

Secondary



Progress Leader

Application Pack

The Hathaway Academy
Grays, Essex



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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.

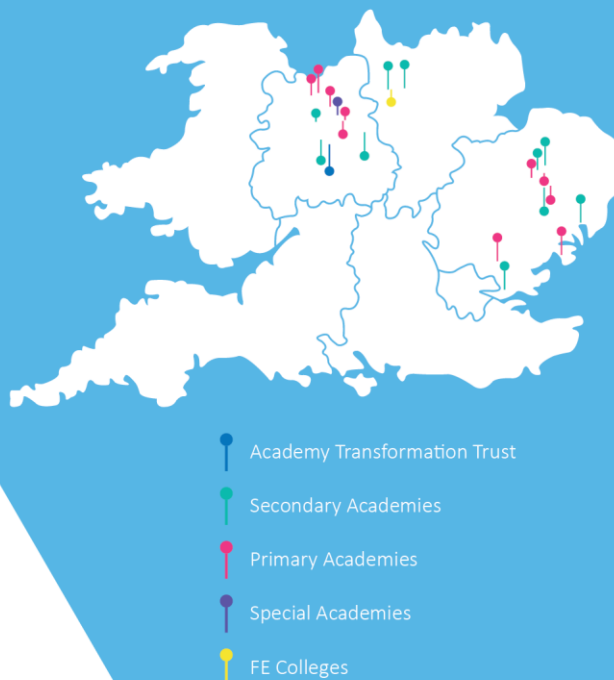


Fast Facts

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.

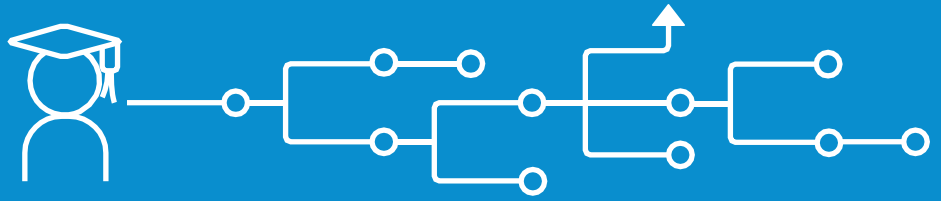
Academy
Ofsted
Ratings

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



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, students 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 students 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 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, Royal Opera House and West Ham United.

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



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

05. 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 Co-ordinators, Co-ordinators, Core Sub Co-ordinators and Sub Co-ordinators and staff with cross-academy responsibilities, relevant non-teaching support staff, parent/carers 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	
	<ul style="list-style-type: none"> 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 parent/carers as well as liaising weekly with EWAS and the completion of any referrals.

	<ul style="list-style-type: none"> • To work as part of a team with other Progress Leaders in the organisation of Parent/Carers Evenings, Option Evening, Closing the Gap evening, Open Evening, Awards Evening, Celebration of Achievement 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 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 parent/carers 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 protocol and liaising with relevant staff to provide high quality assemblies. • To work with other Progress Leaders to build a strong pastoral ethos. <p>The responsibilities of this job will require the post holder to be available outside the working day of the Academy.</p>
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06. Person Specification



Progress Leader

Key Criteria	Essential	Desirable
Experience	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Good numeracy/literacy skills 	<ul style="list-style-type: none"> • Level 3 qualification and/or degree
Knowledge, Skills & Abilities	<ul style="list-style-type: none"> • Communication skills to promote and develop effective working with children, colleagues, parent/carers and 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Excellent communication skills • Enthusiasm • Commitment to improving student performance • Confident manner 	<ul style="list-style-type: none"> • Empathy for young people

07. How to Apply

Progress Leader

Applying:

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



Status:

37 Hours per Week
Term Time (38 weeks)

Salary:

NJC 22-26
Prorated salary: £25,116.40 to £28,135.24
FTE Salary: £30,102 to £33,572



Closing Date:

12 noon, Friday 10th February 2023

Start Date:

As soon as possible



Interviews:

As and when applications are received



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