



Secondary
Academy

Mathematics Teacher

Application Pack

The Hathaway Academy
Grays, Essex

#TransformingLives

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Mathematics Teacher



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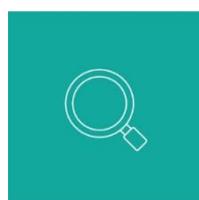
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#TransformingLives



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 ABOUT OUR TRUST

Our cross-phase group of academies was founded in 2011 and, since that time, we have 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 12,500 learners; for the careers of almost 2,000 colleagues; and for the most effective spending of over £80 million of taxpayer income each year.

ATT Institute

42 Leadership Development pathways across all our directorates

Strategic Aims

- To plan and deliver a curriculum which enables students to re-integrate 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



Finance Headline Figures

- We receive £78 million in funding and other income

Headline Performance Measures

- Record progress scores for many of our primary 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



ATT | 21 Academies

Local Authority Areas | 10



Staff | 1739

Primary | 429

Secondary | 1145

Special | 28

FE | 67

Other | 70



Learners | 12,505

Primary | 2711

Secondary | 8451

Special | 45

FE | 1298

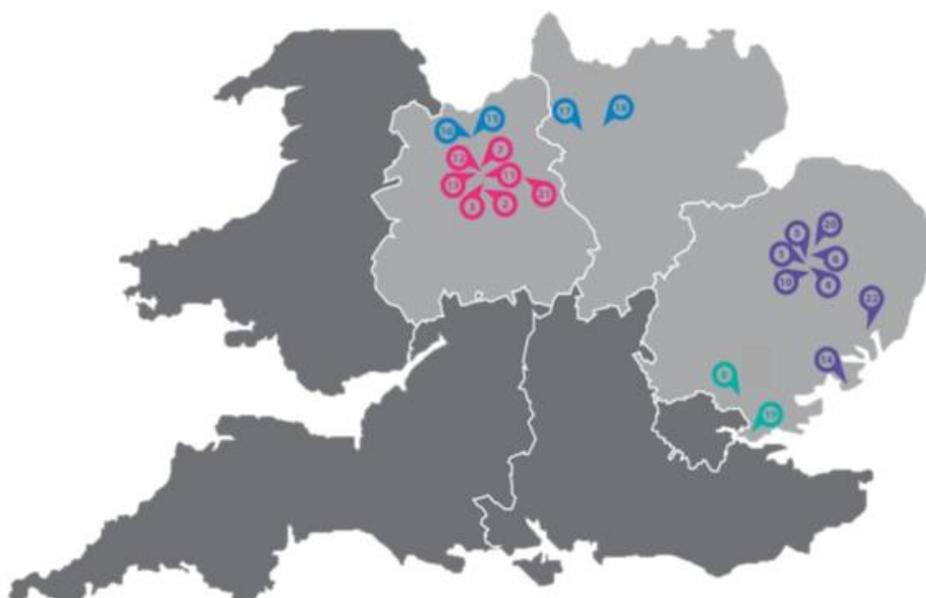


Governance

People Engaged | Over 120

Trustees | 11

Members | 5





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

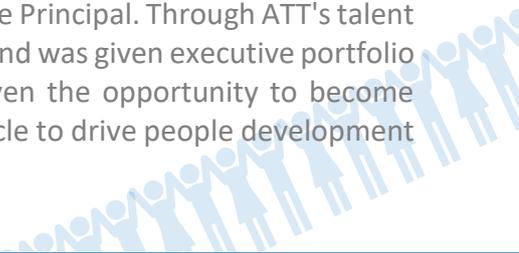
I started a career with ATT in January 2014 as a Lead Practitioner of English at Bristnall Hall Academy. I was then given the opportunity to take on the role of Assistant Principal of Teaching and Learning as a maternity post. This opportunity was significant in developing my professional capacity to 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. The Hathaway 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, pupils 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 21st century curriculum, which will develop pupils 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 brand 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 and the Royal Opera House.

To find out more, please visit www.hathawayacademy.atrust.org.uk.



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



Mathematics Teacher

Post Title	Teacher
Salary Grade	MS/UPS
Liaising With	Principal, Vice Principal, Assistant Principals, Co-ordinators, Sub Co-ordinators, Teachers, Student Support Services (Student Reception/ Attendance), relevant non-teaching support staff, parents/carers and Governors.
Contract Type	Permanent
Disclosure Level	Enhanced
General Purpose	<ul style="list-style-type: none"> To plan, organise and implement appropriate teaching and learning experiences in a learning environment that guides and encourages students to develop and fulfil their academic potential.
Main Responsibilities	
Teaching Main Job Tasks and Responsibilities Plan, Teach, Mark	<ul style="list-style-type: none"> Plan, prepare and deliver teaching and learning activities that facilitate active learning experiences which are good or outstanding. Develop schemes of work, lesson plans and resources. Establish and communicate clear objectives for all learning activities. Prepare learning environment for class activities ensuring it is stimulating and supportive. Provide a variety of learning materials and resources for use in educational activities. Assist in the development and update of appropriate specifications, schemes of work, resources and teaching strategies in the curriculum area. Identify and select different teaching and learning resources and strategies to meet students' varying needs. Teach and monitor students in the use of learning materials and equipment. Use relevant technology to support teaching and learning. Apply the Academy's Behaviour Management protocols and procedures so that effective learning can take place, alongside implementing the Academy's policy on rewards. Encourage good practice with regard to punctuality, behaviour, standards of work and home learning. Ensure that ICT, Literacy, Numeracy, SMSC and British Values are reflected in the teaching/learning experience of students. Mark, grade and give written/verbal and diagnostic feedback as required Maintain accurate and complete records of students' progress and development Keep up-to-date with national developments in the subject area and teaching practice and methodology. Be involved in the quality assurance process at departmental level. Help monitor and evaluate the subject area in line with agreed Academy procedures including evaluation against quality standards and performance criteria.

04. Job Description

	<ul style="list-style-type: none"> • Help establish common standards of practice within the subject area and develop the effectiveness of teaching and learning styles within the subject area. • Provide or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs. • Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as required. • Undertake assessment of students as requested by external examination bodies, subject area and Academy procedures.
<p>Pastoral</p> <p>Main Job Tasks and Responsibilities</p>	<ul style="list-style-type: none"> • Be a tutor to an assigned group of students. • Promote the general progress and well-being of individual students and of the tutor group as a whole. • Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life. • Monitor student attendance and progress in relation to targets set for each individual and ensure that appropriate action is taken where necessary. • Communicate as appropriate with the parents/carers of students and outside agencies if and when the Academy is concerned with the welfare of individual students. • Communicate any safeguarding concerns immediately to the appropriate staff.
<p>Other Specific Duties</p>	<ul style="list-style-type: none"> • Contribute to the curriculum area Improvement Plan and its implementation. • Contribute to the whole Academy's planning activities. • Take part in marketing and liaison activities such as Open House, Parents' Evenings, liaison events with other schools and organisations. • Attend/lead all appropriate meetings. • Participate in extracurricular activities such as social activities, sporting activities, clubs and student organisations. • Continue personal development by constantly being reflective and moving forwards by setting targets for oneself. • Engage actively in the Performance Management process throughout the year. • Undertake any other duty as specified by School Teachers' Pay and Conditions Body (STPCB) and the Teacher's Standards not mentioned in the above. • Play a full part in the life of the Academy community, to support its distinctive aim and ethos and to encourage staff and students to follow this example. • Promote the Academy's corporate policies. • Comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate. • Maintain a record of excellent attendance and punctuality. • Adhere to the Academy's Dress Code.

05. Person Specification



Mathematics Teacher

	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 school/Academy Qualified teacher status
Experience	<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
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 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 student progress, including SEND students effective and systematic behaviour management, including SEND students, 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 of securing high standards and at least good progress for all students is an outstanding classroom practitioner within a similar educational environment has a track record that demonstrates the very best quality of teaching and learning for all student groups, particularly SEND and vulnerable students
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

05. Person Specification

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 student achievement	<ul style="list-style-type: none">• Proven track recording of supporting Academy 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 an EBD environment	<ul style="list-style-type: none">•



06. How to apply

Mathematics Teacher

The Hathaway Academy

Salary:

Main or Upper Scale (depending on experience)

Applying:

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

Closing Date:

12 noon, Friday 7th October 2022

Start Date:

As soon as possible

Interviews:

As and when applications are received

Visits to the school:

For further information about the role and the Academy please contact Ms Whippey at the Academy on 01375 371361.

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