

Second in Science Department Application Pack

Sutton Community Academy
Sutton-in-Ashfield, Nottinghamshire

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Second in Science Department



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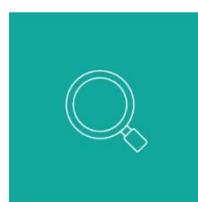
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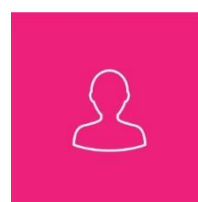
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#TransformingLives



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 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

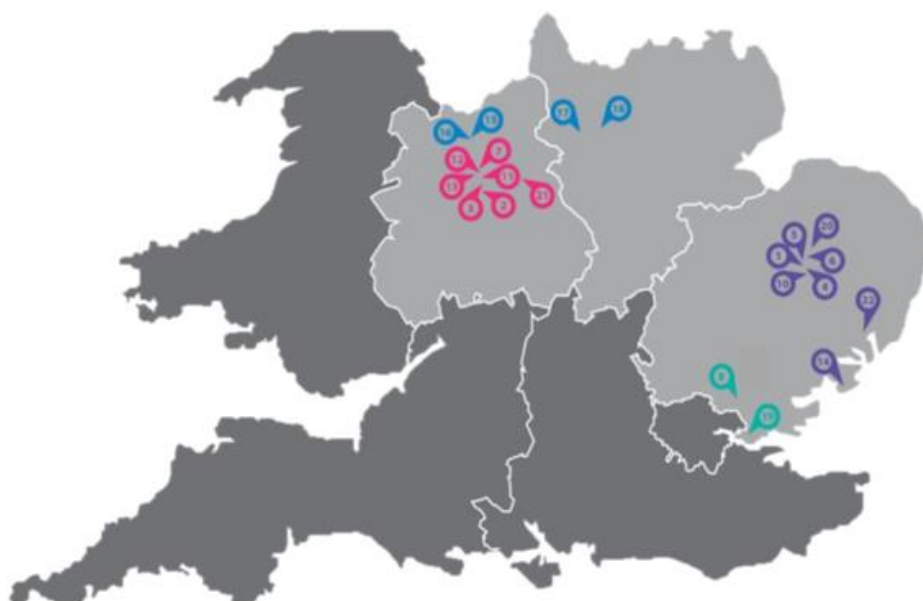


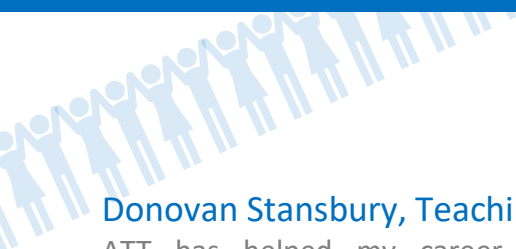
Governance

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.

George Coles, Vice Principal

It is undeniable that there is a palpable energy at Sutton Community Academy! That's partly due to the fact that everyone here is on the same mission: to provide our wonderful students with the highest possible standard of education. Since my appointment as an Assistant Principal, I have been exceptionally well supported by colleagues in my capacity as a new senior leader. For me, I've enjoyed joining an academy that allows me a real sense of professional autonomy underpinned by extremely focussed professional development. If you're looking to join an academy that is improving every single day, Sutton is the place to be!

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.

Jen Richardson - Music teacher / Head of Year / BTEC Quality Nominee and Duke of Edinburgh Manager

Since joining Sutton Community Academy as the Head of Music 10 years ago I have had the opportunity to do so many more additional roles. The academy is keen to support new initiatives, and this led to me being Duke of Edinburgh Manager, supporting students through the Bronze and Silver award. The academy is keen to support professional development and recognise achievement and staff who wish to challenge themselves. I am very grateful for all that the Academy have allowed me to do whilst at Sutton Community Academy, and they have supported all roles with appropriate CPD.



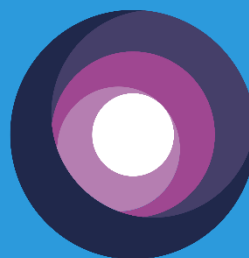


02. Sutton Community Academy Information

Sutton Community Academy is part of the Academy Transformation Trust family of academies.

At Sutton Community Academy, we provide the best opportunities for all our students toward helping them to achieve excellent academic qualifications.

We are a unique and highly successful academy and are proud of our students' achievements in GCSE and AS/A-level, alongside our great vocational offering. We ensure our curriculum is kept broad enabling every child to have full opportunity to reach their full potential.



SUTTON
COMMUNITY
ACADEMY

This success is built upon valuing and nurturing the talents of all our students, which is supported by our brilliant academic, vocational and leisure activities, equipping all our students with the tools needed for Higher Education, apprenticeships and employment.

The academy is renowned nationally for its work and impact upon the local community, which have played a major role in creating a lifelong community resource in Sutton-in-Ashfield. Community really does sit at the heart of what we do; developing and nurturing the future generations is something we're very proud of and always strive for.

To find out more, please visit www.suttonacademy.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

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



04. Job Description

Second in Science Department

Duties of all teaching staff:

- > Inspire students to achieve their very best
- > Ensure all teaching is rated 'good' or better
- > Ensure all students make outstanding progress and achieve challenging targets
- > Fully implement all Academy policies and procedures

Roles and responsibilities of all teaching staff:

Ethos

- > To create an exciting learning environment.
- > To include all students.
- > To create relationships based on mutual respect.
- > To be an effective part of the team.
- > To manage own professional development.
- > To teach through the school
- > To carry out any other duties which may reasonably required by the Principal
- > To set and maintain high standards of dress, behaviour and expectations

Curriculum and Planning

- > To work with others to plan highly effective lessons, Schemes of Work and Curriculum Maps.
- > To review own lessons and effectiveness of own planning.
- > To contribute to development of Curriculum, Homework and other projects.
- > To plan with LSAs to meet individual students on Additional Needs Register.

Teaching and Learning

- > To fully implement all Academy policies and procedures.
- > To make effective use of resources, including ICT.
- > To take part in peer skill exchanges, observations, coaching and mentoring.
- > To ensure all students can engage and achieve in lessons.
- > To maintain the professional standards for main scale teachers as set out by the TDA.

Standards and Achievement

- > To ensure students make outstanding progress.
- > To implement all actions following reviews of student progress.

Assessment

- > To fully implement the Academy policy and procedures to a high standard.

04. Person Specification

- > To plan for assessment for learning in every lesson.
- > To ensure levelling is accurate.

Care, support and guidance

- > To lead a tutor and mentor group.
- > To develop positive attitudes within students, encouraging high aspirations and ensuring all students make exceptional progress.
- > To be aware of and implement when necessary, the Academy's Child Protection procedures.

Liaison

- > To work closely with all support colleagues.
- > To work collaboratively with the community to develop ideas, opportunities for students and best practice.
 - > To form effective relationships with parents and other parties.

SPECIFIC DUTIES OF THE POST:

1. To contribute to the development and implementation of the personalisation/assertive mentoring and tracking within Academy Improvement Plan
2. To lead collaborative work on teaching and learning across the subject
3. To contribute to the planning and implementation of whole school policies for quality assurance and performance management
4. To lead and deliver high quality tracking and intervention strategies across a subject area/ group of areas
5. To contribute to the identification of whole school priorities for tracking and intervention
6. To research, identify and share best practice in T&L and curriculum development across a group of subjects
7. To provide performance management for agreed teachers within a curriculum area
8. To work with senior leaders and to form the T&L strategy group
9. To design and implement personalised teaching and learning programmes for target groups (e.g. FSM/SEN) and under-performing students
10. To research, identify and share best practice in T&L and curriculum development within the department
11. Deputise for the head of department in their absence
12. To develop and implement effective policies and procedures for tracking, assertive mentoring, and intervention and share excellent practice in this area
13. Lead collaborative work on placing students on the correct courses/pathways.
14. Work with senior leaders to develop strategies within the school to ensure effective intervention and mentoring within the Academy for 3 and 4 levels progress for students
15. Work with Head of Faculty to develop a personalised curriculum.



05. Person Specification

Second in Science Department

The person specification provides an outline of the experience, skills, and abilities we expect the successful candidates 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	- Degree in appropriate subject - Has qualified teacher status	Evidence of continuous professional development (CPD)
Experience	- 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	- 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	- 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	Able to demonstrate knowledge of planning, curriculum and assessment procedures



06. How to apply

Second in Science Department Sutton Community Academy

Status:

Full Time
Permanent

Applying:

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

Salary:

MPS-UPS
£25,714.00-£41,604.00 p/a
TRL 2B £4550.00 p/a

Closing Date:

9am on Friday 7th October 2022

Start Date:

1st January 2023

Interviews:

Tuesday 11th October 2022

#TransformingLives

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