Primary

Academy Transformation Trust

Class Teacher (Fixed Term)

Application Pack

Jubilee Academy Mossley

Tintern Crescent
Bloxwich
Walsall
West Midlands
WS3 2SQ

disability confident COMMITTED

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01. About Academy Transformation Trust

Our Mission

Four Critical Questions

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 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?

- Aligned autonomy
- Keeping it simple
- Talent development

Fast Facts

Our cross-phase group of academies was founded in 2011 and since then we've grown to our current family of 22 academies (primary, secondary, special and FE) operating across the Midlands and East of England. We are responsible for the education of over 13,000 learners, for the careers of over 2000 colleagues and for the most effective spending of nearly £100 million of taxpayer income each year.

Our Priorities

- Achieve greater alignment of culture and routines.
- Map processes to achieve greater efficiency.
- Improve attendance.
- Align curriculum and improve student outcomes.

ATT | 22 Academies

Local Authority Areas | 10

Staff | 2014

Primary | 391
Secondary | 1244
FE | 111
Other | 268

Learners | 13,334

Primary | 2711
Secondary | 9280
Special | 45
FE | 1298

Governance

People Engaged | 120+
Trustees | 8
Members | 5

Finance

£99 million in funding and other income

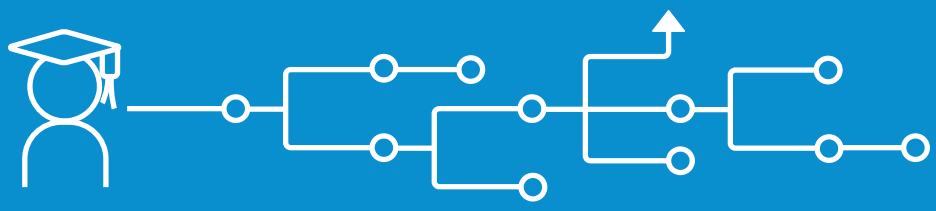
ATT Institute | Offering the very best PD opportunites for all our people & partners

Academy Transformation Trust

Our Performance: **Ofsted**

We've achieved a long run of consecutive positive outcomes from Ofsted inspections. Nineteen of our academies are rated **Good**; one is rated **Outstanding**; the academy most recently inspected, after single-word judgements ceased, is **Good** in 3/4 key areas; the final academy has not yet been inspected.

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.

Sarah Tranter | Teacher in Charge of Teaching and Learning for RSE

Bristnall Hall Academy has been a great place for me to work for over 25 years. I started here as a teacher of Music and Religious Education and then progressed to Leading Year 10, Work Experience and taking many whole school rewards trips. I even led the Religious Education department for a while. However, careers do not always have an upwards projection and for the last few years Bristnall Hall Academy has allowed me to take a step back from being a busy Year Leader to focussing on classroom teaching, which I greatly enjoy and becoming teacher in charge of teaching and learning for RSE. As I enter my final years of my teaching career, I find the younger teachers and leadership team are gifted, full of enthusiasm and importantly fun to work with.

Nicola Powling | Vice 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.

Janye Sargant | SEND Assistant

My career at Bristnall Hall Academy began in 2004; throughout this time, I have been fully supported in developing my role as a SEND Assistant. The department has continued to grow over this time, with Mental Health and Safeguarding becoming prevalent, therefore I felt it paramount to develop myself within this area. The academy fully supported me in studying a Diploma in Counselling and Mental Health Awareness Course alongside additional courses; my role now incorporates me being a Mental Health Champion and Safeguarding Link for SEND. The professional development offered by the academy has allowed my passion in both SEND and nurturing to continue to support our most vulnerable students.

03. Academy Information

Academy Mossley strongly believe that every child is important and deserves a first-class education. The academy believes everyone has hidden potential to be uncovered and nurtured.

Situated in Walsall, this academy for 3- to 11-year-olds became part of the Academy Transformation Trust family on 1st August 2012. The academy is extremely proud of each of their children – aiming to inspire every child in the academy to succeed and seeking to provide them with the opportunities to develop to their full potential. Staff take pride in offering a varied, enriched curriculum and in the confidence and achievements of our pupils.

The children who attend Jubilee Academy Mossley leave us in Year 6 with the skills and positive thinking needed to achieve their ambitions and to lead happy, successful lives. Early year's provision is part time in Nursery and full time in the reception class.

The academy offers an exciting, hands-on learning experience that is tailored to the needs of all our children. You will often find them using a broad range of devices including iPad, laptops, cameras, audio devices and audience response systems. The most recent OFSTED inspection rated the academy as "Good" in all areas. This reflects the hard work of all our staff and is a positive step on our journey to be rated "Outstanding". The inspectors were highly impressed with all that our children, parents, staff, Governors, and our sponsor have achieved.

The academy is similar in size to an average primary school, but with a higher-than-average proportion of pupils eligible for additional support from pupil premium. A higher-than-average proportion of pupils who are eligible for free school meals attend the academy, and the proportion of SEN students is in line with the average. Most pupils are of white British heritage, and almost all pupils speak English as their first language.

Results at Jubilee Academy Mossley have improved in all areas.

Professional Development at ATT:

04. The ATT

Our PD Curriculum is delivered through three pillars:

Transformational Leadership

Transformational Teaching

Transformational Services

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

05. Job Description

Class Teacher (Fixed term)

Main Purpose of the Role:

To ensure pupils receive an excellent education through the delivery of high-quality teaching.

Organisational relationships

● Responsible to the Principal.

● Liaising with a variety of stakeholders.

Professional Responsibilities:

- To maintain a minimum level of professional conduct as set out in the Teachers' Standards in terms of high expectations, promoting good progress, demonstrating good subject/curriculum knowledge, planning and teaching well-structured lessons, adapting teaching, making accurate and productive use of assessment, managing behaviour effectively and wider professional behaviours.
- To work effectively and in a professional manner with all staff, including those from external agencies.
- To participate in the annual performance management cycle.
- To participate in and contribute to professional development activities as directed by the Curriculum Leader, Head of Year or the Senior Leadership Team/ trust.
- To complete any necessary accreditation or induction required for achieving or maintaining professional standing, including where relevant participation in the early-career framework.
- To participate in and contribute to meetings, quality assurance processes and evaluations (both internal and external) as directed by the Curriculum Leader, Head of Year or Senior Leadership Team/ trust.
- To participate in appropriate events in the calendar outside of normal academy hours such as parents' evenings and open evenings.
- Have excellent punctuality, meet all deadlines and complete tasks to a high level of accuracy.
- To comply with all relevant Health and Safety policies and procedures.
- Offer active support for the Trust and Academy's ethos, policies and procedures.

Pastoral Responsibilities:

- Report all safeguarding concerns to the Designated Safeguarding Lead as soon as possible and contribute to a culture at the academy that prioritises the safety and welfare of children.
- Follow procedures and strategies in the academy that promote excellent pupil attendance, punctuality and behaviour within and beyond the classroom, as set out in Academy procedures and Trust policy.
- Supervise pupil behaviour and conduct outside of the classroom as directed by the Senior Leadership Team.

- Play a full part in the life of the academy, including participation in enrichment activities as directed by the Curriculum Leader/ Senior Leadership Team.

Academic Responsibilities:

- Teach the curriculum as set out by the Curriculum Leader, including preparing pupils for examination in appropriate qualifications.
- Participate in collaborative planning and resourcing within the department.
- Teach timetabled lessons and any necessary additional lessons for intervention, revision or to support the transition of pupils into the next stage of their education as directed by the Curriculum Leader.
- Set and check the completion of homework as directed by the Curriculum Leader, making use of whole-school systems and policies.
- Ensure that work by pupils in lessons is completed to a high standard and presented in a form as directed by the Curriculum Leader.
- Contribute to ongoing discussions about subject knowledge and teaching approaches and to adopt any teaching approaches agreed within the department.
- Adapt the curriculum, teaching methods and resources for pupils who have a SEND or EAL, as guided by the Curriculum Leader and the SEND department.
- Assess pupil progress using a range of appropriate strategies and use this information to evaluate curriculum planning, teaching approaches and resources.
- Provide reports for parents and, where necessary, write references for pupils to support access to the next stage of their education.

Working Time:

The job description allocates responsibilities and duties but does not allocate the particular amount of time to be spent carrying them out and no part of it can be so constructed. In allocating time to the performance of responsibilities and duties the post holder must be directed in accordance with the Academy Teachers' Pay and Conditions Document and the Academy's policies and procedures and the Academy's plan on the use of time.

Employee Commitments:

- The vision, values and key principles of the Trust
- Equality, Diversity and Inclusion
- In any way possible, in accordance with the role, support Pupils to achieve their potential
- In any way possible, in accordance with the role, improve standards of education
- Support the inclusion agenda

Performance Management:

Participation in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Other

All staff are part of the whole Trust team. All staff are required to support the values and ethos of our Trust and Trust priorities. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a demanding environment.

The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly.

Our Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain his/her personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

06. Person Specification

Class Teacher (Fixed term)

	Essential	Desirable
Professional Qualifications and learning	• An appropriate degree and other qualifications required for the award of QTS. • Qualified Teacher Status	• A postgraduate qualification in the subject to be taught. • A postgraduate qualification in the teaching of the subject. • Other relevant awards or qualifications Applicants should have.
Experience	• Teaching the subject in a primary school across the 3 -11 age range. • Assessing pupils for a variety of purposes using appropriate strategies. • Working with whole-school behaviour systems. • Supporting pupils in the subject with a SEND or EAL need	• Early years' experience. • Being a form tutor and supporting the wider personal development of pupils. • Examining the subject for an appropriate exam board. • Mentoring trainees and early-career teachers.
Competencies	Applicants should have knowledge and understanding of: • The subject taught, to undergraduate degree level or an equivalent standard. • Different approaches to teaching the subject and the strengths and weaknesses of these. • The wider role of a teacher in the personal development of pupils, including the main responsibilities of a form tutor. • The statutory requirements concerning Equal Opportunities, Health & Safety, SEND and Child Protection	Applicants may be strengthened by knowledge and understanding of: • Different curriculum models in the subject(s) and the strengths and weaknesses of these. • Forms of assessment commonly used in the subject(s), including in public examinations. • Opportunities for teacher development in the subjects.
Other	Applicants should have the ability to: • Express themselves clearly in written and spoken English. • Manage pupil behaviour in line with a academy policy. • Build and maintain effective working relationships with colleagues, pupils, parents and the wider community. • Organise working time effectively to ensure that all requirements of the post are met punctually and to a high standard.	Applications may be strengthened by the ability to: • Offer extra-curricular and other enrichment activities for pupils. • Use appropriate software and digital platforms to create and share curriculum, teaching and assessment resources.

This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

07. How to Apply

Class Teacher (Fixed term)

Applying:

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

Status: 12 month fixed term contract

Full Time

Salary:

Pay Scale Points: MPS 1 – MPS 6
FTE Salary: £31,650 - £43,607

Closing Date:

Friday 26th September 9:00am

Start Date:

As soon as possible

Interviews:

Friday 3rd October

EMPLOYER RECOGNITION SCHEME

GOLD AWARD 2021

Proudly serving those who serve.

Academy Transformation Trust

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