Secondary /Primary

Academy Transformation Trust

Science Teacher

Application Pack

The Hathaway Academy

Grays, Essex



disability confident COMMITTED

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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

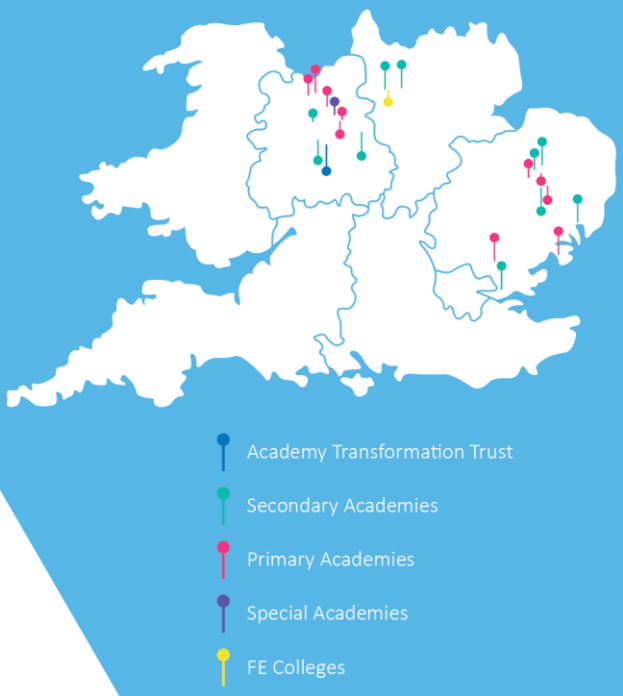
Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

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

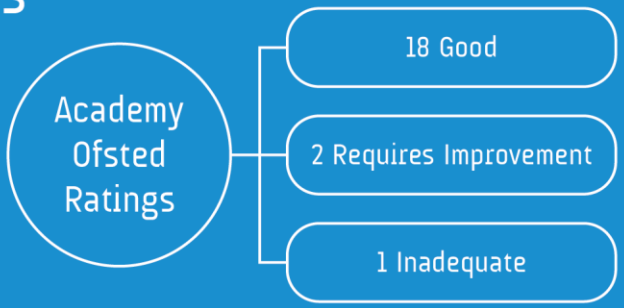
Finance

£78 million in funding and other income

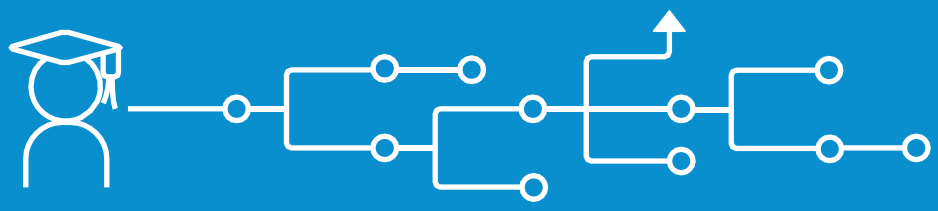
ATT Institute | 38 Leadership Development Pathways across all our directorates

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.



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

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

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*

05. Job Description 

Science Teacher

Main Purpose of the Role:

To ensure pupils receive an excellent education through the delivery of high quality teaching.

Organisational relationships

- Responsible to the Curriculum Leader
- Liaising with a variety of stakeholders including – Principal, Vice Principal, Assistant Principals, Co-ordinators, Sub Co-ordinators, Teachers, Student Support Services (Student Reception/ Attendance), relevant non-teaching support staff, parent/carers and Governors.

Professional Responsibilities:

- Maintain a minimum level of professional conduct as set out in the Teachers' Standards in terms of: high expectations, promoting good progress, demonstrating good subject/curriculum knowledge, planning and teaching well-structured lessons, adapting teaching, making accurate and productive use of assessment, managing behaviour effectively and wider professional behaviours.
- Work effectively and in a professional manner with all staff, including those from external agencies.
- Participate in the annual performance management cycle.
- Participate in and contribute to professional development activities as directed by the Curriculum Leader, Progress Leader or the Senior Leadership Team/Trust.
- Complete any necessary accreditation or induction required for achieving or maintaining professional standing, including where relevant participation in the early-career framework.
- Participate in and contribute to meetings, quality assurance processes and evaluations (both internal and external) as directed by the Curriculum Leader, Head of Year or Senior Leadership Team/ trust.
- Participate in appropriate events in the calendar outside of normal academy hours such as parents' evenings and open evenings.
- Have excellent punctuality, meet all deadlines and complete tasks to a high level of accuracy.
- Comply with all relevant Health and Safety policies and procedures.
- Offer active support for the Trust and Academy's ethos, policies and procedures.

Pastoral Responsibilities:

- Report all safeguarding concerns to the Designated Safeguarding Lead as soon as possible and contribute to a culture at the academy that prioritises the safety and welfare of children.
- Follow procedures and strategies in the academy that promote excellent pupil attendance, punctuality and behaviour within and beyond the classroom, as set out in Academy procedures and Trust policy.
- Supervise pupil behaviour and conduct outside of the classroom as directed by the Senior Leadership Team.
- Be a form tutor who teaches the pastoral programme as directed by the Head of Year and the Senior Leadership Team.
- Play a full part in the life of the academy, including participation in enrichment activities as directed by the Curriculum Leader/ Senior Leadership Team.

Academic Responsibilities:

- Teach the curriculum as set out by the Curriculum Leader, including preparing pupils for examination in appropriate qualifications.

- Participate in collaborative planning and resourcing within the department.
- Teach timetabled lessons and any necessary additional lessons for intervention, revision or to support the transition of pupils into the next stage of their education as directed by the Curriculum Leader.
- Set and check the completion of homework as directed by the Curriculum Leader, making use of whole-school systems and policies.
- Ensure that work by pupils in lessons is completed to a high standard and presented in a form as directed by the Curriculum Leader.
- Contribute to ongoing discussions about subject knowledge and teaching approaches and to adopt any teaching approaches agreed within the department.
- Adapt the curriculum, teaching methods and resources for pupils who have a SEND or EAL, as guided by the Curriculum Leader and the SEND department.
- Assess pupil progress using a range of appropriate strategies and use this information to evaluate curriculum planning, teaching approaches and resources.
- Provide reports for parents and, where necessary, write references for pupils to support access to the next stage of their education.

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 Pupils 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 pupils 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

Science Teacher

	Essential	Desirable
Professional Qualifications and learning	➢ An appropriate degree and other qualifications required for the award of QTS. ➢ Qualified Teacher Status (trainees should be on track to achieve QTS before taking up the post). ➢ We are keen to support entrants to the profession and have a range of routes to support attaining QTS. Contact the academy to see how we could help with this.	➢ A postgraduate qualification in the subject to be taught. ➢ A postgraduate qualification in the teaching of the subject. ➢ Other relevant awards or qualifications Applicants should have.
Experience	➢ Teaching the subject in a secondary school across the 11-18 age range. ➢ Assessing pupils for a variety of purposes using appropriate strategies. ➢ Working with whole-school behaviour systems. ➢ Supporting pupils in the subject with a SEND or EAL need	➢ Teaching the subject in a Sixth Form or other Further Education setting. ➢ Being a form tutor and supporting the wider personal development of pupils. ➢ Examining the subject for an appropriate exam board. ➢ Mentoring trainees and early-career teachers
Competencies	Applicants should have knowledge and understanding of: ➢ The subject taught, to undergraduate degree level or an equivalent standard ➢ Different approaches to teaching the subject and the strengths and weaknesses of these ➢ The wider role of a teacher in the personal development of pupils, including the main responsibilities of a form tutor ➢ The statutory requirements concerning Equal Opportunities, Health & Safety, SEND and Child Protection	Applicants may be strengthened by knowledge and understanding of: ➢ Different curriculum models in the subject(s) and the strengths and weaknesses of these ➢ Forms of assessment commonly used in the subject(s), including in public examinations ➢ Opportunities for teacher development in the subjects
Other	Applicants should have the ability to: ➢ Express themselves clearly in written and spoken English ➢ Manage pupil behaviour in line with a academy policy ➢ Build and maintain effective working relationships with colleagues, pupils, parents and the wider community ➢ Organise working time effectively to ensure that all requirements of the post are met punctually and to a high standard	Applications may be strengthened by the ability to: ➢ Offer extra-curricular and other enrichment activities for pupils ➢ Use appropriate software and digital platforms to create and share curriculum, teaching and assessment resources

This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

07. How to Apply

Science Teacher

Applying:

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

Status:

32.5 hours per week, all year round

Salary:

MPS/UPS
£29,344 to £44,919
There is a Recruitment and Retention payment available for this post

Closing Date:

12 noon, Wednesday 10th May 2023

Start Date:

1st September 2023

Interviews:

Interviews will be held as and when applications are received

EMPLOYER RECOGNITION SCHEME

GOLD AWARD 2021

Proudly serving those who serve.

Academy Transformation Trust

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