







Teacher of Modern Foreign Languages

Application Pack

The Dukeries Academy,
New Ollerton, Nottinghamshire

Contents

Teacher of Modern Foreign Languages

					
01	02	03	04	05	06
About Academy Transformation Trust	Academy information	Information about the ATT Institute	Job Description	Person Specification	How to apply
Page 3 - 5	Page 6	Page 7	Page 8-11	Page 12	Page 13



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 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

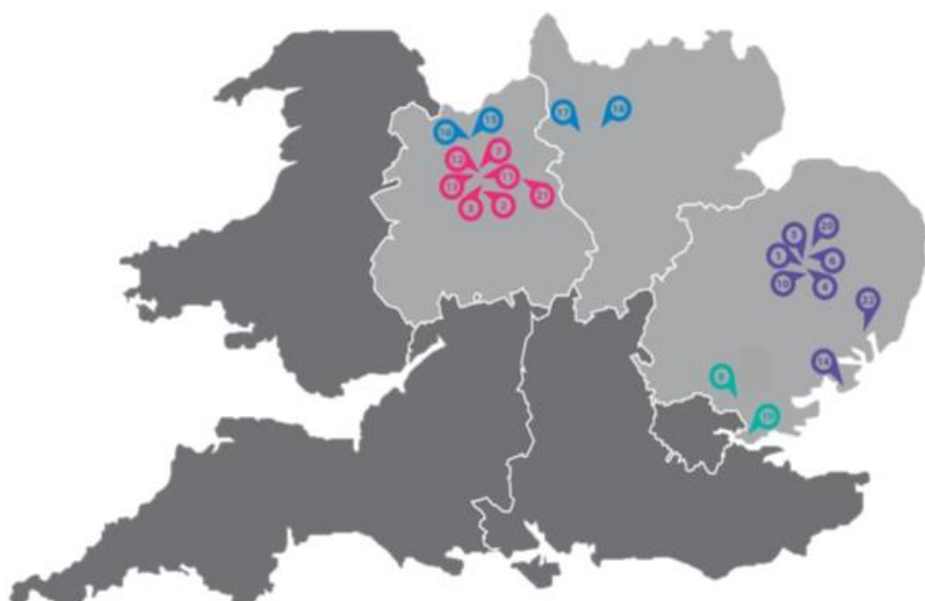


Governance

People Engaged | Over 120

Trustees | 11

Members | 5





Emma Summerfield, Subject Specialist Leader - English

"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."

Selena Marshall, Pastoral Leader

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 pastoral leader. 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.

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 Dukeries Academy Information

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

The Dukeries Academy is part of the Academy Transformation Trust family of academies.



THE DUKERIES
ACADEMY

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



INTEGRITY

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.



AMBITION

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



EXCELLENCE

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.

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 Modern Foreign Languages

Job Purpose:

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 implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.

To monitor and support the overall progress and development of students as a teacher/ Form Tutor.

To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

To contribute to raising standards of student attainment.

To share and support the Academy's responsibility to provide and monitor opportunities for personal and academic growth.

Key responsibilities are:

➤ Teaching

- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy and Numeracy are reflected in the teaching/learning experience of students.
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students, which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus.

04. Person Specification

- To maintain discipline in accordance with the Academy's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and Academy procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.

➤ **Operational / Strategic Planning**

- > To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the Curriculum Area and Faculty.
- > To contribute to the Curriculum Area and faculty's improvement plan and its implementation.
- > To plan and prepare courses and lessons.
- > To contribute to the whole Academy's planning activities.

➤ **Curriculum Provision**

- > To assist the Faculty Leader and the Assistant Principal to ensure that the curriculum area provides a range of teaching which complements the Academy's strategic objectives.

➤ **Curriculum Development**

- > To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the Academy's Mission and Strategic Objectives.

➤ **Staffing**

- > To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- > To continue personal development in the relevant areas including subject knowledge and teaching methods.
- > To engage actively in the Appraisal process.
- > To ensure the effective/efficient deployment of classroom support.
- > To work as a member of a designated team and to contribute positively to effective working relations within the Academy.

04. Person Specification

➤ **Quality Assurance**

- > To help to implement Academy quality procedures and to adhere to those.
- > To contribute to the process of monitoring and evaluation of the curriculum area/faculty in line with agreed Academy procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- > To review from time to time methods of teaching and programmes of work.
- > To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.

➤ **Management Information**

- > To maintain appropriate records and to provide relevant accurate and up-to date information for MIS, registers, etc.
- > To complete the relevant documentation to assist in the tracking of students.
- > To track student progress and use information to inform teaching and learning.

➤ **Communications and Liaisons**

- > To communicate effectively with the parents of students as appropriate.
- > Where appropriate, to communicate and co-operate with persons or bodies outside the Academy.
- > To follow agreed policies for communications in the Academy.
- > To take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- > To contribute to the development of effective subject links with external agencies.

➤ **Management of Resources**

- > To contribute to the process of the ordering and allocation of equipment and materials.
- > 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 staff to ensure a sharing and effective usage of resources to the benefit of the Academy, faculty and the students.

➤ **Pastoral System**

- > To be a Form Tutor to an assigned group of students.

04. Person Specification

- To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- To liaise with a Pastoral Leader to ensure the implementation of the Academy's Pastoral System.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff.
- To contribute to citizenship and enterprise education according to Academy policy.
- To apply the Behaviour Management systems 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.



05. Person Specification

Teacher of Modern Foreign Languages

	Essential	Desirable
Professional qualifications and learning	<ul style="list-style-type: none">• DfE recognised Qualified Teacher Status• Good honours degree	<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 motivate, enthuse and inspire students to achieve.• Ability to plan and organise effectively• A commitment to making a positive contribution to the whole school community• Is a reflective practitioner• Believes passionately that every student can succeed	<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.



06. How to apply

Teacher of Modern Foreign Languages

The Dukeries Academy

Status:

- Full Time 1265 hours per annum however part time will be considered
- All-year-round

Applying:

Please apply by visiting
[www.academytransformatio
ntrust.co.uk/vacancies](http://www.academytransformatio
ntrust.co.uk/vacancies)

Salary:

- MPS/UPS

Closing Date:

- Thursday 15 July 2021
- 08.00am

Start Date:

- 01 September 2021
- Fixed term ending 31 August 2022

Interviews:

- To be arranged

#TransformingLives

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