

Academy
Transformation
Trust

Subject Specialist Leader
– Humanities & Social
Sciences

Application Pack

The Dukeries Academy
New Ollerton, Newark,
Nottinghamshire

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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.



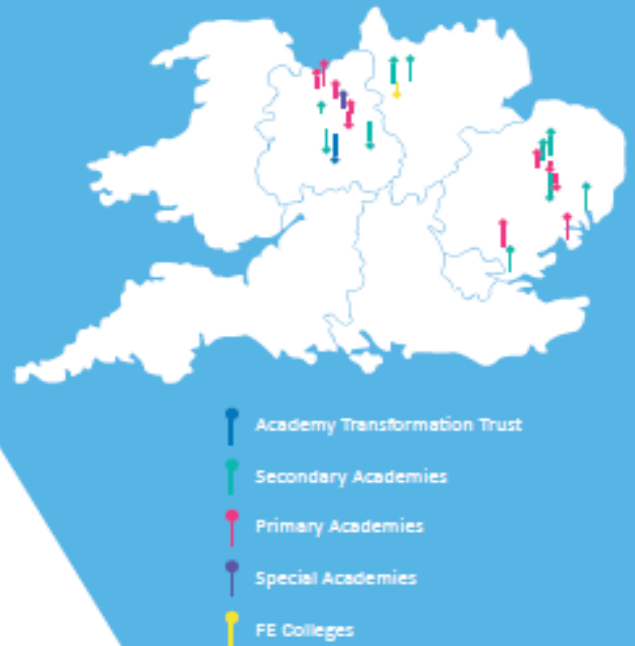
To learn more about our story/journey, please read our [ATT Magazine](#)

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 | Offering the very best PD opportunities for all our colleagues.

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

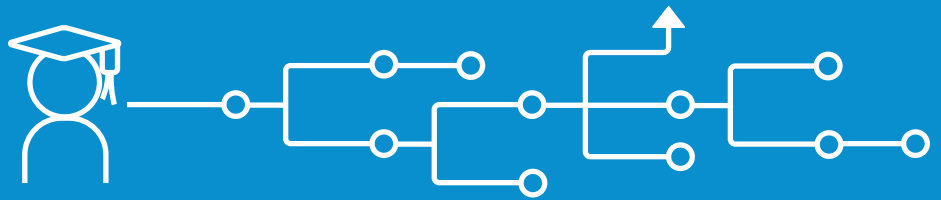
1 Outstanding

18 Good

1 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.

Selena Marshall | Pastoral Leader The Dukeries Academy

I first began my journey with ATT in 2008 as a cleaner at The Dukeries Academy. Once my youngest daughter started nursery I wanted a job that would work around my family. In 2016, I began working as part-time administration assistant, this soon increased to full-time and now I am a Casual Exam Invigilator. I have made the most of every opportunity given to me, which has included studying for a degree with the Open University. ATT have given me lots of opportunities to progress and develop myself.

Emma Summerfield | Faculty Leader, English & Modern Foreign Language The Dukeries Academy

"As a Teach First participant, I have been so fortunate to start my career at The Dukeries Academy; professional development and quality ECT training has been prioritised, and my teaching has gone from strength to strength under the tutelage of my colleagues. I have been promoted to Subject Specialist Leader in English in my NQT year, something I would never have thought possible were it not for the support and encouragement my department has given me throughout my time here. I am excited to explore further leadership opportunities in the future whilst continuing to learn from the experienced and dedicated practitioners here in the academy."

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. The Dukeries Academy



THE DUKERIES
ACADEMY

Develop more courageous engagement in bolder visions of education that will help young people become change makers in their own and other people's lives.'

Andy Hargreaves

Our Vision

To inspire excellence and maximise opportunities for all.

Our Purpose

To be a beacon of inclusive educational excellence which fosters ambition, facilitates great learning and enables outstanding progress for every student irrespective of their starting point.

To be the trusted Academy of choice at the heart of our community.

To be recognised as an exceptional place to work which attracts, retains and develops the very best staff and leaders.

To develop ambitious knowledge, character and cultural capital to empower our students to be bold and courageous change-makers who are equipped to thrive in, and make a positive contribution to, a rapidly changing world.

Our Values



We have the courage to act with moral and ethical intent. We aspire to be honest and to treat ourselves and others with respect and kindness.



We are passionate about working hard and are optimistic and persistent as we overcome barriers to achieving our aspirations.



We are resolute in our desire to be the very best in everything that we do.

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



Our PD Curriculum is delivered through three pillars:

Transformational Leadership

[Click to Learn More](#)

Transformational Teaching

[Click to Learn More](#)

Transformational Services

[Click to Learn More](#)

Professional Development at ATT:

04. The ATT Institute

What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey.

PD Opportunities for Our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise.

Find Out More Online:

academytransformationtrust.co.uk/institute

05. Job Description

Subject Specialist Leader – Humanities & Social Sciences

Purpose of the Role:

Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

To support the Faculty Leader and to deputise when and where appropriate.

To be accountable for student progress and development.

To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area, in accordance with the aims of the Academy and the curricular policies.

To act as a Curriculum Lead and be responsible for leading and developing this area.

To develop and enhance the teaching practice of others.

To monitor and support the overall progress and development of students as a manager within the curriculum area and as a Tutor.

Key Responsibilities and Duties:

Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

Operational / Strategic Planning

- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies in the faculty.
- The day-to-day management, control and operation of provision within the faculty.
- To assist in monitoring and following up student progress.
- To assist in the implementation of Academy policies and procedures, for example Equal Opportunities, Health and Safety, COSHH, Accommodation Strategy, etc.
- To work with colleagues to formulate aims and objectives for the faculty which have coherence and relevance to the needs of students and to the aims and objectives of the Academy.
- To assist in the management of the business planning function of the faculty, and to ensure that the planning activities of the faculty reflect the needs of the students and the aims and objectives of the Academy.

- To support the relevant manager in the application of ICT in the curriculum area.

Curriculum Provision

- To liaise with the Faculty Leader to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy's strategic objectives.

Curriculum Development

- To support curriculum development within the whole faculty.
- To keep up to date with national developments in the subject area and teaching practice and methodology.
- To monitor actively and respond to curriculum development and initiatives at national, regional and local levels.
- To liaise with the Faculty Leader to maintain accreditation with the relevant examination and validating bodies.

Staffing

- To work with the Faculty Leader and Professional Development Officer to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To engage actively in the performance management review process and act as reviewer for a group of staff within the designated faculty.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the faculty liaising with the Cover Supervisor to secure appropriate cover within the faculty.
- To participate in the Academy's ITT programme.
- To be responsible for the day-to-day management of staff within the designated area and act as a positive role model.
- To ensure the effective efficient deployment of classroom support.

Quality Assurance

- To ensure the effective operation of quality control systems
- To assist in the process of the setting of targets within the faculty and to work towards their achievement.
- To help to establish common standards of practice within the faculty and develop the effectiveness of teaching and learning styles in all relevant curriculum area within the faculty.
- To contribute to the Academy procedures for lesson observation.
- To implement Academy quality assurance procedures and to ensure adherence to those within the faculty.
- To participate in the monitoring and evaluation of the curriculum area in line with agreed Academy procedures including evaluation against quality standards and performance criteria.
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- To seek/implement modification and improvement where required within the relevant curriculum area.

Management Information

- To ensure the maintenance of accurate and up-to-date information concerning the relevant curriculum area on the management information system.
- To assist in the use of analysis and evaluation of performance data.
- To help to produce reports within the quality assurance cycle.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- To assist in the production of reports on examination performance, including the use of value-added data.
- To assist in the identification of exam entries within the faculty.

Communications and Liaisons

- To help ensure that all members of the curriculum area are familiar with its aims and objectives.
- To ensure effective communication as appropriate with the parents of students.
- To liaise with partner academies, higher education, Industry, Examination Boards, Awarding To contribute to the planning and delivery of Academy liaison activities.
- To contribute to the planning and delivery of Academy liaison activities.
- To contribute to the development of effective subject links with partner schools and the community, attending, where necessary, liaison events in partner schools and promoting subjects effectively at liaison events in Academy, partner schools and the wider community.
- To promote actively the development of effective subject links with external agencies.

Management of Resources

- To assist the Faculty Leader to identify resource needs and to contribute to the efficient /effective use of physical resources.
- To co-operate with other faculties to ensure a sharing and effective usage of resources to the benefit of the Academy and the students.

Pastoral System

- To monitor and support the overall progress and development of students within the curriculum area.
- To help to monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To act as Form Tutor and carry out the duties associated with the role as outlined in the generic job description.
- To contribute to citizenship and enterprise education according to the Academy policy.

- To assist in the implementation of the Behaviour Management system in the faculty so that effective learning can take place.

Academy Ethos

- To play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- Support the Academy in meeting its responsibilities for assemblies.
- To promote actively the Academy's corporate policies.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.

This role descriptor is not intended to be an exhaustive list of all the duties and responsibilities that may be required.

The job holder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post. The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This role must reflect the expectations within KCSIE (latest version).

The principle responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

06. Person Specification

Subject Specialist Leader – Humanities & Social Sciences

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> • DfE recognised Qualified Teacher Status • Good honours degree (Geography Specialism) • Qualified Teacher Status 	<ul style="list-style-type: none"> • Evidence of CPD training courses
Experience	<ul style="list-style-type: none"> • Experience of teaching at KS3/KS4 • Experience of effective management of student behaviour. • Experience of marking and feedback to meet faculty expectations. 	<ul style="list-style-type: none"> • Experience in the use of ICT as a teaching and learning tool • Experience of teaching at KS5
Competencies	<ul style="list-style-type: none"> • How to use data and information to plan for progress. • How to adopt a range of teaching strategies to ensure that students succeed. • Can lead, motivate, enthuse and inspire staff and students to achieve. • Ability to plan, organise and delegate effectively • A commitment to making a positive contribution to the whole school community • Is a reflective practitioner • Believes passionately that every student can succeed • Manages student behaviour effectively and supports others where appropriate 	<ul style="list-style-type: none"> • An awareness of the issues related to Literacy Across the Curriculum • Awareness of new specifications for GCSE. • An awareness of teaching for life without levels.
Values	<ul style="list-style-type: none"> • Upholds ethics and values, demonstrates integrity and promotes and defends equal opportunities • Commitment to the safeguarding and welfare of all pupils. • Willingness to ensure that facilities are kept to a standard that complies with health and safety guidelines. 	

07. How to Apply

Subject Specialist Leader – Humanities & Social Sciences

Applying:

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

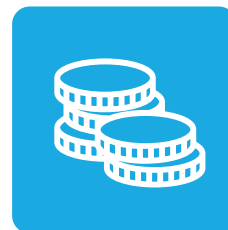


Status:

Full time

Salary:

MPS/UPS £30,000 - £46,525
TLR 2.3 - £3,214



Closing Date:

Thursday 22 February 2024, 09:00am

Start Date:

15 April 2024



Interviews:

To be confirmed




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