
- To represent the faculty's 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, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the faculty budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- To work with the Principal in order that the faculty's teaching commitments are effectively and efficiently time-tabled and roomed.
- To co-operate with other faculties 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 the faculty.
- To monitor student attendance together with students' 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.

## 04. Person Specification

- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To contribute to PSHCE, careers and enterprise education according to Academy policy.
- To ensure the Behaviour Policy is implemented in the faculty 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 and undertake risk assessments as appropriate.



# 05. Person Specification

## Faculty Leader - Design and Create

	Essential	Desirable
<b>Education &amp; Training</b>	<ul style="list-style-type: none"><li>• DfE recognised Qualified Teacher Status</li><li>• Subject specialist (Design &amp; Technology)</li></ul>	<ul style="list-style-type: none"><li>• Good honours degree</li><li>• Evidence of CPD training courses relevant to the position. Middle Leadership CPD</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Successful teaching experience of all abilities in 11 – 18 age range</li><li>• Experience of effective management of student behaviour</li><li>• Successful experience of leading department initiatives</li><li>• Experience in the use of ICT as a teaching and learning tool</li></ul>	<ul style="list-style-type: none"><li>• Proven track record in raising standards and improving the quality of T&amp;L.</li><li>• Planning, monitoring and evaluation of practice to improve practice.</li><li>• Experience in liaising with other schools/agencies in order to develop partnerships.</li><li>• Successful educational leadership experience of staff and the curriculum</li></ul>
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"><li>• Ability to teach Design &amp; Technology to GCSE and A-level</li><li>• How to use data and information to effect improvement</li><li>• An awareness of the full range of Equal Opportunities issues</li><li>• Interest &amp; enthusiasm for the full range of Art, Technology, Construction, Business and IT studies and educational developments</li><li>• Can lead, motivate, enthuse and inspire staff and students and win the confidence of students</li><li>• Can plan, organise and delegate effectively</li><li>• A commitment to making a positive contribution to the whole school community</li><li>• Is a reflective practitioner, motivated and ambitious</li><li>• Believes passionately that every student can succeed</li></ul>	<ul style="list-style-type: none"><li>• Understanding of National changes in education and how these impact on practice.</li><li>• To have a full working knowledge of SIMS/SISRA</li><li>• Ability to improve literacy across the academy</li><li>• Ability to develop ICT as a strand in Design &amp; Technology</li></ul>



## 06. How to apply

### Faculty Leader - Design and Create The Dukeries Academy

#### Status:

- Full time

#### Applying:

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

#### Salary:

- MPS/UPS
- TLR 1.2 - £10,199

#### Closing Date:

- Thursday 03 February 2022
- 08.00am

#### Start Date:

Easter 2022

#### Interviews:

To be confirmed



# *#TransformingLives*

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@AcademyTrust



EMPLOYER RECOGNITION SCHEME

GOLD AWARD 2021

Proudly serving those who serve.

