

Secondary

Academy
Transformation
Trust

Team Leader for English

Application Pack

Westbourne Academy

Marlow Road, Ipswich IP1 5JN



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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 environment 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

Staff | 1720

Learners | 13,334

Governance

Finance

Local Authority Areas | 10

Primary | 409

Primary | 2711

People Engaged | 120+

£78 million in funding and other income

Secondary | 1130

Secondary | 9280

Trustees | 10

Special | 30

Special | 45

Members | 4

FE | 76

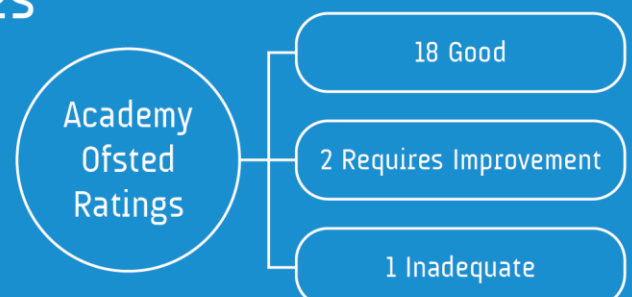
FE | 1298

Other | 75

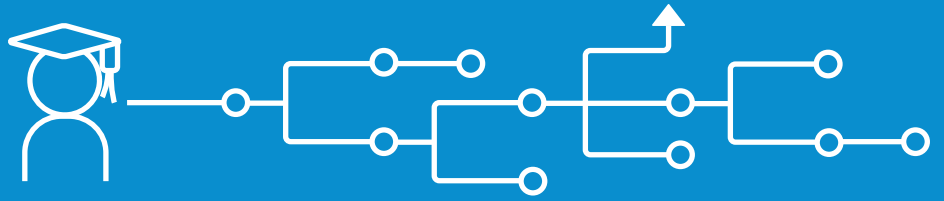
ATT Institute | 38 Leadership Development Pathways across all our directorates

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.



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 | Faculty Leader for Business, Health and Computer Science/ STEM Co-ordinator

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 | Teacher of Learning Lead/Assistant Principal

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



WESTBOURNE ACADEMY

Westbourne Academy in Ipswich isn't just a school – it's a microcosm of the world with students from all around the globe. Between them they speak 32 languages, and their unique perspectives on learning and life make this a very special academy. Since 2016, our Ofsted rating has gone from Requires Improvement to Good in 2019 – an incredible transformation that we are keen to continue. In particular, inspectors noted that “students enjoy positive relationships with their teachers” and that teachers “benefit from a comprehensive training programme in a range of areas that is bespoke to the needs of individuals.”

We regard this as an enormous achievement, as many of our students come from deprived backgrounds and face significant barriers to learning.

We welcome fresh ideas from all our staff and actively value their creativity and imagination. We are passionate about improving our practice, and we are always keen to find new ways to do things.

Westbourne Academy offers the satisfaction of transforming disadvantaged young people's futures, in an excellent location amidst attractive countryside, just an hour from London.

Our abiding passion is for all students to “achieve their potential” and to “develop the skills necessary for employment and life” through their learning and the development of their intellectual, creative, physical and emotional capabilities.

We aim to instil our core and aspirational values and for our students to develop moral integrity and become responsible global citizens. We, therefore, encourage them to develop a strong sense of responsibility towards each other and to those beyond their immediate community.

The pursuit of academic excellence is crucially important, but the learning experience for Westbourne students is not confined to the classroom. We are fully committed to the idea of an all-round education where personal development is valued as much as examination success, and we are proud of discrete lessons in enrichment.

The Academy is well served by a team of highly committed teachers and support staff, who frequently “go the extra mile”, working in partnership with the Trust, Local Academy Committee Members and parents to provide the very best possible education. We are extremely fortunate to have exceptional staff to support “Team Westbourne” and the pursuit of its vision and strong core and aspirational values.

We are proud of our students and, if you take the opportunity to come and meet us all, as I sincerely hope you will, we believe you will see why.

Mark Bouckley, Principal



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 ATTI 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



Team Leader for English

Main Purpose of the Role:

Academy Transformation Trust believe that all children should receive a first-class education leave well prepared for their life ahead academically, personally, emotionally and professionally. We are committed to our responsibility to support, challenge and guide our academies and their staff, to ensure success.

The post holder will be expected to undertake duties in line with and meeting the Teachers' Standards

- 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 students and staff
- Manage student behaviour in the classroom, on the academy premises, and apply appropriate and effective sanctions
- Register the attendance of, and supervise students, 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 English curriculum
- Maintain records of students' progress and development and input data using academy systems and processes
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Use relevant data to support and hold the English team to account, enabling them to use data effectively to inform their own planning
- 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, training the team and supporting them to be effective
- Ensure that suitable schemes of work are prepared within the department, developing staff to create these across the faculty
- Prepare students for qualifications and external examinations
- Support the English faculty to effectively prepare students for qualifications and external examinations
- Communicate effectively with parents/carers with regard to students' achievements and well-being using academy systems and processes
- Participate in faculty meetings, parents' evening, and whole academy training events
- Plan and deliver department CPD
- Undergo regular observations and participate in relevant training as part of continuing professional development (CPD)
- Have professional regard for the ethos, policies and practices of the academy and maintain high standards in your own attendance and punctuality
- Undertake any other duties as defined by Teachers' Standards or determined by the Principal as being within the scope of the post
- To line manage the English team and LRC, supporting in the development of literacy across the academy

06. Person Specification



Team Leader for English

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> Degree in appropriate subject Has qualified teacher status 	<ul style="list-style-type: none"> Evidence of full engagement in continuous professional development (CPD) opportunities.
Experience	<ul style="list-style-type: none"> Evidence of successfully motivating students across all abilities, with successful progress and GCSE/KS4 results in relevant subject. Evidence of delivering consistently effective lessons with a variety of learning strategies and activities. Evidence of a wide range of successful behaviour management strategies that motivate students Evidence of strategic planning, implementing plans and evaluating at a team level Evidence of sharing strong classroom practice and improving the teaching of other professionals 	<ul style="list-style-type: none"> Recent experience in a UK secondary school/academy Experience of inclusion strategies to support students with SEND Proven ability to effectively work with a range of stakeholders including parents and external organisations Previous experience as a team leader or key stage coordinator Experience of leading relevant field trips
Competencies	<ul style="list-style-type: none"> A good or outstanding teacher in your subject Ability to engage with learners in a variety of ways Demonstrable ability to move student learning forward Ability to effectively evaluate own practice to further improve learning of students Demonstrate knowledge of behaviour management strategies and approaches Strong knowledge of curriculum, sequencing KS3 national curriculum and its link with KS4 specification Ability to analyse, monitor and intervene with progress and achievement data Ability to ensure good progress in English for all students including boys, SEN, EAL and disadvantaged Strong knowledge of formative and summative assessment, target setting and using marking to improve student outcomes 	<ul style="list-style-type: none"> Able to demonstrate knowledge of curriculum planning, assessment and effective feedback Able to demonstrate schemes of work that have been developed Evidence of development of subject specific knowledge Awareness of current topical geographical issues

	<ul style="list-style-type: none"> • Ability to build an effective, high functioning team • Desire to lead enrichment activities in relevant subject • Ability to form, and maintain positive relationships with young people • Ability to communicate effectively with students, colleagues and parents, both verbally and in writing 	
Values	<ul style="list-style-type: none"> • Vision aligned with the academy's high aspirations and high expectations of self and others • Demonstrate commitment to the highest standards of teaching and learning • Articulate the values and mission of the academy • Commitment to the safeguarding and welfares of all students • Commitment to continuous improvement, both personal and organisational • Demonstrate positive commitment to equality and diversity 	
Other	<ul style="list-style-type: none"> • Highly approachable, well-grounded and able to make sensible judgements • Mature approach to emotionally demanding work • Relishes accountability and takes personal responsibility for their own actions • Able to build trust and mutual respect between students, 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 • High standards of organisation • High level of literacy and numeracy skills • Ability to use ICT effectively in a professional environment • Positive outlook on life 	

Applying:

Please apply by visiting

www.academytransformationtrust.co.uk/vacancies

07. How to Apply

Team Leader of English



Status:

Permanent
Full Time

Salary:

M1 – UPS3, £28,000 to £43,685 per annum

Plus TLR: 1C £14,000



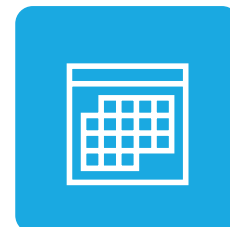
Closing Date:

Friday 30 June 2023, 8.00am

This vacancy may close early if suitable applications are received

Start Date:

01 January 2024 or sooner if possible



Interviews:

To be confirmed




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