Teacher of English

Application Pack

Bristnall Hall Academy

Sandwell, West Midlands



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Teacher of English



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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

01. About Academy

Transformation Trust

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.

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

1. Committed to excellent teaching
2. Determined upon academic excellence for all in our communities
3. Compassionate, ethical and caring advocates for all in our communities
4. Outwardly facing and globally conscious

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

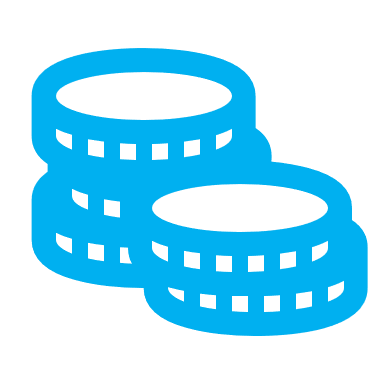
Operations

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.



**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**

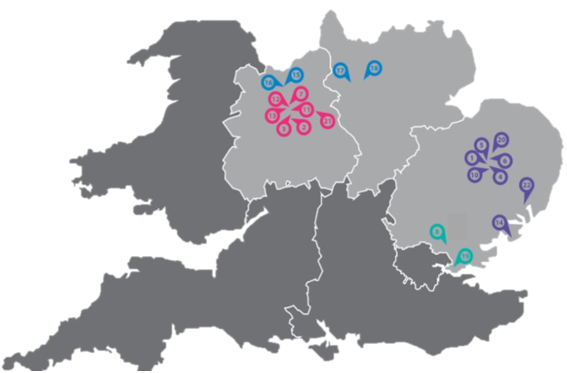
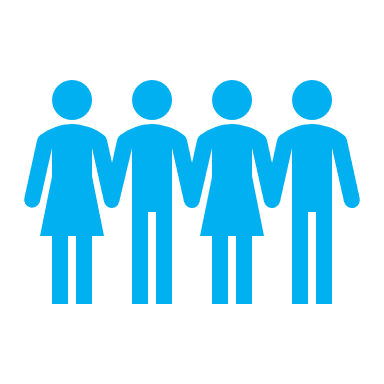
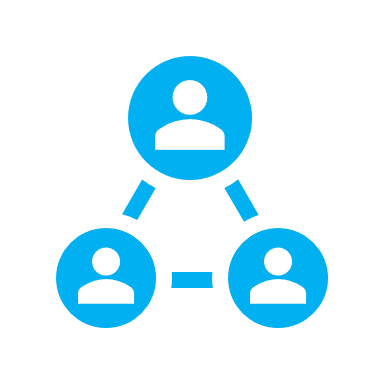
* We receive £78 million in funding and other income

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.

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



**Governance**

People Engaged │ Over 120

Trustees │ 11

Members │ 5

**Learners │** 12,505

Primary │ 2711

Secondary │ 8451

Special │ 45

FE │ 1298

**Staff │** 1739

Primary │ 429

Secondary │ 1145

Special │ 28

FE │ 67

Other │ 70

**ATT** │21 Academies

Local Authority Areas │ 10



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.

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.

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 responsibly 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.



Bristnall Hall Academy is part of the Academy Transformation Trust family of academies.

Bristnall Hall Academy is an 11-18, unique community academy with an extensive offering supported by a strong reputation for partnerships and inclusivity. We are a thriving and oversubscribed academy with a well-established reputation for outcomes for students. In 2019, our Progress 8 of +0.43 made us the highest performing Academy in Sandwell again. We are on a journey of rapid transformation toward outstanding and this is indicated by our last Ofsted inspection in 2016 that judged Bristnall Hall to be Good in all areas. Our academy has significantly improved since that time.

We have a key focus on staff well-being, with a number of initiatives in place across the academy including bespoke departmental marking and assessment policies which have dramatically reduced teacher workload. If you want to inspire, aspire and achieve, come and join something special and make your mark.

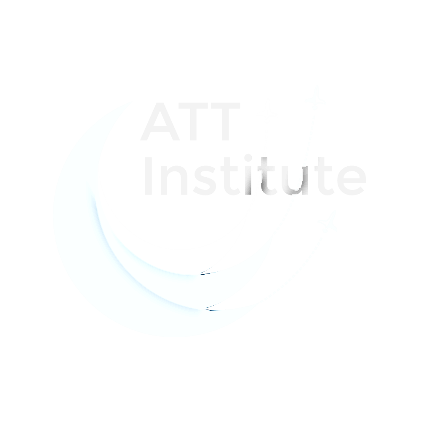
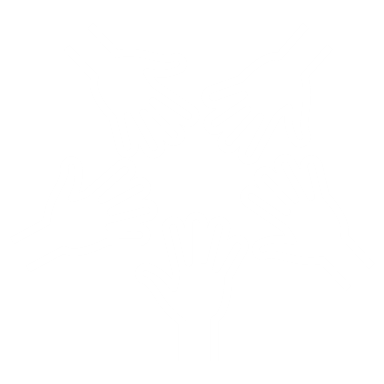
We aim to provide our young people with the qualifications, skills and attributes to have a successful and happy life.

Benefits include:

* Extensive NQT support programme
* Individual CPD package for every member of staff
* Access to the staff benefits portal
* Education Enterprise Specialists
* Friendly, supportive staff
* Good behaviour with very little, low level disruption.
* Flexible working
* Proud to promote diversity, equality and inclusion within our academy

All visitors to the academy are welcome at any time of the day. To find out more, please visit www.bristnallhallacademy.attrust.org.uk

02. Bristnall Hall Academy Information



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

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.

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.’



04. Job Description

Teacher of English

**Principal Responsibilities**

* To teach groups of students as designated in English across the 11-16 age and ability range.
* To monitor and assess students’ progress with appropriate planning and preparation, rewarding achievement and ensuring the best possible examination results.

**Tasks/Accountabilities:**

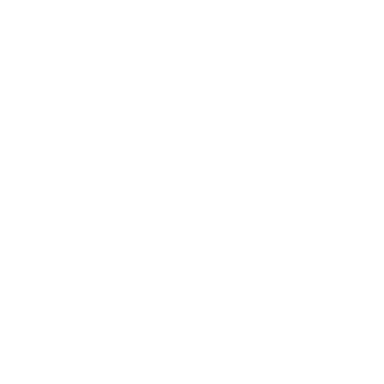
* To deliver engaging and motivating lessons to students across all Key Stages.
* To use the whole academy behaviour policy in setting high standards and expectations for students.
* To produce high quality resources and take part in the creation of new area schemes of learning.
* To identify and differentiate for groups of learners within your teaching groups.
* To use ICT and other learning technology in the planning and delivery of lessons.
* To track progress through assessment and reporting within own teaching groups.
* To regularly mark and feedback to students in line with the area assessment systems.
* To take part in the whole school programme of quality assurance.
* To interrogate and interpret relevant data to use as an achievement tool.
* To engage in the self-review processes with the academy team.
* To monitor the progression of all students in own teaching groups.
* To identify students at risk of underachievement in liaison with the appropriate staff to put interventions in place that combat underachievement.
* To work as a team supporting area members in spreading and sharing good practice.
* To attend and where appropriate contribute to faculty meetings.
* Be willing to attend relevant courses/conferences that will stimulate and enhance the role of teacher of English’s and wider role within the academy community.
* To promote the safety and wellbeing of students.

**General**

* Take responsibility for promoting and safeguarding the welfare and protection of children and young people within the academy
* Working to and within academy policies and procedures, including safeguarding, child protection and health and safety
* Taking care of own and other people’s health and safety

The principal 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. 



05. Person Specification

Teacher of English

Key responsibilities

At the academy, we strive to achieve excellence and to be judged an outstanding academy. In order to maintain the high standards and build on success of the academy, you will need to:

* establish a culture of high expectations and aspiration so that all pupils are able to achieve their potential and the academy secures high attainment for all
* ensure that all staff are respectful towards all pupils, with an unshakable belief in their entitlement to a high quality education, whatever their circumstances and ability
* take a leading role in the development of new and emerging technologies to enrich and extend the learning experiences of all pupils
* maintain and enhance best practice as an academy which works with and for its community.

|  |  |
| --- | --- |
|  | Essential |
| **Qualifications and attainment** | * Qualified Teacher Status or working on PGCE programme. |
| **Skills required** | * The ability to use an imaginative range of teaching strategies to promote high expectations and high levels of challenge in the classroom * The ability to plan for progression in learning, using intervention as necessary. * The ability to use assessment for learning to improve teaching and learning as well as to assess and record student progress * The ability to establish a safe and purposeful working atmosphere that supports learning and in which students feel secure and confident * An enjoyment in working with young people * A commitment to working collaboratively within the faculty * A commitment to raising achievement. * The ability to make use of ICT to develop teaching resources as well as to enrich the curriculum * A commitment to teaching the full ability range |
| **Knowledge** | * A secure knowledge and understanding of the concepts and skills essential for success for students in English * A secure knowledge of the National * Curriculum for teaching English at KS3 and KS4 * A good concept of recent curriculum changes |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | Essential | |
| **Relevant experience** | | * Evidence of high attainment in teaching across the Key Stages * Development of Schemes of Work across the Key Stages * Working effectively as a Form Tutor * Effective use of Assessment for Learning to engage pupils as partners in their learning | |
| **Aptitude and attitude** | | * Sharing the Sponsors vision and ethos. * Commitment to continuing personal and professional development. * Commitment to safeguarding and promoting the welfare of children and young people * Professional presentation and conduct * Awareness of and respect for, the needs of the individual child and their families, including multi-cultural and inclusive practices. | |
| **Circumstances** | | * An ability and willingness to aim inspire and motivate all learners * Commitment, enthusiasm and energy * Commitment to own personal and professional development * The ability to a reflective and evaluative practitioner who is willing to learn and develop * Willingness to contribute to faculty extracurricular activities | |



Status:

32.50 hours per week

All year around

06. How to apply

Teacher of English

Bristnall Hall Academy

Applying:

Please apply by visiting

[www.academytransformationtrust.co.uk/vacancies](http://www.academytransformationtrust.co.uk/vacancies)

Salary:

UNQ/TMS Pay

Closing Date:

04 October 2021, 12noon

Start Date:

ASAP

Interviews:

Week Commencing 04 October 2021



Address:

Academy Transformation Trust

Unit 4, 2nd Floor

Emmanuel Court

Reddicroft

Sutton Coldfield

B73 6AZ

Visit:

academytransformationtrust.co.uk

Call:

0121 354 4000

Email:

office@academytransformation.co.uk

@AcademyTrust

*#TransformingLives*