

Student Support Leader - FTC

Application Pack

The Nicholas Hamond Academy
Swaffham, Norfolk

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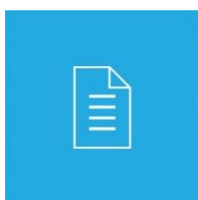
Student Support Leader – Fixed Term Contract



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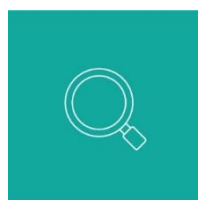
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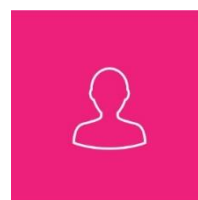
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#TransformingLives



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

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.

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



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

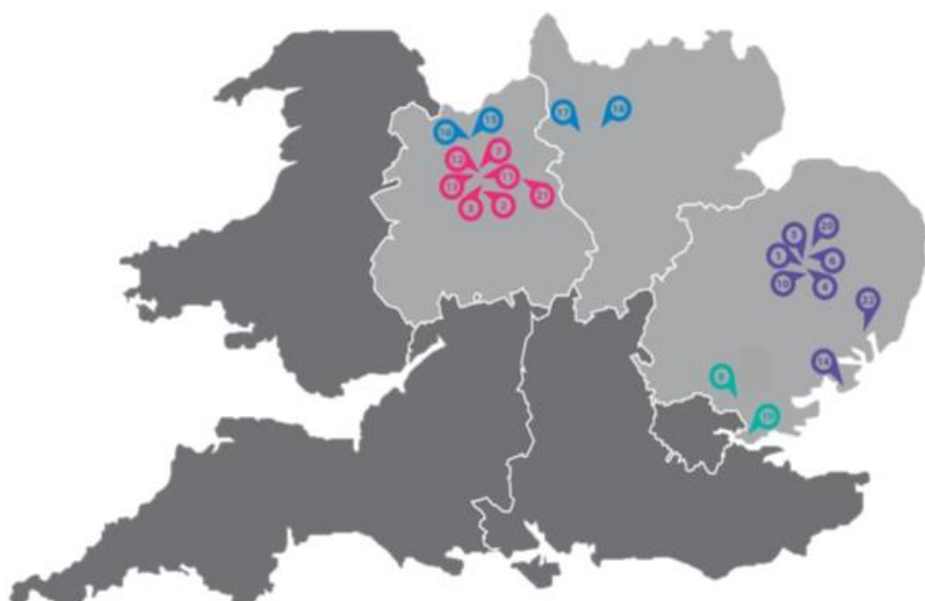
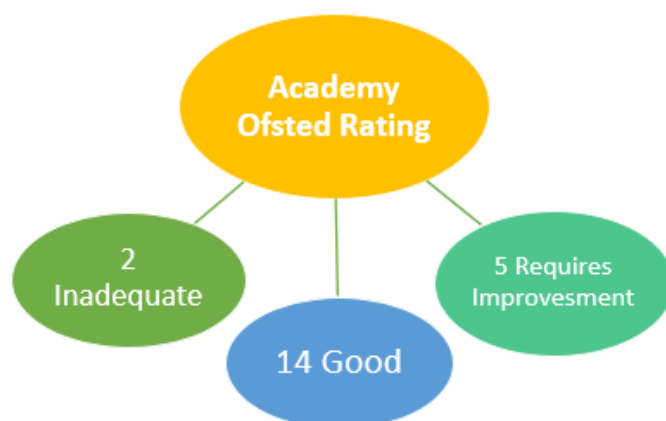


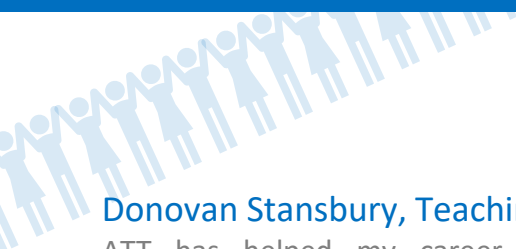
Governance

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 Nicholas Hamond Academy Information

Rated as 'Good' by Ofsted in January 2022, here at The Nicholas Hamond Academy, we are "determined to be the best that we can be".

As a team, we are dedicated to delivering a high-quality education that enables students to make rapid progress and achieve transformational academic targets. We have high expectations of our pupils and every student matters to us.



We work closely with our local community, including parents and carers, who actively support the work we are doing to achieve and maintain the highest possible standards. Our academy is a place to be proud of.

At TNHA we aspire to provide every member of our community with the opportunity to be the 'best that they can be', by offering experiences that encourage the development of high attaining, self-confident, resilient, tolerant and happy young people.

Our ethos is founded on the development of positive relationships with students and parents, outstanding teaching, a personalised curriculum and enthusiasm for learning.

We are 'one team' - students, staff, governors and parents - committed to working together to achieve our aim.

To find out more, please visit www.tnha.org.uk

More than just an academy, we're a true community resource, as the only secondary school in the area. We enjoy a genuinely stunning location, close to Norwich and the A1 but surrounded by beautiful countryside and not far from some of the best beaches in Britain.

This is the kind of place where people set down roots, so it's little surprise that our staff turnover is remarkably low.

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

Student Support Leader - FTC

HOURS: 37 hours per week, Term Time Only

The Nicholas Hamond Academy believes that all children should receive a first class education and are well prepared for their life ahead academically, personally, emotionally and professionally. We are committed to our responsibility to support, challenge and guide our academics and their staff to ensure success.

Responsible to: Head of Year/Assistant Principal.

Job Purpose: To provide pastoral care and support to all students to enable them to thrive as learners and socially and emotionally.

Specific Responsibilities:

To liaise with the Key Stage Leader on a daily basis regarding student issues and support with the day-to-day running of the key stage/year group, supporting students as needed.

- To assist the Key Stage Leader and relevant Tutor Teams in the monitoring of the academic progress of students in the key stage/year group.
- To implement behaviour interventions as identified by relevant data.
- To assist the Key Stage Leader in the behaviour management of the key stage/year group.
- To work Academy Attendance Officers to implement the School's Attendance Policy overseeing and to maintaining attendance targets, implementing interventions where appropriate.
- To maintain and monitor student databases, as directed by the pastoral leadership team and liaise with outside agencies as required.
- To maintain clear and transparent student records, through Go4Schools, CPOMS and other academy systems as directed and required.
- To be an observer in and where necessary lead student interviews with parents/carers.
- To assist the key stage leader in the planning, organisation and running of a range of events and activities in the Year Group.
- To attend regular line management meetings with the Head of Year, Student Team Meetings and Staff Meetings.

Generic Responsibilities:

- Demonstrate a positive commitment to equality and diversity
- To act professionally at all times
- Contributing to building the Academy Transformation Trust service culture and team ethos
- Adhere to responsibilities under security information, health & safety legislation and policies
- To undertake any other duties that are within the scope of the post as determined by the Principal

Note: This Job Description is not your contract of employment or any part of it. It has been prepared only for the purpose of academy organisation and may change either as your contract changes or as the organisation of the academy is changed. Nothing will be changed without consultation.



05. Person Specification

Student Support Leader - FTC

	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

Student Support Leader - FTC

The Nicholas Hamond Academy

Status:

Hours: 37 p/w
Term Time: 39 weeks (inc. of 1 weeks training)

Salary:

NJC Scale Point: 7-11
(FTE: £20,444.00 – £22,129.00)
Monthly Gross Pay: (1,458.91 – 1,579.15)
Actual: £17,506.88 - £18,949.81

Closing Date:

18th August 2022 at 11.59pm
(Display Date: 04/08/2022)

Start Date:

1st September 2022

Interviews:

TBA

Applying:

Please apply by visiting
www.academytransformatio
ntrust.co.uk/vacancies

Location:

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Swaffham
PE37 7DZ

#TransformingLives

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