



Primary
Academy

Class Teacher Maternity Cover

Application Pack

Kingsmoor Academy
Harlow

#TransformingLives

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EMPLOYER RECOGNITION SCHEME

GOLD AWARD 2021

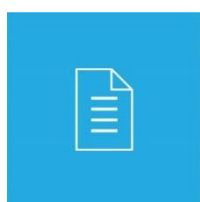
Proudly serving those who serve.



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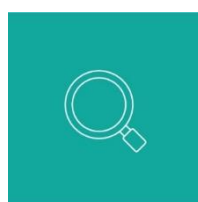
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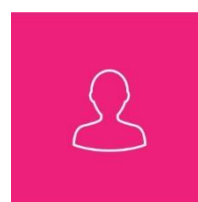
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#TransformingLives



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

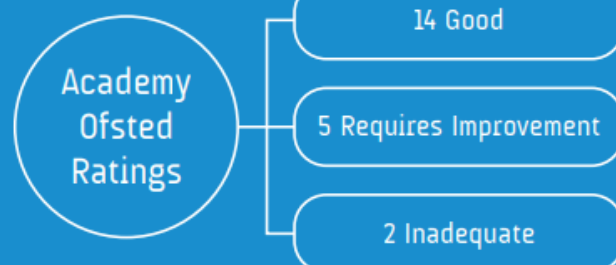
Finance

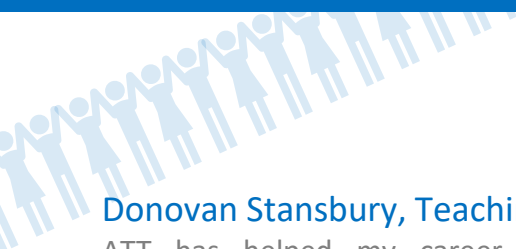
£78 million in funding and other income

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.





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. Kingsmoor Academy



The Academy Transformation Trust sponsors Kingsmoor Academy. We are a caring, inclusive Academy with high expectations for all of our pupils, whereby we aim to provide a calm and stimulating learning environment, rooted in mutual respect and where everyone is valued.

Our recent Ofsted inspection in February 2020, confirmed that we continue to be a good Academy. They highlighted that: 'Pupils feel proud to attend Kingsmoor Academy and they enjoy learning. Staff have high expectations. The school's mission for every child to be 'equipped with the knowledge, skills and understanding they need to be the best they can be' is a reality for all pupils.'

We take pride in the wider curriculum that we provide for our children which offers enriching opportunities throughout their learning journey at our Academy. Our pupils are encouraged to explore and be inquisitive learners both in the classroom as well as in our Forest school. The wellbeing of our children is paramount at Kingsmoor and we provide children with 'circle time' opportunities to talk freely. We have yoga breaks and provide a range of clubs to support character building and to enable them to develop life skills. We provide all of our pupils' with meaningful opportunities to understand how to be responsible, active citizens who contribute positively to society. Pupils also have opportunities to take part in talent shows, sporting events and residential trips.

At Kingsmoor Academy, we are very proud of the excellent relationships that exist between our pupils, parents, staff, governors and the wider community.

We look forward to welcoming you to Kingsmoor.

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

Class Teacher

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It maybe modified by the Principal, in consultation with yourself, to reflect or anticipate changes in the job, commensurate with the salary and job title.

Key responsibilities are:

- to embrace our vision
- to engage with a culture that promotes excellence, equality, high expectations and aspirations of all pupils in our care
- to engage with a culture and systems which ensure that safeguarding and child protection are of the highest priority
- to engage with and implement all policies and procedures, including providing feedback for continuous improvement of policies and procedures as appropriate
- to create and deliver lessons that are at least Good, and strive towards Outstanding
- to ensure that pupils are offered world class 21st century learning opportunities
- to support the development of our family of academies to undertake adhoc duties as required

The successful candidate will:

04. Person Specification

The successful candidate will:

- work collaboratively within the academy and with other Trust academies to enhance the whole network
- engage with a culture of high expectations and aspirations so that all pupils are able to achieve their potential and the academy secures high attainment for all
- continue to transform the quality of teaching and learning by creating and delivering lessons that are at least Good and strive for Outstanding, including the use of effective differentiation within lesson
- ensure that all staff are respectful towards all pupils, with an unshakable belief in their entitlement to a high-quality education, whatever their circumstances and ability
- take a leading role in the development of new and emerging technologies to enrich and extend the learning experiences of all pupils
- maintain and enhance best practice as an academy which works with and for its community.

Pupils

- ensure pupils are always engaged in safe and healthy educational activities in an environment that is rich and colourful and designed to promote enjoyment and excitement in learning
- identify pupils who require interventions in collaboration with colleagues
- create and deliver tailored lessons that lead to improved outcomes for pupils
- engage and build effective working relationships with pupils
- plan and deliver opportunities to develop the social, emotional and cultural aspects of pupils' learning
- organise and manage groups or individual pupils; ensuring differentiation of learning needs, reflecting all abilities
- ensure the academy's Behaviour Policy is implemented effectively.

Ethos

- our vision to aspire to create a learning community built and sustained by a culture of citizenship, respect, trust, honesty, well-being and financial independence
- an environment where all members of the academy and its community actively demonstrate their care and concern for everyone and fulfil the requirements of our shared vision
- high morale, with the Principal setting an example in terms of professional standards and leadership.

Other

- maintain links with organisations
- liaise as necessary with other recognised bodies or agencies in the furtherance of the academy's needs or those of any child, employee

05. Person Specification



Class Teacher

Key responsibilities

At the academy, we strive to achieve excellence and to be judged an outstanding academy. In order to maintain the high standards and build on success of the academy, you will need to:

- > champion a culture of high expectations and aspiration so that all pupils are able to achieve their potential and the academy secures high attainment for all
- > support the continued transformation of the quality of teaching and learning so that all pupils consistently make progress, which is better than pupils are nationally
- > ensure that all staff are respectful towards all pupils, with an unshakable belief in their entitlement to a high quality education, whatever their circumstances and ability
- > take a leading role in the development of new and emerging technologies to enrich and extend the learning experiences of all pupils
- > Maintain and enhance best practice as an academy, which works with and for its community.

	Essential	Desirable
Professional qualifications and learning	<ul style="list-style-type: none"> • 5 GCSEs (A* to C) including Maths and English – or equivalent • Undergraduate degree 	<ul style="list-style-type: none"> • Held variety of roles and responsibilities within a primary school/academy • Qualified teacher status
Experience of	<ul style="list-style-type: none"> • being a 'good' classroom teacher • working with children with a variety of needs • linking with statutory agencies 	<ul style="list-style-type: none"> • being an Outstanding classroom teacher • successful experience as a Primary Teacher within a UK SEMH school/academy
Safeguarding	<ul style="list-style-type: none"> • Commitment to the protection and safeguarding of children and young people • Up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people • Co-operation and collaboration with relevant agencies to protect children 	<ul style="list-style-type: none"> • Relevant safeguarding training/qualifications
Teaching and Learning	<ul style="list-style-type: none"> • demonstrates good understanding of the principles of effective teaching and learning in all phases 	<ul style="list-style-type: none"> • has a track record of securing high standards and at least good progress for all pupils • is an outstanding classroom practitioner within a similar educational environment

05. Person Specification

	<ul style="list-style-type: none"> • has good and current knowledge of all curriculum requirements and can implement, monitor and support these effectively • embraces the use of new and emerging technologies to enhance and extend the learning of all students • has a good understanding of assessment and how it can be used to improve pupil progress, including SEN pupils • effective and systematic behaviour management, including of SEN pupils, by using clear boundaries, sanctions, rewards and praise • is committed to continuous learning including professional development 	<ul style="list-style-type: none"> • has a track record that demonstrates the very best quality of teaching and learning for all pupil groups, particularly SEN and vulnerable pupils
Developing self and working with others	<ul style="list-style-type: none"> • can contribute to a culture of high expectations for self and for others • can review own practice, set personal targets and take responsibility for personal development • can manage own workload to allow appropriate work/life balance • can maintain confidentiality • can articulate and understand current educational issues 	<ul style="list-style-type: none"> • can demonstrate a proven track record of developing self within an educational context • can show resilience in the face of challenge • has excellent interpersonal skills, with the ability to listen and communicate effectively in all contexts and to command respect
Managing the Organisation	<ul style="list-style-type: none"> • Has the ability to articulate and communicate the vision and values that make the academy unique • Has the ability to secure high levels of engagement from all stakeholders which enable excellent pupil achievement 	<ul style="list-style-type: none"> • Proven track recording of supporting school improvement
Personal Qualities	<ul style="list-style-type: none"> • highly approachable, very grounded and makes sensible judgements • excellent critical thinking skills; has intellectual curiosity and rigour • strong interpersonal and communication skills • demonstrate resilience in and EBD environment 	



06. How to apply

Class Teacher

Kingsmoor Academy

Status:

26 hours Per Week – (Tues to Fri)

Paid 52 Weeks per year

Maternity cover – fixed term for the duration of maternity leave

Salary:

M1-M6 with Fringe

£26948.00 to £38174.00 FTE

£21558.39 to £30539.19 - Actual

Closing Date:

01/09/22

Start Date:

31/10/22

Interviews:

09/09/22

Applying:

Please apply by visiting

<https://www.eteach.com/careers/kingsmooracademy-attrust/>

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