

Teacher of Geography
Application Pack

The Nicholas Hamond
Academy, Swaffham

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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.

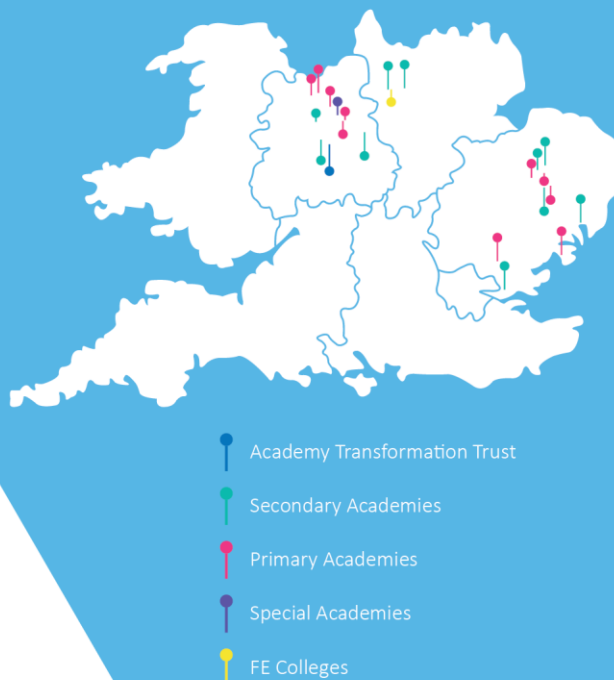


Fast Facts

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 | 38 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.

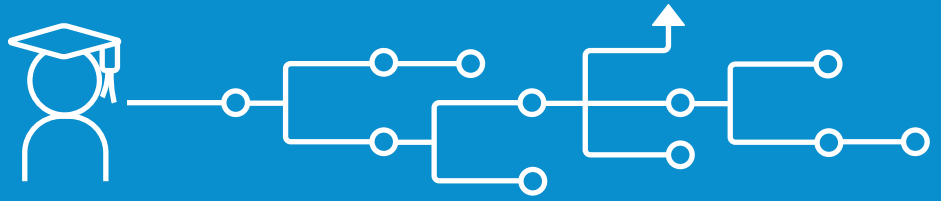
Academy
Ofsted
Ratings

18 Good

2 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.

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.

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. 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

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.

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

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.

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



Selected Courses

- National Professional Qualifications
- SSAT Lead Practitioner Accreditation
- DNA: Teaching, *our flagship course*
- Early Career Teacher Programme

Development Groups

Principals' Development Group | PDG

Allows Principals to develop and share strategies and priorities while addressing their PD needs

Strategic Development Groups | SDGs

PD for senior leaders, linking to areas identified in the Ofsted Education Inspection Framework

Team Network Groups | TNGs

Subject development groups for department heads and colleagues in central directorates

Other Professional Development

- ATTI Fellowships
- Specialised webinars
- Inquiry Questions, *our new PD model*

Professional Development at ATT: 04. The ATT Institute

Our ATT Institute is a dedicated team of colleagues that works hard to create a broad and impressive people development offer, facilitating quality training and networking across all our directorates. This helps our colleagues to stay focused on learning and developing as practitioners as they progress in their careers with our Trust.

Our Vision

We're committed to the very best people development, empower our stakeholders through equal learning opportunities and putting their needs first. We believe we are better together and value collaboration within and beyond our organisation.

Our Institute is a learning eco-system; leadership does not just come from the top but is stakeholder-led. Colleagues across all our directorates- not just teaching staff- help our Trust to transform lives through innovative education. Because of this, we all have a responsibility to engage with people development, ensuring that the education we provide is of the best quality it can be. ATT colleagues use their local leadership to develop and lead others beyond their immediate institution- even beyond our own Institute.

Research Design and Translation

Built into our institute's approach is the concept of *inquiry-based learning*. As part of our commitment to research-informed practice, our action research team contribute to the advancement of research in areas linked to our strategic improvement priorities. The team translates their findings to our development groups, helping to share best practice across our family of academies.

Find Out More Online:

academytransformationtrust.co.uk/institute

05. Job Description



Teacher of Geography

Purpose of the job

- To provide high quality teaching and enable effective use of resources and high standards of learning and achievement for pupils, within an atmosphere in which pupils feel challenged, valued and secure. To assist the Principal and the Leadership Team in the overall management of the Academy.

Particular Duties

- Under the overall direction of the Principal.

Key Functions

- To teach the subjects, classes and groups as allocated by the Director of Faculty and Leadership Team.
- To ensure that high quality teaching and learning takes place in all allocated classes.
- To support and participate in the curriculum development work of the faculty, including the writing of schemes of work and programmes of study.
- To assist the Director of Faculty in the maintenance of high standards of work and behaviour within the Faculty.
- To be a Form Tutor if required and to carry out specified duties.
- To support the Leadership Team in the effective operation of the Academy.

Specific Responsibilities

- Teach the classes allocated and provide a well-planned, challenging, and purposeful learning environment for pupils.
- Set homework on a regular basis and mark pupils work promptly.
- Assess, monitor, record, and report on pupil achievement in line with Academy's and the Faculties policy, including writing pupils reports and attending parent meetings.
- Assist in the identification of pupil special educational needs and support the work of the Learning Support Team, including participation in the writing and reviewing of individual educational plans.
- Share in the development of course outlines, syllabuses, and schemes of work.
- Follow the course outlines, syllabuses and schemes of work agreed by the Faculty
- Make effective use of pupil performance data, and pupil and staff target settings; and provide relevant information to the Director of Faculty and Data Manager.
- Monitor and record pupil's attendance in line with Academy's and Faculty Policy, and support the Middle Leaders in the maintenance of high level of pupil attendance.
- Prepare for and attend Faculty and Form Tutor meetings and support the work of the Faculty and Key Stage Leaders.
- Support and carry out policies and practices to promote positive pupil behaviour and achievement within the framework of the Academy's Behaviour Policy.
- Participate in and support the Performance Management Policy.
- Assist in the development of the Academy's Improvement Plan and its review mechanism.

- Undertake specific duties within the Faculty as agreed by the Director of Faculty.
- Undertake such other duties as reasonably required by the Principal.



General Information

- The job description details the main outcomes required and should only be updated to reflect major changes that impact on the outcomes of the job.

06. Person Specification

The person specification provides an outline of the experience, skills, and abilities we expect the successful candidate to possess. You should match your own skills, experience, and abilities to those listed below and provide examples of how you have demonstrated the criteria. People with disabilities will be offered an interview where they meet the essential criteria alone

	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 student behaviour 	<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 organisation
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 Able 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 and 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 continuous improvement, both personal and organisational • Demonstrable positive commitment to equality and diversity 	
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 flexibly 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 • Good sense of humour 	

07. How to Apply

Teacher of Geography

Applying:

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



Status:

Full time

Salary:
MPS/UPS



Closing Date:

20th February 2023 @ 10am

Start Date:

April



Interviews:

W/C 20th February 2023




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