

Lead Practitioner of English

Application Pack

Westbourne Academy

Marlow Road, Ipswich IP1 5JN



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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 environment 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.

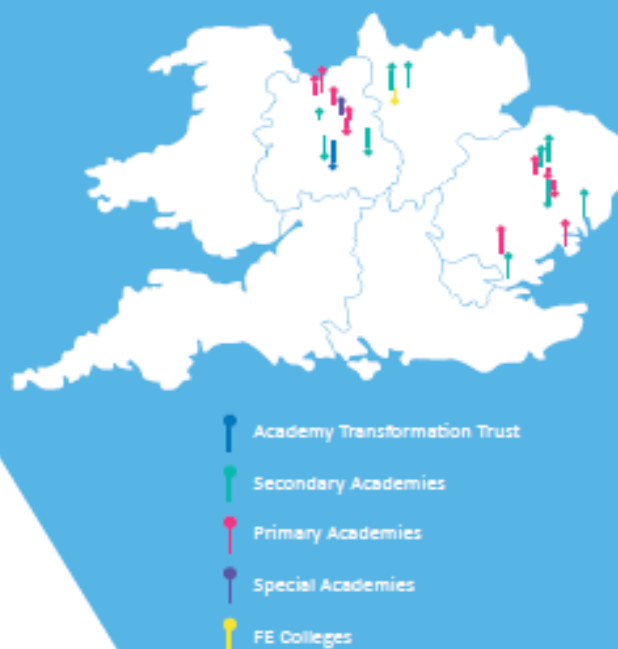
To learn more about our story/journey, please read our [ATT Magazine](#)

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 | Offering the very best PD opportunities for all our colleagues.

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

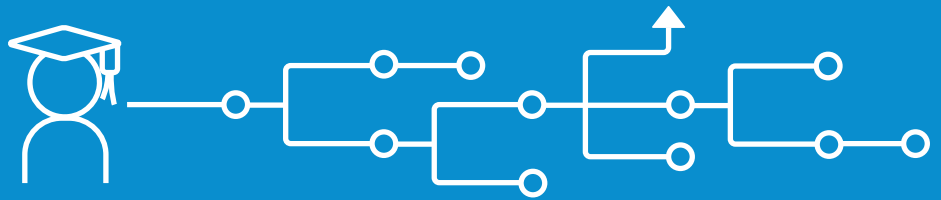
1 Outstanding

18 Good

1 Requires Improvement

1 Inadequate

02. Career Testimonials



Peter Webster | Team Leader for Drama

I joined Westbourne Academy initially as a maternity cover, but pretty soon after sought to stay in a permanent position after loving the school's passion for Performing Arts and the potential I saw in the ability to create some amazing productions.

Soon after joining, I signed up for the NPQ for Behaviour and Culture provided by ATT and this has been a fantastic learning experience for me in developing my own skill set and collaborating with other teachers in the trust.

I take pride in my position as Team Leader of Drama and the opportunities that await me here.

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.

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.



03. Academy Information



Westbourne Academy in Ipswich isn't just a school – it's a microcosm of the world with students from all around the globe. Between them they speak 32 languages, and their unique perspectives on learning and life make this a very special academy. Since 2016, our Ofsted rating has gone from Requires Improvement to Good in 2019 – an incredible transformation that we are keen to continue. In particular, inspectors noted that “students enjoy positive relationships with their teachers” and that teachers “benefit from a comprehensive training programme in a range of areas that is bespoke to the needs of individuals.”

We regard this as an enormous achievement, as many of our students come from deprived backgrounds and face significant barriers to learning.

We welcome fresh ideas from all our staff and actively value their creativity and imagination. We are passionate about improving our practice, and we are always keen to find new ways to do things.

Westbourne Academy offers the satisfaction of transforming disadvantaged young people's futures, in an excellent location amidst attractive countryside, just an hour from London.

Our abiding passion is for all students to “achieve their potential” and to “develop the skills necessary for employment and life” through their learning and the development of their intellectual, creative, physical and emotional capabilities.

We aim to instil our core and aspirational values and for our students to develop moral integrity and become responsible global citizens. We, therefore, encourage them to develop a strong sense of responsibility towards each other and to those beyond their immediate community.

The pursuit of academic excellence is crucially important, but the learning experience for Westbourne students is not confined to the classroom. We are fully committed to the idea of an all-round education where personal development is valued as much as examination success, and we are proud of discrete lessons in enrichment.

The Academy is well served by a team of highly committed teachers and support staff, who frequently “go the extra mile”, working in partnership with the Trust, Local Academy Committee Members and parents to provide the very best possible education. We are extremely fortunate to have exceptional staff to support “Team Westbourne” and the pursuit of its vision and strong core and aspirational values.

We are proud of our students and, if you take the opportunity to come and meet us all, as I sincerely hope you will, we believe you will see why.

Mark Bouckley, Principal



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 ATTI

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

Lead Practitioner of English

Main Purpose of the Role:

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

Quality of teaching, learning and its impact on progress within the team and across the Academy.

Purpose of the Job:

- To develop and implement Teaching and Learning initiatives and strategies throughout the team and Academy which raise the teaching practice of all members of staff and therefore raise student standards and progress.
- To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners, ensuring we are a centre of best practice and excellence.
- To take a lead role, working closely with the senior leadership team and other lead practitioners, in developing, implementing and evaluating teaching and learning policies and practice that lead to school improvement.
- To undertake research into best practice in other schools.
- To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.
- To develop high quality teaching materials and schemes of learning.
- To use local and national statistical data, and other information, to provide a comparative baseline for evaluating learners' progress and attainment, a means of judging the effectiveness of teaching and a basis for improving teaching and learning.
- To support underperforming teachers and enable early career teachers to improve their practice.
- To support the CPD of all newly qualified teachers and liaise with all relevant external organisations.

Specific duties/responsibilities: Strategic Direction and Development:

- Analyse national, local and school data, research and inspection findings to inform curriculum area policies and practices, expectations and teaching methodologies and to report regularly to the Principal, Senior Leadership Team and Team Leader on the progress and plans.
- Use local and national data and other information in order to provide: a comparative baseline for evaluating learners' progress and attainment; a means of judging the effectiveness of their teaching; a basis for improving teaching and learning.
- Research and evaluate innovative curricular teaching practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues.

Teaching and Learning:

- Ensure high quality Teaching and Learning within the specialist team and across the Academy through the coaching and mentoring of staff.

- Secure and sustain effective teaching of subjects through structured monitoring and evaluation of all aspects of teaching and learning and active participation in the Academy's monitoring evaluation and review cycle through lesson observations, learning walks, lesson drop-ins, feedback to teaching staff, work sampling, learner interviews and written reports to the Principal and Senior Leadership Team as necessary.
- To teach a timetable within the specialism appropriate to the demands of the role and the need of the school.

Leading, Motivating and Developing:

- Have teaching skills which lead to excellent results and outcomes. Demonstrate excellent and innovative pedagogical practice, and deliver demonstration lessons.
- Carry out subject/quality assurance activities e.g. observations, drop ins, book looks, student voice.
- Contribute to the professional development (and performance management, where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice (e.g. coaching, mentoring and induction).
- Disseminate materials and advise on practice, research and CPD provision.
- Make well-founded appraisals of situations upon which you are asked to advise, applying high level skills in lesson observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet learner needs leading to improvements in learner outcomes.

Generic to the Role:

- To be fully committed to the safeguarding and promotion of welfare for all young people.
- To act responsibly, and ensure health and safety at work for yourself and others. To report any concerns immediately to the Health and Safety Coordinator.
- To undertake any other duties as may be required from time to time by the Principal.

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 any way possible, in accordance with the role, support Students to achieve their potential
- In any way 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 students 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

Lead Practitioner of English

	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 continuous professional development.
Experience	<ul style="list-style-type: none"> Evidence of successfully motivating students across all abilities with successful progress and GCSE results within specialism. Evidence of being an outstanding teacher over time in the specialism. Evidence of sharing strong classroom practice and improving the teaching of other professionals. Evidence of leading teaching and learning initiatives beyond the classroom. 	<ul style="list-style-type: none"> Evidence of coaching and mentoring colleagues to improve.
Competencies/ Knowledge and understanding of:	<ul style="list-style-type: none"> Current strategies and initiatives to improve teaching and learning. How to ensure good progress in the subject specialism for all students including boys and disadvantaged. Using teaching interventions to accelerate student progress. Using assessment and attainment data to improve practice and raise standards. Ability to form and maintain positive relationships with young people and with colleagues. Ability to communicate effectively with students, colleagues and parents, both orally and in writing. 	<ul style="list-style-type: none"> How to build a coherent and well sequenced curriculum to improve progress and knowledge retention.
Other	<ul style="list-style-type: none"> Passion and love for your specialist subject. Self-motivated – has initiative. Evidence of commitment to own professional development. Reflective and willing to improve and develop as a professional. Ability to work as a member of a team as both leader or member. Enthusiasm, vision and loyalty. Patient and able to cope with pressure. 	

Applying:

Please apply by visiting

www.academytransformationtrust.co.uk/vacancies

07. How to Apply

Lead Practitioner of English



Status:

Permanent
Full Time

Salary:

L5 – L9, £52,073 to £57,481 per annum



Closing Date:

Wednesday 21 February 2024, 9.00am

Start Date:

Easter 2024 / September 2024



Interviews:

To be confirmed



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