

# 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.

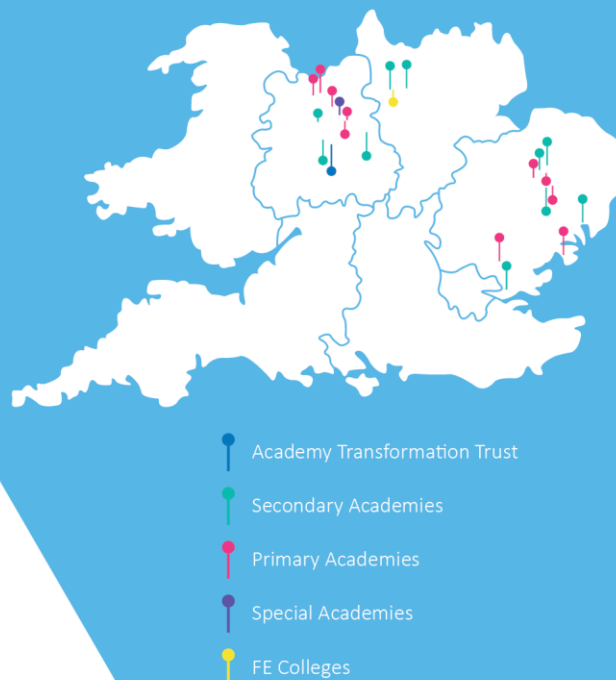
To learn more about our story/journey, please read our [ATT Magazine](#)

# 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.

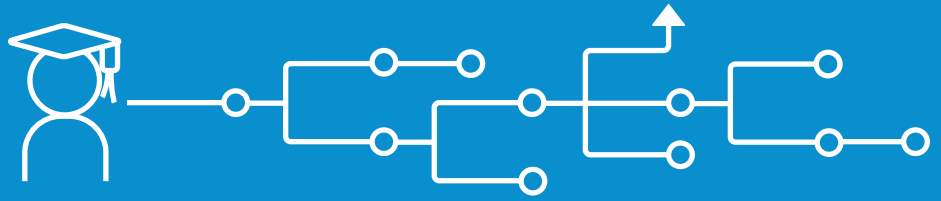
Academy  
Ofsted  
Ratings

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 a place to be proud of.

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.

Our ethos is founded on the development of positive relationships with students and parents, outstanding teaching, a personalised curriculum, and enthusiasm for learning.

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.



Our PD Curriculum is delivered through three pillars:

Transformational Leadership

[Click to Learn More](#)

Transformational Teaching

[Click to Learn More](#)

Transformational Services

[Click to Learn More](#)

Professional Development at ATT:

## 04. The ATT Institute

### What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey.

### PD Opportunities for Our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

### Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise.

Find Out More Online:

[academytransformationtrust.co.uk/institute](https://academytransformationtrust.co.uk/institute)

# 05. Job Description



## Vice Principal

The Vice Principal alongside the Head of Academy/Executive Principal will be responsible for the internal organisation, management, and control of the academy in accordance with the current School Teachers Pay and Conditions Document, the policies of the Local Governing Body (including its annual budget), applicable legislation and our policies. The Vice Principal, working with the Executive Principal, Head of Academy and Local Governing Body, will develop a strategic view of the academy in its community and analyse and plan for its future needs and developments.

### Key responsibilities are:

- To embrace our vision.
- To establish a culture that promotes excellence, equality, high expectations and aspirations of all pupils in our care.
- To establish a culture and systems which ensure that safeguarding and child protection are of the highest priority.
- To work alongside the Local Governing Body and Trustees in developing and evolving all academy policies and procedures.
- To ensure that pupils are offered world class 21st century learning opportunities.
- To continue to develop effective relationships with local schools, further and higher education establishments.
- To promote and maintain links with business, the community, families and the local environment.
- To be responsible for the overall management of all academy resourcing.
- To support the development of our family of academies.

### Specific Responsibilities

#### Overview

The Vice Principal will:

- Work collaboratively with us and other Trust academies to enhance the whole network.
- Establish a culture of high expectations and aspirations so that all pupils are able to achieve their potential and the academy secures high attainment for all.
- Continue to transform the quality of teaching and learning so that all pupils consistently make progress which is better than pupils nationally.
- Ensure that all staff are respectful towards all pupils, with an unshakable belief in their entitlement to a high-quality education, whatever their circumstances and ability.
- Take a leading role in the development of new and emerging technologies to enrich and extend the learning experiences of all pupils.
- Maintain and enhance best practice as an academy which works with and for its community.



## Pupils

The Vice Principal will ensure that:

- Pupils are always engaged in safe and healthy educational activities in an environment that is rich and colourful and designed to promote enjoyment and excitement in learning.
- The progress of the academy's pupils is monitored and recorded in such a way that, at each stage of development, sufficient information is available to make the most accurate and appropriate decisions concerning individual pupils and thus provide them with personalised support.
- Pupils receive efficient, effective and appropriate education according to their individual needs and abilities.
- The academy's Behaviour Policy is implemented effectively.

## Curriculum

The Vice Principal will work with the Head of Academy/Executive Principal to ensure that:

- There is a core curriculum that is broad and balanced.
- The academy takes account of local and national initiatives and policies relevant to teaching and learning.
- There is a commitment to promoting learning at every level and exploring the development of new strategies and techniques, including technologies.
- There is the use of the latest environmentally sound technology in all aspects of the work of the academy.
- There is the development of an inclusive approach, which is supportive and reflects the core values of the academy, making it a place where all young people will feel welcome and where their individual needs will be met.
- There is an enquiry and active learning orientated curriculum to develop pupil self-worth, confidence and self-esteem.
- There is a curriculum model which is appropriate for all pupils.

## Ethos

The Vice Principal alongside the Head of Academy/Executive Principal will maintain:

- Our vision to aspire to create a learning community built and sustained by a culture of citizenship, respect, trust, honesty, well-being and financial independence.
- An environment where all members of the academy and its community actively demonstrate their care and concern for everyone and fulfil the requirements of our shared vision.
- High morale, with the Head of Academy, setting an example in terms of professional standards and leadership.

## Staff

The Vice Principal will:

- Support all members of staff in the performance of their work by providing clear expectations and guidance, encouraging responsibility in their own management and valuing each individual's contribution and responsibility.

- Implement our policies, providing guidance, support and training to ensure all members of the academy's staff are held to account, thus ensuring a positive framework for staff development and achievement.
- Ensure that there are clear procedures for recruitment and retention of staff and that these comply with 'best practice' and all legal requirements.
- Ensure that staff are responsible for promoting and safeguarding the welfare of children for whom they are responsible or with whom they come into contact.
- Support staff development to enable all staff to achieve their professional potential.

## Finance and Resource Management

The Vice Principal will work with the Head of Academy/Executive Principal to:

- Set a budget for the academy in partnership with us and the Local Governing Body, agreeing priorities for expenditure, allocating funds and ensuring effective administration and control, determining long term and short-term budgets.
- Develop a culture for bidding for appropriate external funding.
- Manage and organise both accommodation and resources efficiently and effectively to ensure that they meet the needs of the curriculum and health and safety regulations.

## Parents/Carers

The Vice Principal will:

- Ensure all parents/carers are given regular information about the progress of their children, the curriculum and other matters affecting the academy.
- Encourage family involvement in, and support, for the academy, including access to any extended services, extra-curricular opportunities, homework and other educational visits.
- Maintain a high profile within the local community, developing the academy as an integral part of the locality.

## Other

The Vice Principal will:

- Ensure exceptionally high standards across the academy.
- Prepare and deliver lessons which follow departmental Schemes of Work and meet the needs of the individual students.
- Assess, monitor, and report pupils progress according to the departmental and academy policy.
- Record and use data on pupils prior and ongoing performance/learning characteristics to inform effective target setting and lesson planning and to enable pupils to fulfil their potential.
- Contribute to all developmental and organisational priorities within the Academy Improvement Plan.
- Maintain good order and discipline among pupils, safeguarding their health and safety both on the academy site and when engaged in authorised activities elsewhere.
- Share and support the whole academy responsibilities for providing opportunities for the personal and social development of students.

- Ensure the Curriculum Leaders are kept informed of issues which could lead to student under-performance.
- Ensure learning support staff are able to effectively fulfil their role in supporting the learning of the students.
- Help with the recruitment of teaching staff.
- Attend appropriate academy and Trust meetings.
- Oversee the academy curriculum and timetabling process.
- To undertake any additional responsibilities commensurate with the role.

# 06. Person Specification



## Vice Principal

	Essential	Desirable
Professional qualifications and learning	<ul style="list-style-type: none"> <li>• Holds NPQH or evidence of further study in education.</li> <li>• Has qualified teacher status.</li> <li>• Held variety of roles and responsibilities with leadership experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Undergone safer recruitment training.</li> <li>• Evidence of recent and relevant continuing professional development, including in leadership and management.</li> </ul>
Experience of	<ul style="list-style-type: none"> <li>• Experience of deputy headship or substantial senior leadership experience.</li> <li>• Substantial, successful and varied teaching.</li> <li>• Working with children with a variety of needs.</li> <li>• Linking with statutory agencies.</li> </ul>	
Safeguarding	<ul style="list-style-type: none"> <li>• Displays commitment to the protection and safeguarding of children and young people.</li> <li>• Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people.</li> <li>• Will co-operate and work with relevant agencies to protect children.</li> </ul>	<ul style="list-style-type: none"> <li>• Holds training and qualification for 'designated child protection'.</li> </ul>
Shaping the future	<ul style="list-style-type: none"> <li>• Can think strategically and build on a coherent vision for an inclusive academy.</li> <li>• Can ensure creativity, innovation, and use of appropriate technologies to ensure the academy 'achieves excellence'.</li> <li>• Can ensure our shared vision is clearly articulated, shared, and implemented in a range of compelling ways.</li> <li>• Can motivate and enthuse all staff in the development of the academy.</li> <li>• Can lead and respond effectively to change and challenge.</li> </ul>	<ul style="list-style-type: none"> <li>• Has had significant experience, within an academy of leading and bringing about effective school improvement.</li> </ul>
Leading, Learning and Teaching	<ul style="list-style-type: none"> <li>• Demonstrates excellent understanding of the principles of effective teaching and learning in all phases.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a track record of securing high standards and at least good progress for all pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>• Has excellent and current knowledge of all curriculum requirements and can implement, monitor, and support these effectively.</li> <li>• Can articulate characteristics of outstanding teaching and learning for pupils of all abilities.</li> <li>• Can take a strategic role in the development of new and emerging technologies to enhance and extend the learning of all students.</li> <li>• Has a successful, proven track record of monitoring, evaluating, and improving the quality of teaching and learning.</li> <li>• Has an excellent understanding of assessment and how it can be used to improve pupil progress.</li> <li>• Is committed to continuous learning for all members of the academy community including professional development.</li> <li>• Can design and manage the whole secondary curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Is an outstanding classroom practitioner within secondary education.</li> <li>• Has a track record that demonstrates the very best quality of teaching and learning for all pupil groups including SEN and vulnerable.</li> <li>• Has a proven track record in setting challenging targets, monitoring, and evaluating effectively to challenge poor performance and celebrate success.</li> </ul>
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# 07. How to Apply

## Vice Principal

### Applying:

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

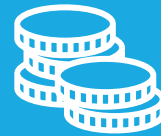


### Status:

Full Time  
Permanent

### Salary:

Scale: L18 - 22  
Actual Salary £67,351 - £74,283  
(Pending pay award)



### Closing Date:

28 November 2023 at 9am

### Start Date:

01 April 2024



### Interviews:

To be confirmed



@academytransformationtrust



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[academytransformationtrust.co.uk](http://academytransformationtrust.co.uk)



office@attrust.org.uk



0121 354 4000



Unit 4, Second Floor,  
Emmanuel Court, Reddicroft,  
Sutton Coldfield, B73 6AZ

