



Secondary
Academy

Teacher of English MPS

Application Pack

The Nicholas Hamond Academy
Swaffham, Norfolk

#TransformingLives

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Teacher of English



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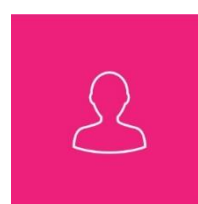
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#TransformingLives



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

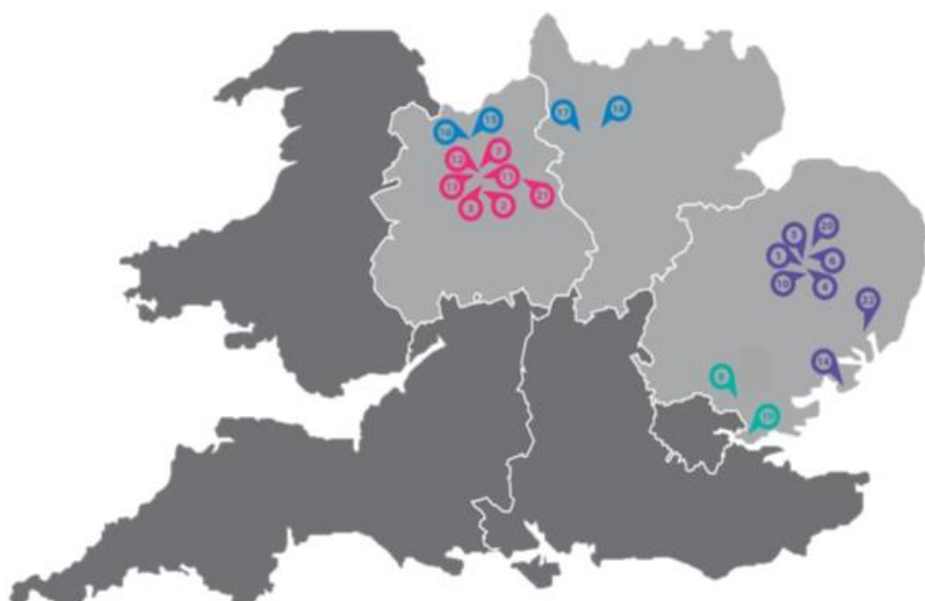


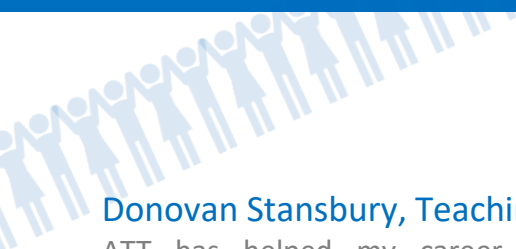
Governance

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

The Nicholas Hamond Academy or 'TNHA', is an aspirational 11 – 18 academy. Our students are awesome, the staff passionate and the parents supportive. Together we are 'One Team', "determined to be the best that we can be".

At The Nicholas Hamond Academy, we go the extra mile every day to raise aspirations, help our students realise their full potential and instil a lifelong love of learning that will help them succeed in whatever they decide to do.



We're on quite the journey ourselves, and there's still plenty to do. We're building on firm foundations, as inspectors noted that "the progress pupils make in English and Mathematics is accelerating" and "there are many examples of good teaching and effective practice that are now being shared across the school".

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

Teacher of English, MPS

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 pupils and staff
- > Manage student behaviour in the classroom and on academy premises and apply appropriate and effective sanctions
- > Register the attendance of and supervise pupils, 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 pupils' 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 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 Faculty
- > Prepare pupils 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 the 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 scope of the post



05. Person Specification

Teacher of English, MPS

	Essential	Desirable
Education/ Qualifications	<ul style="list-style-type: none">• Degree in appropriate subject• Has qualified teacher status	<ul style="list-style-type: none">• Evidence of continuous professional development (CPD)
Experience	<ul style="list-style-type: none">• Experience of successfully applying a range of teaching strategies• Demonstrable experience of supporting outstanding teaching and learning including adapting lesson content to support and ensure access for EAL and SEN pupils• Proven ability to deal with a wide range of pupil behaviours	<ul style="list-style-type: none">• Recent experience in a UK secondary school/academy• An understanding of how the progress 8 measure will impact academy results and targets• Experience of inclusion strategies to support pupils 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• Demonstrable ability to engage with learners in a variety of ways• Demonstrable ability to move pupils' learning forward• Ability to effectively evaluate own practice to further improve learning of pupils• The ability to work effectively as part of a team, including across faculties• Demonstrable knowledge of behaviour management	<ul style="list-style-type: none">• Able to demonstrate knowledge of planning, curriculum, and assessment procedures

	Essential	Desirable
Vision & Strategy	<ul style="list-style-type: none">• Vision aligned with the academy's high aspirations and high expectations of self and other• Demonstrate commitment to the highest standards of teaching and learning• Articulate the values and mission of the academy• Commitment to the safeguarding and welfare of all pupils• Commitment to continuous improvement, both personal and organisational• Demonstrable positive commitment to equality and diversity	N/A

05. Person Specification

Personal Characteristics	<ul style="list-style-type: none">• Highly approachable, very grounded and makes sensible judgments• Mature approach to emotionally demanding work• Relishes accountability and takes personal responsibility for their own actions• Able to build trust and mutual respect between pupils, families, and staff• Strong interpersonal written and oral communication skills• Able to work flexible as a member of a team• Clear understanding of health and safety requirements• Adaptable to change• Demonstrable good organisation skills• Demonstrable very good numeracy and literacy skills• Ability to use ICT effectively in a professional environment• Positive outlook on life	N/A
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06. How to apply

Teacher of English

The Nicholas Hamond Academy

Status:

Full Time

Applying:

Please apply by visiting

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

Salary:

MPS

Closing Date:

16th April 2021

10am

We do reserve the right to close this advertisement early if we receive a high volume of suitable applications

Start Date:

ASAP/September 2021

Interviews:

TBC

#TransformingLives

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