

Academy  
Transformation  
Trust

Lead Practitioner of  
Science

# Application Pack

Pool Hayes Academy  
Willenhall

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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.

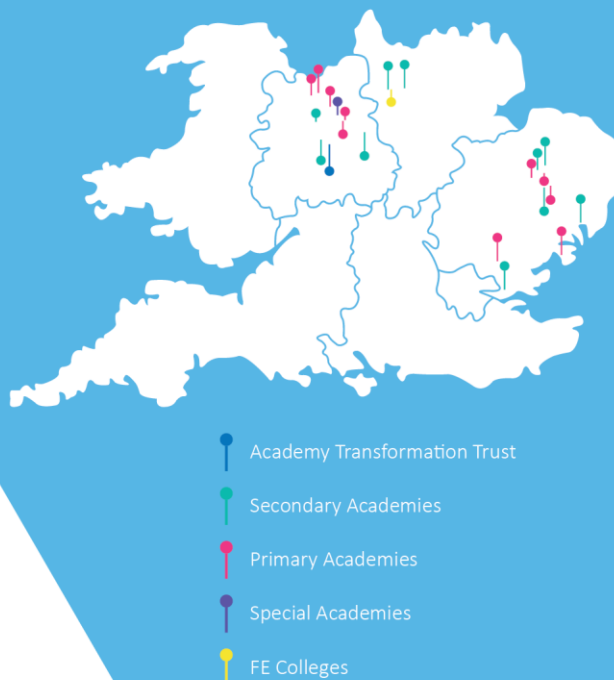


# Fast Facts

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.

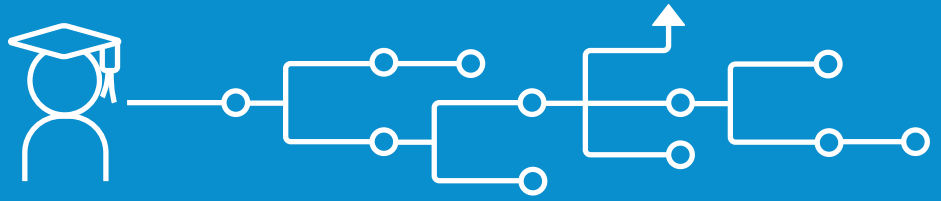
Academy  
Ofsted  
Ratings

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



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. Our Ofsted rating has improved to Good in April 2022 – but that’s just the beginning of our ambition for the pupils and staff at this 11-18 academy.

Our vision for Pool Hayes Academy means that any pupil regardless of circumstance can fulfil their potential. Furthermore, we believe that educational success leads to empowerment for our young people and the freedom to make more choices over their future.

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

## 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.

To find out more, please visit [www.poolhayes.attrust.org.uk](http://www.poolhayes.attrust.org.uk) or call the academy to arrange a conversation with our Principal.



## 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



## Lead Practitioner of Science

### Key Responsibilities:

#### Principal Responsibilities

- To be an outstanding practitioner with vision, tenacity, optimism, strong interpersonal skills and a proven ability to motivate and lead change in a progressive, dynamic and improving Academy.
- To work with a team of outstanding practitioners in the academy.
- To be accountable to the academy Senior Leadership Team to improve teaching and learning across the entire academy. Central to this will be the fostering of a culture of sharing best practice and embracing change.
- To oversee the teaching and learning teams responsible for:
  - Modelling and sharing outstanding teaching and learning;
  - The preparation and delivery of whole school and departmental PD;
  - Overview of Quality of Teaching Triangulation
  - Developing a programme of support and guidance for all teachers relative to their experience and expertise.
  - Overview of a successful staff PD programme
- To model and establish a teaching and learning culture founded on developing independent, resilient and reflective learners and inspiring and coaching colleagues to adopt a creative, enterprising and collaborative approach to their professional pedagogy. By incorporating these two aspects of academy improvement, the successful candidate will contribute to the strategic leadership of the academy in order to secure outstanding outcomes for all our students.
- To shape teaching and learning within their subject areas in order to establish a relentless drive to raise standards of teaching, achievement and continuing professional development. As a Lead Practitioner within the subject area, they will drive an achievement agenda unique to the needs of the department, whilst also embedding the academy philosophy for teaching and learning.
- To deliver high quality teaching, learning and pastoral care as a matter of course.
- To uphold and cultivate the ethos (core values and vision) of the academy and work within its established policies and guidelines.
- To develop an effective 'Coaching' approach to the development of teaching and learning within the academy and beyond.
- Carry out action research to inform curriculum innovation.
- Use outcomes from internal and external reviews to inform the planning and delivery of Academy CPD.

#### Tasks/Accountabilities

##### Teaching and Learning

- To model outstanding teaching and learning in one's own lessons.
- To support the improvement of pedagogy across the academy in all areas



- To liaise effectively with colleagues to ensure that there is consistency of approach throughout the academy.
- To promote the academy's vision, culture and ethos of teaching and learning throughout the academy.
- To support the implementation of the teaching and learning policy through quality assuring and supporting staff.

### **Curriculum**

- To assist in ensuring that the curriculum offer is appropriate for all students and is supported by high quality teaching and learning.
- To assist in developing an innovative curriculum for students which values the talents and aspirations of all.
- To keep abreast of new curriculum developments and current educational thinking and support on adjusting pedagogy accordingly

### **Classroom Management**

- To be at the forefront of developing a consistent and rigorous approach to classroom management across the academy in order to enhance the quality of teaching and learning.
- To role model outstanding classroom management through regular observations.

### **Liaison**

- To take a role in the teaching and learning team in order to develop a culture of sharing best practice within the academy
- To support and develop a thorough coaching programme so that all staff benefit.
- To work closely with colleagues from other Trust institutions to develop common approaches and strategies.

### **Professional Development**

- To deliver appropriate INSET on ways to improve teaching and learning.
- To maintain an up-to-date knowledge of new ideas regarding teaching and learning pedagogy, Teacher Standards and Ofsted inspection standards and implement them with staff and students.
- Be proactive in seeking out networks and research in order to identify best practice and latest developments.
- To collaborate both with colleagues within the academy and within other Trust academies

### **General**

- Take responsibility for promoting and safeguarding the welfare and protection of children and young people within the academy
- Working to and within academy policies and procedures, including safeguarding, child protection and health and safety
- Taking care of own and other people's health and safety
- Ad hoc duties where required

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

# 06. Person Specification



## Lead Practitioner of Science

### 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:

- Establish 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
- 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
Professional Qualifications and Learning	<ul style="list-style-type: none"> <li>• Qualified Teacher Status or working on PGCE programme</li> <li>• Bachelor's degree</li> <li>• Willingness to continue to develop own expertise (evidenced through Continuing Professional Development).</li> <li>• Appropriate qualifications, experience and any other requirements needed to perform the role in relation to safeguarding and promoting the welfare and safety of children and young people.</li> </ul>
Experience	<p><b>Can demonstrate evidence of:</b></p> <ul style="list-style-type: none"> <li>• High level of performance with personal teaching groups.</li> <li>• Successful subject or leadership of Academy issues with high impact on student achievement.</li> <li>• Involvement in evaluation and support of performance of others.</li> <li>• Successful change management and team leadership.</li> <li>• Willingness to embrace new developments.</li> <li>• Commitment to the broader life of the Academy outside the classroom.</li> <li>• Impact of leadership in current role.</li> <li>• Some successful leadership experience of managing change.</li> <li>• Involvement in developing a successful Coaching model.</li> </ul> <p><b>Teaching Experience</b></p> <ul style="list-style-type: none"> <li>• Evidence of outstanding teaching and learning.</li> <li>• Evidence of outstanding classroom management skills.</li> <li>• The ability to use ICT effectively to engage students.</li> <li>• The ability to create effective lesson plans.</li> <li>• An understanding of how to use assessment to inform planning for good teaching and learning.</li> <li>• The ability to differentiate materials to meet the needs of learners.</li> <li>• Experience of being involved in a curriculum initiative.</li> <li>• Experience of raising standards of achievement.</li> </ul>

Aptitude and Attitude	<p><b>Is committed to:</b></p> <ul style="list-style-type: none"> <li>• Raising standards for all in the pursuit of excellence.</li> <li>• The entitlement of all students to effective teaching and learning.</li> <li>• Effective working relationships and team working.</li> <li>• Continuing professional development for self and all others.</li> <li>• Using Coaching as a model for improvement</li> <li>• The ability to make use of ICT to develop teaching resources as well as to enrich the curriculum</li> <li>• A commitment to teaching the full ability range</li> </ul> <p><b>Is able to:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate personal enthusiasm for and commitment to the learning process.</li> <li>• Demonstrate the principles and practice of effective teaching and learning.</li> <li>• Access, analyse and interpret information.</li> <li>• Initiate and support debate about effective learning and teaching.</li> <li>• Acknowledge excellence and challenge poor performance.</li> <li>• Foster an open, fair, equitable and respectful culture and manage conflict.</li> <li>• Collaborate and network with others within and beyond the Academy.</li> <li>• Give and receive effective feedback and act to improve personal performance.</li> <li>• Accept support from others including colleagues and Governors.</li> <li>• Inspire other staff.</li> <li>• Be an effective role model to more junior staff.</li> <li>• Delegate and distribute leadership effectively.</li> <li>• Think and act strategically and creatively in proposing solutions.</li> <li>• Establish and sustain appropriate structures and systems and monitor them.</li> <li>• Be an effective Coach to other staff.</li> </ul> <p><b>Has:</b></p> <ul style="list-style-type: none"> <li>• A passion for learning and teaching and is committed to inspire the love of learning.</li> <li>• A positive, enthusiastic outlook, embracing risk and innovation.</li> <li>• A realistic and pragmatic understanding of the demands of the teaching profession.</li> <li>• Empathy and good emotional intelligence.</li> <li>• High standards and high expectations of self and others.</li> <li>• Excellent organisational skills – prioritises, keeps calm and thrives under pressure.</li> <li>• Ability to communicate effectively orally and in writing to a range of audiences.</li> <li>• Ability to recognise and celebrate excellence.</li> <li>• A willingness to embrace change.</li> <li>• Resilience, perseverance and optimism in the face of challenges.</li> <li>• Ability to remain calm and effective when under pressure.</li> <li>• Ability to be flexible and adaptable.</li> <li>• Commitment to social justice, equality and excellence.</li> <li>• Commitment to dignity in the work place.</li> <li>• A sense of humour.</li> <li>• A 'can do' approach and is not prone to negativity.</li> </ul>
Circumstances	<ul style="list-style-type: none"> <li>• An ability and willingness to aim inspire and motivate all learners.</li> <li>• Commitment, enthusiasm and energy.</li> <li>• Commitment to own personal and professional development.</li> <li>• The ability to a reflective and evaluative practitioner who is willing to learn and develop.</li> <li>• Willingness to contribute to faculty extracurricular activities.</li> </ul>

# 07. How to Apply

## Lead Practitioner of Science

### Applying:

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



### Status:

Full Time – 32.5 hours per week  
52.143 weeks per year

### Salary:

Lead Practitioners Scale 7-13  
Actual Salary: £51,725 - £59,850 per annum



### Closing Date:

Wednesday 07 June 2023 at 9.00am

### Start Date:

01 September 2023 / 01 January 2024



### Interviews:

Week Commencing 12 June 2023





 @academytransformationtrust

 @AcademyTrust

 academytransformationtrust.co.uk

 office@attrust.org.uk

 0121 354 4000

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

