

Secondary

Academy  
Transformation  
Trust

Internal Inclusion Lead

# Application Pack

The Hathaway Academy  
Grays, Essex

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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.

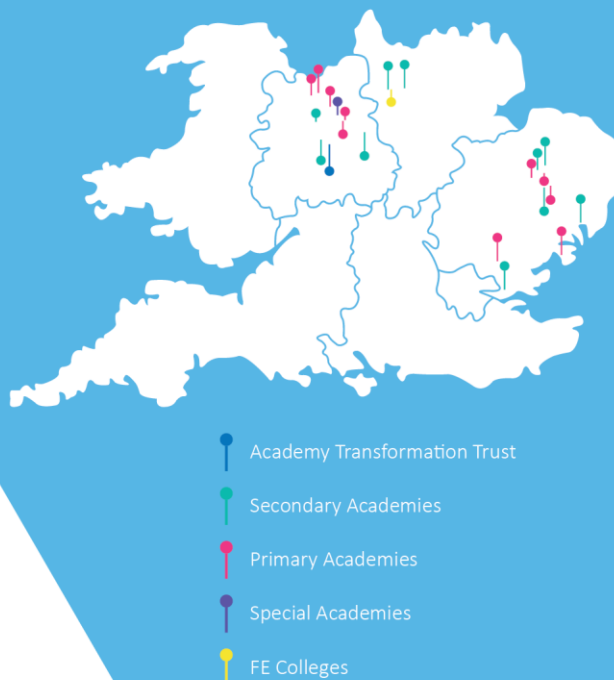


# Fast Facts

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.

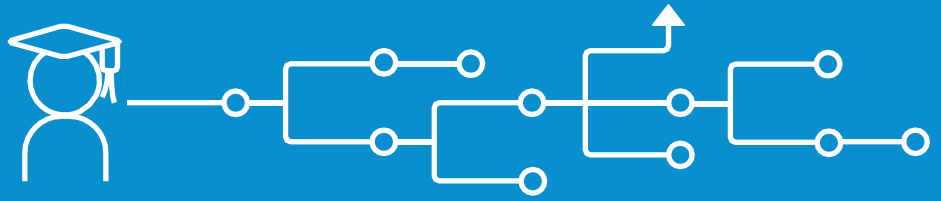
Academy  
Ofsted  
Ratings

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** | 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



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

Rated as 'Good' by Ofsted in June 2015, at Hathaway we aim to change the aspirational horizon of our students and their community. Everything that both our students and staff do will be done to ensure that through engagement, self-worth and purpose, students will be the very best they can be.

The balance of academic excellence and opportunities underpins our high aspirations and provides students with the skills and confidence they need in their future journey.

We offer a personalised, engaging and relevant 21<sup>st</sup> century curriculum, which will develop students into thinking, articulate, responsible and successful citizens.

This is supported with a wide and varied extracurricular programme that not only supports academic progress but also embeds the specialism of digital media and performing arts.

Our Faculty system runs throughout the academy which each Faculty attached to a charity and a number of fundraising initiatives taking place throughout the year,

We are extremely proud of our new £1.5m food technology, hospitality and catering facility which has recently opened.

We also have a number of partnerships with organisations in our community including the Duke of Edinburgh, Royal Opera House and West Ham United.

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



## Selected Courses

- National Professional Qualifications
- SSAT Lead Practitioner Accreditation
- DNA: Teaching, *our flagship course*
- Early Career Teacher Programme

## Development Groups

### Principals' Development Group | PDG

Allows Principals to develop and share strategies and priorities while addressing their PD needs

### Strategic Development Groups | SDGs

PD for senior leaders, linking to areas identified in the Ofsted Education Inspection Framework

### Team Network Groups | TNGs

Subject development groups for department heads and colleagues in central directorates

## Other Professional Development

- ATTI Fellowships
- Specialised webinars
- Inquiry Questions, *our new PD model*

# Professional Development at ATT: 04. The ATT Institute

Our ATT Institute is a dedicated team of colleagues that works hard to create a broad and impressive people development offer, facilitating quality training and networking across all our directorates. This helps our colleagues to stay focused on learning and developing as practitioners as they progress in their careers with our Trust.

### Our Vision

We're committed to the very best people development, empower our stakeholders through equal learning opportunities and putting their needs first. We believe we are better together and value collaboration within and beyond our organisation.

Our Institute is a learning eco-system; leadership does not just come from the top but is stakeholder-led. Colleagues across all our directorates- not just teaching staff- help our Trust to transform lives through innovative education. Because of this, we all have a responsibility to engage with people development, ensuring that the education we provide is of the best quality it can be. ATT colleagues use their local leadership to develop and lead others beyond their immediate institution- even beyond our own Institute.

### Research Design and Translation

Built into our institute's approach is the concept of *inquiry-based learning*. As part of our commitment to research-informed practice, our action research team contribute to the advancement of research in areas linked to our strategic improvement priorities. The team translates their findings to our development groups, helping to share best practice across our family of academies.

Find Out More Online:

[academytransformationtrust.co.uk/institute](https://academytransformationtrust.co.uk/institute)

# 05. Job Description



## Internal Inclusion Lead

### The Role

- To lead and supervise the Individual Progress Unit, ensuring students follow expectations and complete the structured day successfully.
- To deliver high quality provision and monitor learning for students within the Individual Progress Unit.
- To work with the Behaviour and Pastoral Team to ensure effective support for students who can demonstrate challenging behaviours.
- Track and monitor the performance of students who demonstrate challenging behaviours across the academy.
- To liaise effectively with Senior Leaders, SENCO, colleagues, and parents/carers to ensure students are fully supported.

### Key Responsibilities

- Promote a positive and calm learning environment for students who are booked into the Individual Progress Unit each day.
- Liaise with teaching staff to ensure adequate work is provided for students who are due to spend their day within the Individual Progress Unit.
- Identify any patterns in student's behaviour, and liaise with Coordinators and Senior Leaders to enable effective and swift intervention.
- Collate student and staff incident reports where necessary, and liaise with the Behaviour Intervention Manager to decide upon the next course of action.
- Monitor the Academy Leadership Team detentions, and ensure parents/carers are aware of their child's detention.
- To work closely with the Behaviour Interventions Manager and Pastoral Team to support and manage behaviour across the Academy.
- To attend training as directed, and to develop and deliver support programmes as appropriate.

### Other

- Actively promote the Academy's ethos and vision, upholding staff expectations.
- To actively promote the safety and welfare of our young people and follow the Academy's safeguarding procedures.
- To ensure compliance with the Academy's data protection rules and procedures.
- To liaise with colleagues and external contacts at all levels of seniority with confidence, tact and diplomacy.



# 06. Person Specification



## Internal Inclusion Lead

Criteria	Desirable
<b>Qualification Criteria</b>	<ul style="list-style-type: none"> <li>• Right to Work in UK</li> <li>• Degree</li> <li>• GCSE Mathematics and English (Grade C/4 or above)</li> <li>• A Level or equivalent qualification (desirable, not essential)</li> <li>• Youth work qualification (desirable, not essential)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with young people</li> <li>• Experience of working with young people who can demonstrate challenging behaviours</li> <li>• Experience of working within challenging communities</li> <li>• Excellent understanding of data or an aptitude to learn</li> <li>• Experience in use of all Microsoft IT platforms e.g. Excel</li> <li>• Awareness and understanding of best practice to ensure safeguarding and child protection.</li> </ul>
<b>Behaviours - Specific skills</b>	<ul style="list-style-type: none"> <li>• Strong written and oral communication skills</li> <li>• Ability to keep highly organised and work efficiently and effectively even when demands of the job are high</li> <li>• Ability to present confidently to a diverse range of people</li> <li>• Able to establish good working relationships</li> <li>• An understanding of the importance of confidentiality and discretion</li> </ul>
<b>Personal characteristics</b>	<ul style="list-style-type: none"> <li>• Genuine passion and belief in the potential of every student</li> <li>• Resilience</li> <li>• Prepared to be open and “vulnerable” with colleagues to develop and grow within a strong and supportive Pastoral Team</li> <li>• An enthusiasm for working with young people</li> <li>• Helpful, positive, calm and caring nature</li> <li>• Able to follow instructions accurately but make good judgments and lead when required</li> <li>• Be prepared to work flexibly</li> <li>• Be motivated to continually improve standards and achieve excellence.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Commitment to equality of opportunity and the safeguarding and welfare of all students</li> <li>• Willingness to undertake training</li> <li>• This post is subject to an enhanced Disclosure and Barring Service check</li> </ul>

# 07. How to Apply

## Internal Inclusion Lead

### Applying:

Please apply by visiting  
[www.academytransformationtrust.co.uk/vacancies](http://www.academytransformationtrust.co.uk/vacancies)



### Status:

37 Hours per Week  
Term Time (38 weeks)

### Salary:

NJC 20-24  
Prorated salary: £22,597.41 to £24,983.31  
FTE Salary: £27,083 to £29,811



### Closing Date:

12 noon, Friday 9<sup>th</sup> December 2022

### Start Date:

As soon as possible



### Interviews:

As and when applications are received



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[academytransformationtrust.co.uk](http://academytransformationtrust.co.uk)



office@attrust.org.uk



0121 354 4000



Unit 4, Second Floor,  
Emmanuel Court, Reddicroft,  
Sutton Coldfield, B73 6AZ

