Academy Transformation Trust

Secondary Academy

Progress Leader

Application Pack

The Hathaway Academy
Grays, Essex

#TransformingLives

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Progress Leader



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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

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

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.

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

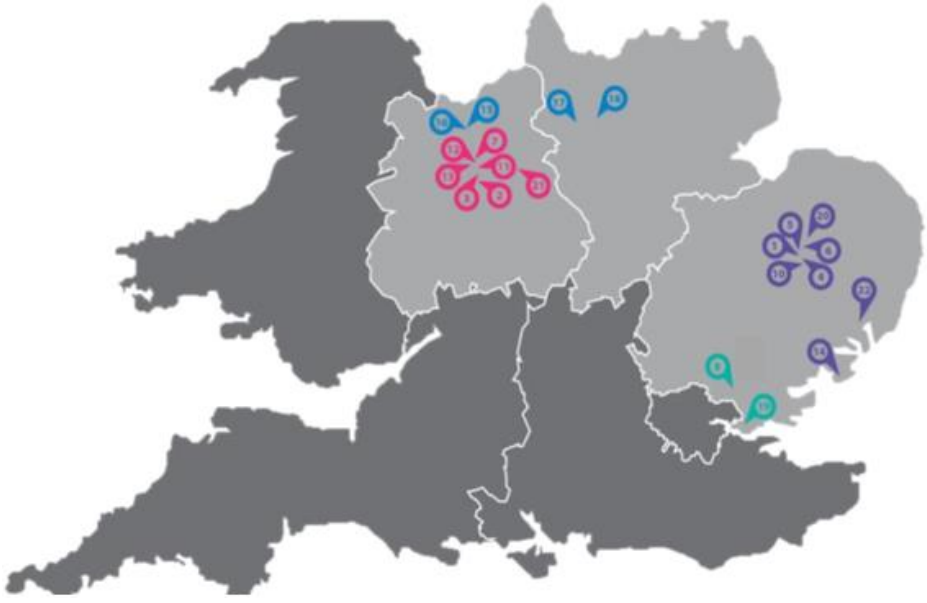
Primary | 429
Secondary | 1145
Special | 28
FE | 67
Other | 70

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.

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.

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 responsibly 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.

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.attrust.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

Progress Leader

Strategic Leadership & Development	The Progress Leader will have responsibility for the pastoral development, and contribute to managing the academic performance of, all students within their Faculty. This will involve relevant aspects of assessment, reporting, and monitoring of student progress. The Progress Leader is the first point of contact on all matters and is responsible for communicating significant relevant and current information to staff relating to specific students, groups of students or cohorts within the Faculty.
Reporting To:	Pastoral and Academic Interventions Manager
Responsible For:	Faculty Tutors
Liaising With:	Pastoral and Academic Interventions Manager, Academy Leadership Group, Core Coordinators, Coordinators, Core Sub Coordinators and Sub Coordinators and staff with cross-Academy responsibilities, relevant non-teaching support staff, parents and Governors and other relevant stake-holders.
Contract Type:	Non- teaching position. Full time, term time. The position and responsibilities associated within this role requires the post holder to work beyond a normal working day. The post holder will be required to work the hours as necessary, to ensure ALL commitments associated within this role are fulfilled.
Disclosure Level:	Enhanced
Main Responsibilities	
	• To provide students within their Faculty with guidance, support and motivation to enable appropriate choices and pathways to be made. For example, with option choices, curriculum guidance, references, college applications. • This will involve taking the lead on monitoring, tracking and evaluating the progress of students and their attainment with tutors in their Faculty. • To uphold the standards of dress, physical presentation, conduct and behaviour. In the case of the latter, to monitor inappropriate behaviour, developing strategies with the tutors and intervention (booster) staff to address and combat this. • To identify barriers to learning and underperformance ensuring appropriate support is in place. This will involve liaison with SEND, EAL, booster, intervention and inclusion staff, as well as outside agencies, and making referrals in line with Academy policy. • To set individual targets with identified students and to assess their progress against these targets. • To monitor attendance and punctuality of all students within their Faculty. Meeting where necessary with parents/carers as well as liaising weekly with EWAS and the completion of any referrals. • To work as part of a team with other Progress Leaders in the organisation of Parents evenings, Option Evening, Closing the Gap evening, Open Evening, Awards Evening, Celebration of Achievement (COA) and other events associated with student progress and information sharing. • To have an oversight of all internal examinations and analyse the results in order to individually target students.

	• To manage and monitor the system of daily academic mentoring, and behaviour monitoring through the report card process. • To manage and lead a team of Tutors, empowering them to take responsibility for the conduct, development and engagement of the tutees. • To chair and co-chair regular meetings ensuring that the relevant policies of the Academy are understood and implemented by the Faculty team. • To liaise with Pastoral and Academic Interventions Manager on midterm admissions, assign students to appropriate groups and update staff on information pertaining to new students, ensuring that appropriate support is in place to meet the needs of mid-term admissions, and effectively manage their integration. • To issue the student planner and ensure that Tutors are making a regular inspection of their use as well as undertaking regular monitoring of their use. • To have the oversight of the student records and to maintain the Academy record of all students within their Faculty, which includes recording of all communication with parents and outside agencies. • To assist other managers in the day to day running of the site, including On Call, Gate, Break and Lunch Duties, as well as Detentions. • To complete educational records as needed and to attend when required the Governors Discipline Meeting. • To organise and manage their Faculty weekly assemblies, ensuring that these are held in accordance with Academy policy, and liaising with relevant staff to provide high quality assemblies. • To work with other Progress Leaders to build a strong pastoral ethos **The responsibilities of this job will require the post holder to be available outside the working day of the Academy.**

05. Person Specification

Food Technology Teacher

Key Criteria	Essential	Desirable
Experience	• Experience of working effectively in a learning / student care setting • Skills of empathy, listening, communication and responding with appropriate language to build rapport with children and carers from a variety of ages, abilities and backgrounds • Ability to plan, review and carry out duties without supervision • Ability to relate well to children and adults	• Experience of dealing with the 11 – 16 age range • Understanding of how different children develop and learn and the experience to identify and apply appropriate processes to achieve progression • Current first aid certificate • Experience of effective supervision of the work of colleagues to achieve defined outcomes • Good ICT skills
Qualifications	• Good numeracy/literacy skills	• Level 3 qualification and/or degree
Knowledge, Skills & Abilities	• Communication skills to promote and develop effective working with children, colleagues and carers / agencies at an appropriate level • Good organisational and interpersonal skills • Good ability to prioritise tasks • Know and understand the principles and importance of educational inclusion, diversity and access	• The ability to contribute effectively to the workload, planning, supervision and responsibilities of a team • Ability to work on own initiative, including recognition of the appropriate level at which to refer issues elsewhere for effective resolution • Proven communication and inter-personal skills evidenced by dealing with a diverse range of contacts about potentially complicated and/or sensitive issues • Understanding of the GCSE criteria and reporting process • Understanding of the Ofsted framework • Understanding the dynamics of working within an Academy and/or educational setting
Personal Qualities	• Excellent communication skills • Enthusiasm • Commitment to improving student performance • Confident manner	• Empathy for young people

06. How to apply

Progress Leader
The Hathaway Academy

Hours:
37 hours per week for 38 weeks per annum

Salary:
NJC 22-26, starting prorated salary £22,484 per annum

Closing Date:
Midday, Friday 24th September 2021

Start Date:
October 2021

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.

Applying:
Please apply by visiting www.academytransformationtrust.co.uk/vacancies

#TransformingLives

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