

Teacher of Design and Technology

Application Pack

Westbourne Academy, Ipswich



EMPLOYER RECOGNITION SCHEME

GOLD AWARD 2021

Proudly serving those who serve.



#TransformingLives

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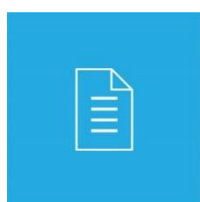
Teacher of Design and Technology



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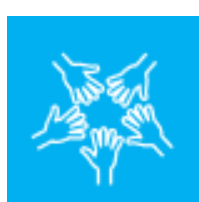
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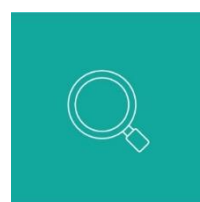
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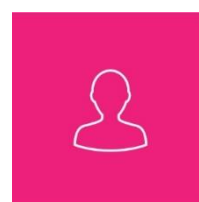
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#TransformingLives



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

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

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.

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

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

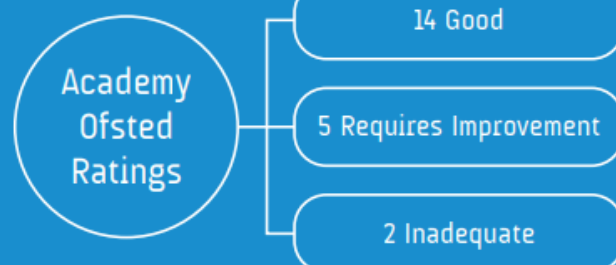
Finance

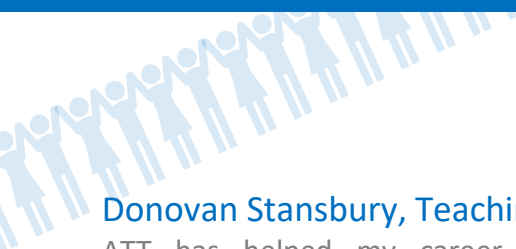
£78 million in funding and other income

ATT Institute | 42 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.





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. Westbourne Academy Information



WESTBOURNE
ACADEMY

Westbourne Academy in Ipswich isn't just a school – it's a microcosm of the world with students from all around the globe. Between them they speak 32 languages, and their unique perspectives on learning and life make this a unique academy. Since 2016, our Ofsted rating has gone from Requires Improvement to Good in 2019 – an incredible transformation that we are keen to continue.

In particular, inspectors noted that “pupils enjoy positive relationships with their teachers” and that teachers “benefit from a comprehensive training programme in a range of areas that is bespoke to the needs of individuals.”

We regard this as an enormous achievement, as many of our students come from deprived backgrounds and face significant barriers to learning.

We welcome fresh ideas from our teaching and support staff and actively value their creativity and imagination. We are passionate about improving our practice, and we are always keen to find new ways to do things.

Westbourne Academy offers the satisfaction of transforming disadvantaged young people's futures, in an excellent location amidst attractive countryside, just an hour from London.



02. Message from the Principal

Our abiding passion is for all students to “achieve their potential” and to “develop the skills necessary for employment and life” through their learning and the development of their intellectual, creative, physical and emotional capabilities.

We aim to instil our core and aspirational values, detailed in this application pack, and for our students to develop moral integrity and become responsible global citizens. We, therefore, encourage them to develop a strong sense of responsibility towards each other and to those beyond their immediate community.

The pursuit of academic excellence is crucially important, but the learning experience for Westbourne students is not confined to the classroom. We are fully committed to the idea of an all-round education where personal development is valued as much as examination success, and we are proud of discrete lessons in enrichment.

The Academy is well served by a team of highly committed teachers and support staff, who frequently “go the extra mile”, working in partnership with the Trust, Local Academy Committee Members and parents to provide the very best possible education. We are extremely lucky to have exceptional staff to support “Team Westbourne” and the pursuit of its vision and strong core and aspirational values.

We are proud of our students and if you take the opportunity to come and meet us all, as I sincerely hope you will, we believe you will see why.

We look forward to receiving your application.

Regards
Mark Bouckley
Principal



Vision Statement

Westbourne Academy is an inclusive academy. We support all students, regardless of starting point, to achieve their potential and develop the skills necessary for employment and life.

We pride ourselves on delivering a broad and balanced curriculum, where all students can discover the diversity of different subjects and experiences, both within and outside of the academy. We encourage our staff to make teaching and learning engaging and challenging.

We believe that a curriculum, which meets the needs and aspirations of all young people, leads to strong academic progress. Qualifications are important but they need to be accompanied by other skills. We achieve this through our STAR and LORIC values.

STAR is the fundamental ethos, which forms the basis of our expectations for all students and staff. It is what we are aspiring to achieve here at the academy on a daily basis.

Be Safe Be Thoughtful Be Accountable Be Respectful

We strive for our students to have the knowledge and understanding to stay Safe and to be able to make the right decisions in a rapidly changing world of technology, risk and social media.

We want our students to be Thoughtful towards one another, our staff, our local community and our global community.

We need to prepare students to be Accountable for their decisions and choices. That is why we put such high value on 100% attendance and punctuality. Students should take pride in their uniform, the presentation of their work and their commitment to home learning. Our duty is to create an appreciation that through accountability and hard work, students are rewarded and can “reach for the stars.”

We expect our students to be Respectful and courteous, not only to our staff and each other, but to the diverse and mixed community that Westbourne serves. Being polite, holding doors open and showing compassion for others through charity work, are qualities that we hold in high regard.

Our LORIC values, included within our rewards system, core curriculum and co-curriculum, teach our students the skills necessary for adult life and employment.

Leadership Organisation Resilience Independence Communication

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

Teacher of Design and Technology

Academy Transformation Trust 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 academies and their staff to ensure success.

The post holder will be expected to undertake duties in line with and meet Teachers' Standards. Key responsibilities are:

- Prepare and deliver appropriate lessons to students of different ages and abilities catering for a wide range of needs.
- Establish a safe, purposeful, and stimulating environment for students and have high expectations of behaviour ensuring the health and safety of all students and staff.
- Manage student behaviour in the classroom and on Academy premises and apply appropriate and effective sanctions.
- Register the attendance of and supervise students, before, during or after school sessions as appropriate.
- Assess and mark work giving appropriate feedback.
- Engage with Academy Leaders to ensure the effective development of the curriculum.
- Maintain records of students' progress and development and input data using Academy systems and processes.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Research new topic areas, maintaining an up-to-date subject knowledge, and devise and write new curriculum materials as necessary.
- Select and use a range of different learning resources and equipment.
- To prepare and share responsibilities for Schemes of Work within the Department.
- Prepare students for qualifications and external examinations.
- Communicate effectively with parents/carers with regard to pupil's achievements and well-being using Academy Systems and processes.
- Participate in Faculty meetings, parents' evening, and whole Academy training events.
- Undergo regular observations and participate in relevant training as part of continuing professional development (CPD).
- Having professional regard for ethos, policies and practices of the Academy and maintain high standards in your own attendance and punctuality.
- To undertake any other duties as defined by Teachers' Standards or determined by the Principal as being within the scope of the post.



05. Person Specification

Teacher of Design and Technology

	Essential	Desirable
Education/ Qualifications	<ul style="list-style-type: none">• Degree in appropriate subject• Qualified teacher status	<ul style="list-style-type: none">• Evidence of full engagement in continuous professional development (CPD) opportunities.
Experience	<ul style="list-style-type: none">• Experience of successfully applying a range of teaching strategies• Demonstrate experience of supporting outstanding teaching and learning including adapting lesson content to support and ensure access for EAL and SEN students.• Proven ability to deal with a wide range of student behaviours	<ul style="list-style-type: none">• Recent experience in a UK secondary school/academy• Experience of inclusion strategies to support students with SEND• Proven ability to effectively work with a range of stakeholders including parents and external organisations
Specialist Skills and Knowledge	<ul style="list-style-type: none">• A good or outstanding teacher in your subject• Demonstrate ability to engage with learners in a variety of ways• Demonstrable ability to move students' learning forward• Ability to effectively evaluate own practice to further improve learning of students• Ability to work effectively as part of a team including across faculties• Demonstrate knowledge of behaviour management	<ul style="list-style-type: none">• Able to demonstrate knowledge of planning, curriculum and assessment procedures• Awareness and interest in developments within the subject
Visions & Strategy	<ul style="list-style-type: none">• Vision aligned with the academy's high aspirations and high expectations of self and others• Demonstrate commitment to the highest standards of teaching and learning• Articulate the values and mission of the academy• Commitment to continuous improvement, both personal and organisational• Demonstrate positive commitment to equality and diversity	
Personal Characteristics	<ul style="list-style-type: none">• Highly approachable, very grounded and makes sensible judgements• Mature approach to emotionally demanding work• Relishes accountability and takes personal responsibility for their own actions• Able to build trust and mutual respect between students, families and staff• Strong interpersonal written and oral communication skills• Able to work flexibly as a member of a team• Clear understanding of health and safety requirements• Adaptable to change• High standards of organisation• High level of literacy and numeracy skills• Ability to use ICT effectively in a professional environment• Positive outlook on life	



06. How to apply

Teacher of Design and Technology

Westbourne Academy

Status:

Full time
Permanent

Applying:

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

Salary:

Main Pay Scale £25,714-£36,961

Closing Date:

9th June 2022

Start Date:

As Soon As Possible

Interviews:

w.c 13th June 2022

#TransformingLives

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