

Secondary

Academy
Transformation
Trust

Specialist Leader of MFL

Application Pack

Iceni Academy
Methwold



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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.

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

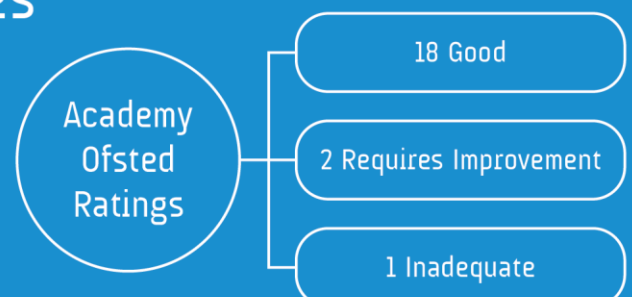
FE | 1298

Other | 75

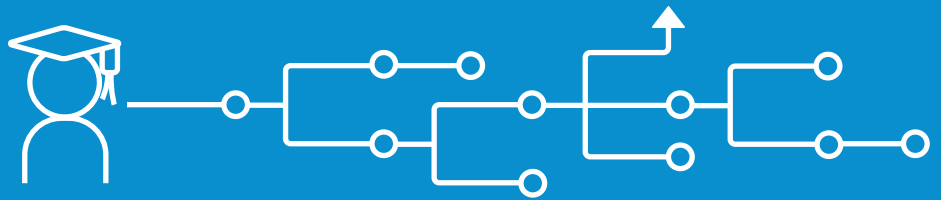
ATT Institute | 38 Leadership Development Pathways across all our directorates

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 | 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



Iceni Academy Methwold is on a journey to transform the lives of all students and staff with whom we work. We are determined to give our students the very best education possible so they can realise their full potential and succeed in their later lives, by offering them a broad and balanced knowledge-rich curriculum, rooted in strong pedagogy, throughout their time studying with us. We hold this as the gold standard for all our students.

We are fortunate, too, to work with external agencies and charities to provide opportunities not available to all schools and academies, including the Duke of Edinburgh Award and access to a Combined Cadet Force. The pursuit of academic excellence is paramount, but the learning experience for Iceni Academy Methwold students extends far beyond the classroom. Personal development is valued in the same way as achievements in examinations, and we relentlessly celebrate success in all its forms. We support our students to develop a strong sense of responsibility as global citizens, underpinned by our academic motto: 'individually strong, unstoppable together.'

Iceni Academy Methwold is part of Iceni Academy, an all-through school set across two sites. We work closely with our colleagues at our Iceni Academy Hockwold site (Primary) on curriculum and personal development, sharing values, that reflect the attributes we teach our students to have, and the values we wish them to hold throughout their lives. We teach behaviour and self-regulation as a curriculum, knowing that these skills will help our students excel in later life. Our values are grounded in the principles of 'Aim High, Work Hard, Be Kind'.

We care passionately for our staff, and place people development at the heart of our offer to them. From an in-house coaching programme for all staff and research-led project groups, and from a well-stocked CPD library to access a wealth of opportunities afforded by the ATT Institute, we are committed to supporting all colleagues develop to be the best that they can be. We work closely with the Trust and colleagues at other ATT academies to share shining examples of best practice in all of our teams.

Iceni Academy Methwold is set in the heart of beautiful Norfolk in a tranquil, rural village, just 15 minutes from the A11 and 20 minutes from the A47.



Our PD Curriculum is delivered through three pillars:



[Click to Learn More](#)



[Click to Learn More](#)



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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

05. Job Description



Specialist Leader of MFL

Main Purpose of the Role:

To manage the professional community of subject teachers to ensure high attainment of their subject across the Academy.

To develop and lead an exciting curriculum which enables the highest level of pupil progress and attainment.

Key Responsibilities

- Subject coordination across the academy.
- Lead the professional community of subject teachers and leaders in the academy.
- Quality teaching and learning of their subject across the academy.
- Curriculum setting and assessment across the academy as agreed with the Senior Leadership Team

Outcomes and Activities

Subject Coordination across the Academy

- Leadership and support of all subject teachers within the academy

Leadership of the Subject Community

- Assisting in the professional development of teachers including inset training as may be appropriate.
- Supervising and supporting beginner teachers and Newly Qualified Teachers (NQT's) as appropriate.
- Developing strong partnerships and ensuring regular and productive communication with parents.

Teaching and Learning

- Establish a subject development plan, target setting and review.
- Lessons that motivate, inspire, and improve pupil attainment.
- Direct and supervise support staff assigned to lessons and when required participate in related recruitment and selection activities.
- Implement and adhere to the academy's behaviour management policy, ensuring the health and wellbeing of pupils is maintained at all times.
- Participate in preparing pupil for external examinations.
- Maintain regular and productive communication with pupils, parents, and carers, to report on progress, sanctions and rewards and all other communications.

Curriculum Setting and Assessment

- Develop a syllabus and schemes of work for all year groups, in line with National Curriculum requirements, that are inspiring for learners and teachers alike.
- Monitor and assessment of teaching and learning.
- Set regular, measurable, and significant assessment for the pupils.
- Establish agreement for monitoring and evaluation of pupil's progress.
- Maintain accurate pupil data that can be used to make teaching more effective.
- To produce/contribute to oral and written assessments, reports, and references relating to individual and groups of pupils.

Academy Culture

- Support the academy's values and ethos by contributing to the development and implementation of policies, practices, and procedures.
- Help create a strong academy community, characterised by consistent, orderly behaviour and caring respectful relationships.
- Help develop an academy culture and ethos that is utterly committed to achievement. Support and work in collaboration with colleagues and other professionals in and beyond the academy, covering

Other

- Undertake and when required deliver or be part of the appraisal system and relevant training and professional development.
- Undertake other various responsibilities as directed by members of the Senior Leadership Team or Principal.

General Information:

The job description details the main outcomes required and should only be updated to reflect major changes that impact on the outcomes of the job.

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 anyway possible, in accordance with the role, support Pupils to achieve their potential
- In anyway 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



Specialist Leader of MFL

Professional Qualifications and learning	<ul style="list-style-type: none"> ➤ An appropriate degree and other qualifications required for the award of QTS. ➤ Qualified Teacher Status (trainees should be on track to achieve QTS before taking up the post). ➤ We are keen to support entrants to the profession and have a range of routes to support attaining QTS. Contact the academy to see how we could help with this. ➤ 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	<ul style="list-style-type: none"> ➤ Teaching the subject in a secondary school across the 11-18 age range. ➤ Experience of raising attainment in a challenging classroom environment. ➤ Experience of establishing a high achieving department within a large and complex school environment. ➤ Experience of leading, coaching and managing staff. ➤ Experience of delivering consistently outstanding lessons to pupils of all ages and abilities. ➤ Experience of implementing behaviour management strategies consistently and effectively. ➤ Experience of supporting pupils of all ages ability to make excellent progress and achieve impressive examination outcomes. ➤ Experience of having designed, implemented and evaluated effective, imaginative and stimulating schemes of work. ➤ Experience of leading successful enrichment and extracurricular activities which inspire and motive learners.
Competencies	<p>Leadership</p> <ul style="list-style-type: none"> • Effective team worker and leader. • Demonstrated resilience, motivation and commitment to driving up standards of achievement. • Acts as a role model to staff and pupils. • Vision aligned with Iceni Academy's high aspirations, high expectations of self and others. • Genuine passion and belief in the potential of every pupil. • Motivation to continually improve standards and achieve excellence. • Commitment to the safeguarding and welfare of all pupils. <p>Leading the Curriculum</p> <ul style="list-style-type: none"> • Able to establish curriculum development, assessment, coordination and coaching. • Has good communication, planning and organisational skills. • High expectations for accountability and consistency. <p>Leading the Learning</p> <ul style="list-style-type: none"> • Excellent classroom practitioner and mentor. • Effective and systematic behaviour management, with clear boundaries, sanctions, rewards and praise. <p>Teaching and Learning</p> <ul style="list-style-type: none"> • Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice. • Efficient and systematic behaviour management with clear boundaries, sanctions, praise and rewards.

	<ul style="list-style-type: none"> • Thinks strategically about classroom practice and tailoring lessons to pupils needs. • Understands and interprets complex pupil data to drive lesson planning and pupil attainment. • Good communication, planning and organisational skills. • Demonstrates resilience, motivation, and commitment to driving up standards or achievement. • Acts as role model to staff and students Commitment to regular and on-going professional development and training to establish outstanding classroom practice.
Other	<ul style="list-style-type: none"> ➤ Personal vision is aligned with ATT's high aspirations and expectations of self and others ➤ Genuine passion and a belief in the potential of every student ➤ Motivation to continually improve standards and achieve excellence above norms. ➤ Demonstrates integrity ➤ Promotes and defends equal opportunities ➤ Commitment to the safeguarding and welfare of all pupils ➤ This post is subject to an enhanced Disclosure and Barred Service check

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

Specialist Leader of MFL

Applying:

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



Status:

Full time permanent position

Salary:

MPS/UPS £28,000 - £43,685 per annum
Plus TLR2A £3113.64 per annum



Closing Date:

Thursday 22 June 2022 at 12 noon

Start Date:

September 2023



Interviews:

TBC




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