



Principal

Application Pack

Mildenhall College Academy



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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](#)

Our Trust

These four critical questions make it clear who we are and what we do. We ask ourselves these questions to guide our work and our improvement.

Why do we exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.

How do we behave?

Hard work

We are determined to see things through to the end and are resilient when faced with challenges.

Integrity

We do the right thing because it is the right thing to do.

Teamwork

We work together to help everyone succeed.

What do we do?

- We educate, safeguard and champion all our learners.
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and lifelong learning.

How will we succeed?

1. Aligned autonomy
2. Keeping it simple
3. Talent development



Mildenhall College Academy is an expanding secondary school located in Mildenhall, Suffolk. In 2021, the academy relocated to a new building as part of the Mildenhall Hub combining local services (Library, Police, Leisure Centre, Health, Council). The building currently supports a roll of 1300 with plans for steady expansion over the coming five years to 1500 students 11-16. In addition to the main site, MCA6 is a bespoke sixth form provision located in its own building adjacent to the main academy. The sixth form has the capacity to educate 200 students.

In our most recent Ofsted 2019 inspection, the Academy was again rated as Good, with inspectors noting that “pupils achieve well across a range of subjects in both the main school and sixth form”. Mathematics was confirmed as a particular strength, and inspectors were pleased to see that we “know which areas need to be improved to make the quality of education even better”.

The report went on to comment that “teachers know the key priorities for improvement and there are well-considered plans to achieve them” and are “proud to work at the school and feel well supported by the principal and wider leadership team”.

A strong commitment to an academic curriculum which seeks to ensure all students are exposed to the very best ideas and cultural experiences is supported by a compelling pastoral provision. Students study a breadth of subjects at key stage 3 with equal emphasis on creative subjects, computing and languages as the core subjects of English, maths and science. This opportunity continues at Key Stage 4 and 5 where students can select options which allow them to study the core subjects whilst retaining the opportunity to pursue their creative interests. In the sixth form students can combine academic and applied subjects with the opportunity to study traditional A Levels such as Maths, Computing and English Literature alongside Criminology, Health and Social Care and the Extended Project Qualification.

Mildenhall College Academy is a warm, inclusive academy where staff and students work hard for each other to ensure that everyone can achieve individual and collective success whilst working in a safe, ambitious and happy environment.

This is an exciting opportunity to build on secure foundations in a growing academy and make your leadership mark by continuing to improve outcomes and wider development for students.

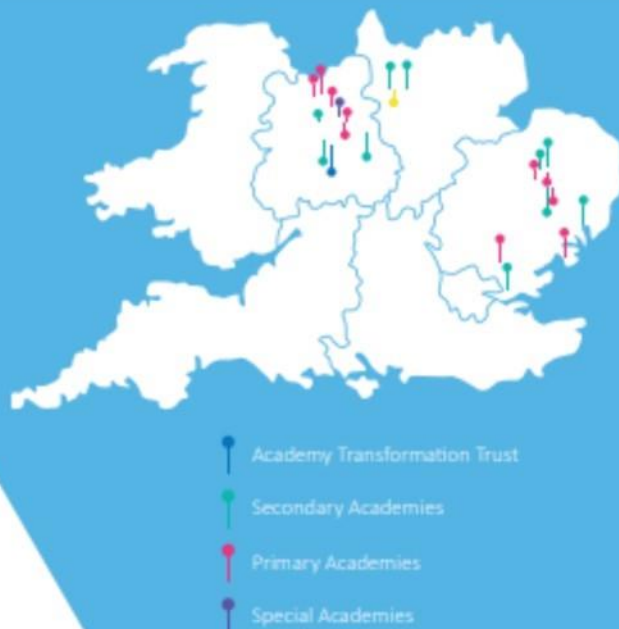


Fast Facts

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

StaW | 1720
Primary | 409
Secondary | 1130
Special | 30
** | 176
Other | 75

Learners | 13,334
Primary | 2711
Secondary | 9200
Special | 45
FE | 1298

Governance
People Engaged | 120+
Trustees | 10
Members | 4

Finance
£78 million in
funding and
other income

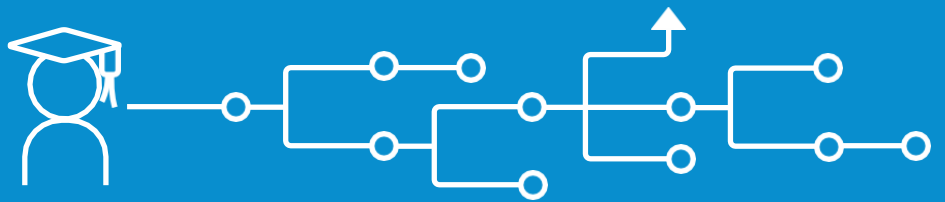
ATT Institute | Offering the very best PD opportunities for all our colleagues.

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 | 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,

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.



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:

03. The ATT

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



04. Job Description



Principal

Purpose of the job

This role takes both operational and strategic leadership of the academy. You will be supported, challenged and line managed by an Executive Trust Principal.

Key Responsibilities:

- To embrace our vision and take an active role in promoting our Trust.
- To establish a culture that promotes excellence, equality, high expectations and aspirations of all students in its care.
- To continue to develop a culture and systems which ensure that safeguarding and child protection are of the highest priority.
- To embrace and effectively participate in all CSI activities and collaborative forums such as: Principal Communities, Leadership Communities and others.
- Develop and update the academy Evaluation and Improvement Plan (AIP) ensuring that it is updated regularly throughout academic year, particularly following all CSI activities.
- To work with other principals and the executive leadership team in developing, evolving and embedding all academy policies and procedures.
- To ensure that students are offered world class 21st century learning opportunities.
- To ensure that the vision detailed in the education brief of the academy becomes and remains a reality.
- To support the development of our family of academies.

The principal will build and maintain:

Academy Culture

- Establish and sustain the academy's ethos and strategic direction in partnership with those responsible for governance and through consultation with the academy community.
- Create a culture where students experience a positive and enriching academy life.
- Uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life.
- Promote positive and respectful relationships across the academy community and a safe, orderly and inclusive environment.
- Ensure a culture of high staff professionalism.

Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn.
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensure effective use is made of formative assessment.

Curriculum and assessment

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.
- Ensure that all students are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.
- Ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum.

Behaviour

- Establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students.
- Ensure high standards of student behaviour and courteous conduct in accordance with the academy's behaviour policy.
- Implement consistent, fair and respectful approaches to managing behaviour.
- Ensure that adults within the academy model and teach the behaviour of a good citizen.

Additional and special educational needs and disabilities

- Ensure the academy holds ambitious expectations for all students with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable students to access the curriculum and learn effectively.
- Ensure the academy works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of students, providing support and adaptation where appropriate.
- Ensure the academy fulfils its statutory duties with regard to the SEND code of practice.

Professional development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-academy improvement, team and individual needs. Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.
- Ensure that professional development opportunities draw on expert provision from beyond the academy, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.

Organisational management

- Ensure the protection and safety of students and staff through effective approaches to safeguarding, as part of the duty of care.
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.
- Establish and oversee systems, processes and policies that enable the academy to operate effectively/efficiently.
- Ensure rigorous approaches to identifying, managing and mitigating risk.

Continuous academy improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness and identify priority areas for improvement.
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.
- Ensure careful and effective implementation of improvement strategies, which lead to sustained academy improvement over time.

Working in partnership

- Forge constructive relationships beyond the academy, working in partnership with parents, carers and the local community.
- Commit their academy to work successfully with other schools and organisations in a climate of mutual challenge and support.
- Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.

Governance and accountability

- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.
- Ensure that staff know and understand their professional responsibilities and are held to account.
- Ensure the academy effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the principal will carry out. The postholder may be required to do other duties appropriate to the level of the role.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

ATT is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment by observing the academy's safeguarding policies and procedures.



05. Person Specification

Principal

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> Has qualified teacher status. Evidence of recent and relevant continuing professional development Evidence of further study in education 	<ul style="list-style-type: none"> Holds NPQH
Experience	<ul style="list-style-type: none"> Significant experience/ impact of senior leadership in secondary education as a deputy headteacher/vice principal Substantial, successful and varied leadership across the secondary age range 	<ul style="list-style-type: none"> Experience of headship Experience of working within a 11-18/ sixth form setting
Safeguarding	<ul style="list-style-type: none"> Displays commitment to the protection and safeguarding of children and young people 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 Will co-operate and work with relevant agencies to protect children 	<ul style="list-style-type: none"> Holds training and qualification for 'designated child protection'
Skills	<ul style="list-style-type: none"> Effective communicator both orally and in writing Ability to ensure communication matches the needs of the audience and situation 	<ul style="list-style-type: none"> Has a proven track record of presenting all aspects of academy performance to a range of audiences including Governors, parents and wider community
Academy Culture	<ul style="list-style-type: none"> Experience of strategic thinking and building a coherent vision Demonstrates creativity, innovation and use of appropriate technologies Has track record of improving and upholding ambitious educational standards 	
Teaching, Curriculum and Assessment	<ul style="list-style-type: none"> Is an exceptional classroom practitioner Demonstrates excellent understanding of the principles of 	<ul style="list-style-type: none"> Experience of leading outcomes and or teaching and learning Has excellent and current knowledge of secondary curriculum requirements 16-18

	<p>effective teaching/ learning built on the latest research</p> <ul style="list-style-type: none"> • Has excellent and current knowledge of secondary curriculum requirements 11-16 • Has an excellent understanding of assessment and how it can be used to improve student progress 	
Behaviour	<ul style="list-style-type: none"> • Understands how to establish and sustain high expectations of behaviour for all students based on effective policies and processes. 	<ul style="list-style-type: none"> • Proven track record of improving behaviour, attendance and culture
Additional and SEND	<ul style="list-style-type: none"> • Understands the statutory duties with regard to the SEND code of practice and implications on teaching and support systems. 	<ul style="list-style-type: none"> • Experience of establishing and sustaining culture and practices that enable students with additional and special educational needs and disabilities to thrive
Professional Development	<ul style="list-style-type: none"> • Evidence of impact on staff professional development • Understanding of how to prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development 	<ul style="list-style-type: none"> • Experience of leading professional development across a school
Organisational Development	<ul style="list-style-type: none"> • Understanding/ experience of how to prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds 	<ul style="list-style-type: none"> • Experience of operating approaches to identifying, managing and mitigating risk
Continuous Improvement	<ul style="list-style-type: none"> • Successful experience of developing appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context • Impact of careful and effective implementation of improvement strategies, which lead to sustained improvement over time 	
Working in Partnership	<ul style="list-style-type: none"> • Experience of forging constructive relationships beyond a school, working in partnership with parents, carers and the local community 	<ul style="list-style-type: none"> • Experience of establishing and maintaining working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students
Governance and Accountability	<ul style="list-style-type: none"> • Understand the role of effective governance, upholding your obligation to give account and accept responsibility of statutory responsibilities 	<ul style="list-style-type: none"> • Experience of working closely with a local governing body

06. How to Apply

Principal

How to Apply

If you would like to discover more about this exciting opportunity, need any further information or you wish to have an informal discussion, please contact our retained consultant at Academicis, Tracy Laverack: tlaverack@academicis.co.uk or 01223 907979 / 07554 118 997



Status:

Full time, Permanent

Salary:

Leadership points 30 – 36
(£96,239 - £111,469)



Closing Date:

12th April 2024

Start Date:

1st September 2024



Interviews:

w/c 15th April 2024



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