

Head of Design & Technology

Application Pack

Pool Hayes Academy



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01. About Academy Transformation Trust

Our Mission

Transforming lives by *putting education first*.

Our Vision

Transforming Lives of **Our Learners**:

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have a safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.

Transforming Lives of **Our Colleagues**:

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.

Transforming Lives of the **Communities We Serve**:

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

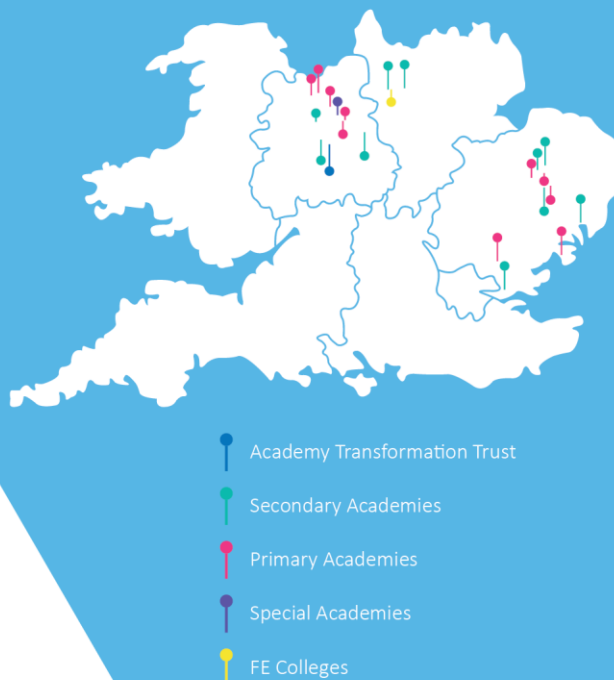
To learn more about our story/journey, please read our [ATT Magazine](#)

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

Local Authority Areas | 10

Staff | 1720

Primary | 409
Secondary | 1130
Special | 30
FE | 76
Other | 75

Learners | 13,334

Primary | 2711
Secondary | 9280
Special | 45
FE | 1298

Governance

People Engaged | 120+
Trustees | 10
Members | 4

Finance

£78 million in funding and other income

ATT Institute | 38 Leadership Development Pathways across all our directorates

Headline Performance Measures

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

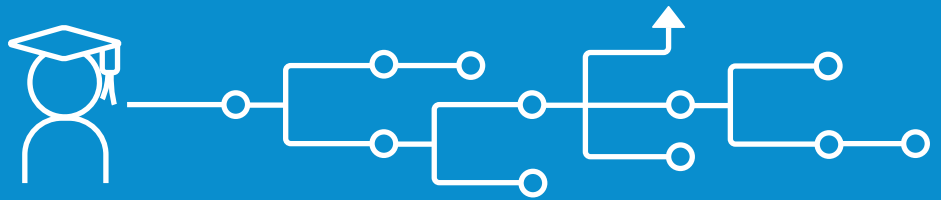
Academy
Ofsted
Ratings

18 Good

2 Requires Improvement

1 Inadequate

02. Career Testimonials



Donovan Stansbury | Teaching Assistant

ATT has helped my career from the very beginning of my adult life. I started my career at Mildenhall College Academy on a Teaching Assistant Apprenticeship, provided by ATT FE. Now with my knowledge and understanding of my role I can succeed further with the support of ATT. I have completed my apprenticeship and now have a full-time role as Teaching Assistant at the academy. My next step is to start an OU degree, again something I will do with the full support of ATT.

Martin Sexton | Faculty Leader for Business, Health and Computer Science/ STEM Co-ordinator 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 | Teacher of Learning Lead/Assistant Principal

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



Pool Hayes
Academy

Pool Hayes Academy

Pool Hayes Academy is part of the Academy Transformation Trust family of academies.

Based in Willenhall, in the West Midlands, Pool Hayes Academy is an academy for 11-18 year old students that retains strong links within our local community and beyond.

The academy draws its pupils largely from the Willenhall area. We have experienced substantial growth in recent years and the academy is now a provider of choice in the area and is over-subscribed.

Academy Vision & Values

At Pool Hayes Academy we have a very clear and ambitious vision for our academy. We believe in **"Unlocking your Potential – Empowering through Success"**. Our vision guides our decision and actions across Pool Hayes Academy and means that any child regardless of circumstance can fulfil their potential at our academy. Furthermore, we believe that educational success leads to empowerment for our young people and the freedom to make more choices over their future.

Underpinning our vision are our values. These values clearly set out the behaviours and qualities we expect and instil in our young people. They are:

Aspiration: We work hard consistently to fulfil our ambitions and achieve our potential.

Respect: We show pride in celebrating diversity, keeping each other safe and accepting everyone in our community.

Excellence: We have high expectations of our conduct and lead by example at all times.

Resilience: We embrace challenge, take risks and grow confidently from our mistakes.

Outcomes and Ofsted

In 2022 Pool Hayes Academy secured an Ofsted grading of Good, but there is still so much more that we want to achieve and can achieve to establish Pool Hayes Academy as a truly outstanding provider.

To find out more, please visit www.poolhayes.attrust.org.uk or call the academy to arrange a conversation with our Principal, Andy Lawrence.



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

Head of Design & Technology

Main Purpose of the Role:

To ensure pupils receive an excellent education through the delivery of high quality teaching.

- Inspire students to achieve their very best.
- Ensure all teaching is rated 'good' or better.
- Ensure all students make outstanding progress and achieve challenging targets.
- Fully implement all Academy policies and procedures.

Professional Responsibilities:

- The strategic leadership and management of Technology
- Intervene and act as appropriate to ensure that subject and whole academy targets are met.
- Identify subject development priorities and co-ordinate the writing and monitoring of the Design Technology subject EIPs.
- Co-lead Design Technology subject reviews.
- Analyse Design Technology outcomes data.
- Reflect on and evaluate the effectiveness of the Design Technology.
- Monitor pupils' behaviour, taking action as appropriate and ensure that teachers adhere to procedures of the school's behaviour policy.
- Maintain an overview of parental contact, ensuring regular contact as needed.
- Interrogate and use data to track individual pupil performance and progress, and that of specific groups of pupils, ensuring that pupils achieve at or beyond their target grade.
- Be responsible for leading improvement within the Design Technology.
- Monitor and evaluate Area PD for Design Technology subjects.
- Use meetings to share good practice, moderate, disseminate training and Information.

Pastoral Responsibilities:

- Report all safeguarding concerns to the Designated Safeguarding Lead as soon as possible and contribute to a culture at the academy that prioritises the safety and welfare of children.
- Follow procedures and strategies in the academy that promote excellent pupil attendance, punctuality and behaviour within and beyond the classroom, as set out in Academy procedures and Trust policy.
- Supervise pupil behaviour and conduct outside of the classroom as directed by the Senior Leadership Team.
- Be a form tutor who teaches the pastoral programme as directed by the Head of Year and the Senior Leadership Team.
- Play a full part in the life of the academy, including participation in enrichment activities as directed by the Curriculum Leader/ Senior Leadership Team.

Academic Responsibilities:

- Teach the curriculum as set out by the Curriculum Leader, including preparing pupils for examination in appropriate qualifications.
- Participate in collaborative planning and resourcing within the department.
- Teach timetabled lessons and any necessary additional lessons for intervention, revision or to support the transition of pupils into the next stage of their education as directed by the Curriculum Leader.
- Set and check the completion of homework as directed by the Curriculum Leader, making use of whole-school systems and policies.
- Ensure that work by pupils in lessons is completed to a high standard and presented in a form as directed by the Curriculum Leader.
- Contribute to ongoing discussions about subject knowledge and teaching approaches and to adopt any teaching approaches agreed within the department.
- Adapt the curriculum, teaching methods and resources for pupils who have a SEND or EAL, as guided by the Curriculum Leader and the SEND department.
- Assess pupil progress using a range of appropriate strategies and use this information to evaluate curriculum planning, teaching approaches and resources.
- Provide reports for parents and, where necessary, write references for pupils to support access to the next stage of their education.

Working Time:

The job description allocates responsibilities and duties but does not allocate the particular amount of time to be spent carrying them out and no part of it can be so constructed. In allocating time to the performance of responsibilities and duties the post holder must be directed in accordance with the Academy Teachers' Pay and Conditions Document and the Academy's policies and procedures and the Academy's plan on the use of time.

Employee Commitments:

- The vision, values and key principles of the Trust.
- Equality, Diversity and Inclusion.
- In anyway possible, in accordance with the role, support Pupils to achieve their potential.
- In anyway possible, in accordance with the role, improve standards of education.
- Support the inclusion agenda.

Performance Management:

Participation in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Other

All staff are part of the whole Trust team. All staff are required to support the values and ethos of our Trust and Trust priorities. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a demanding environment.

The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly.

Our Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain his/her personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

06. Person Specification

Head of Design & Technology

	Essential	Desirable
Professional Qualifications and learning	- An appropriate degree and other qualifications required for the award of QTS. - Qualified Teacher Status.	- A postgraduate qualification in the subject to be taught. - A postgraduate qualification in the teaching of the subject. - Other relevant awards or qualifications applicants should have.
Experience	- Teaching the subject in a secondary school across the 11-18 age range. - Assessing pupils for a variety of purposes using appropriate strategies. - Working with whole-school behaviour systems. - Supporting pupils in the subject with a SEND or EAL need. - Experience teaching technical awards or other vocational qualifications, in a Design and Technology discipline. - The experience to operate and develop teaching and learning opportunities for CAD/CAM. - Experience of teaching Design and Technology: Resistant Materials. - Evidence of successful lesson planning, delivery and evaluation. - Experience managing staff with different specialisms within the department. - Knowledge of a wide range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged.	- Teaching the subject in a Sixth Form or other Further Education setting. - Experience teaching Engineering/Product Design. - The experience to operate and develop teaching and learning opportunities with rapid prototyping (such as 3D printing). - Proven record of developing schemes of work and of raising attainment - Experience teaching A Level Engineering - Being a form tutor and supporting the wider personal development of pupils. - Examining the subject for an appropriate exam board. - Mentoring trainees and early-career teachers. - Ability to use and understand assessment data. - Familiar with effective learner progress intervention strategies.
Competencies	Applicants should have knowledge and understanding of: Detailed knowledge of the structure and content of the current Design Technology National Curriculum.	

	• Understanding of the principles of assessment and the ways in which it can be used to increase pupil motivation. • The ability to raise attainment, achievement and aspirations. • Ability to manage pupil behaviour firmly, effectively and positively, commanding respect from pupils, staff, parents and the community. • Ability to use ICT effectively in the teaching of Design and Technology and to share good practice within the department. • Demonstrates a commitment to high quality learning and teaching and a range of appropriate teaching strategies. • A commitment to the school's enrichment programme • Experience and a successful track record in teaching GCSE Design Technology (or affiliated subject)	
Other	Applicants should have the ability to: • Express themselves clearly in written and spoken English. • Manage pupil behaviour in line with an academy policy. • Build and maintain effective working relationships with colleagues, pupils, parents and the wider community. • Organise working time effectively to ensure that all requirements of the post are met punctually and to a high standard. • Excellent interpersonal skills with the ability to enthuse and motivate others. • Hard working, loyal and flexible in approach to work. • Ability to prioritise and work under pressure. • Dynamic, innovative, positive, creative and constructive.	Applications may be strengthened by the ability to: • Offer extra-curricular and other enrichment activities for pupils. • Use appropriate software and digital platforms to create and share curriculum, teaching and assessment resources.

This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

07. How to Apply

Head of Design & Technology

Applying:

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



Status:

Full time
Permanent

Salary:

MPS 1- UPS 3
Actual Salary: £30,000 - £46,525
TLR 2, £3,213



Closing Date:

Tuesday 28 November 2023, 9.00am

Start Date:

As soon as possible



Interviews:

To be confirmed



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