

Academy
Transformation
Trust

Vice Principal

Leading on Student welfare/
attendance and academy culture

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.

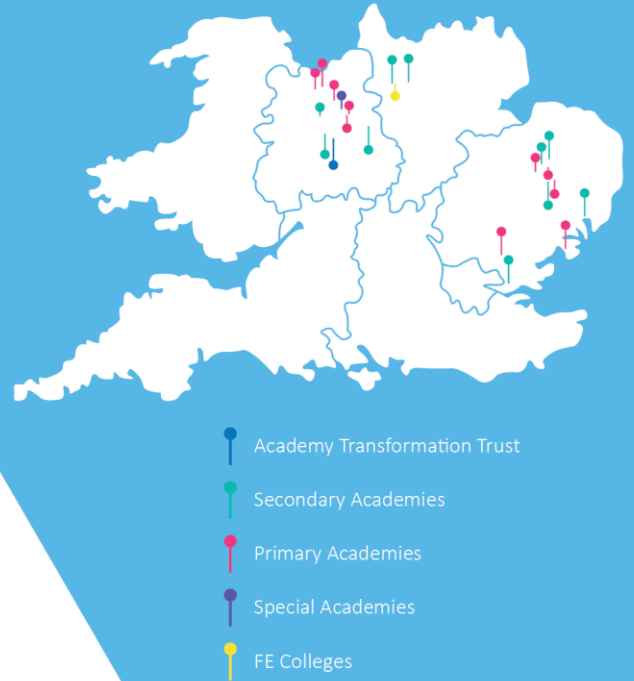


Fast Facts

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

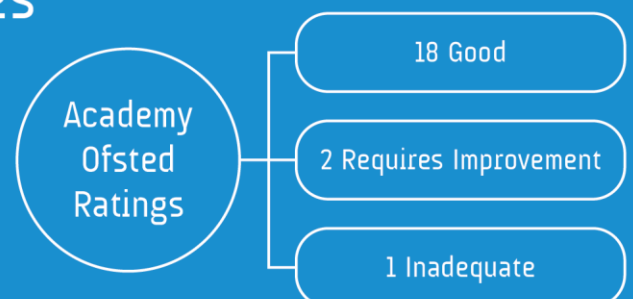
FE | 1298

Other | 75

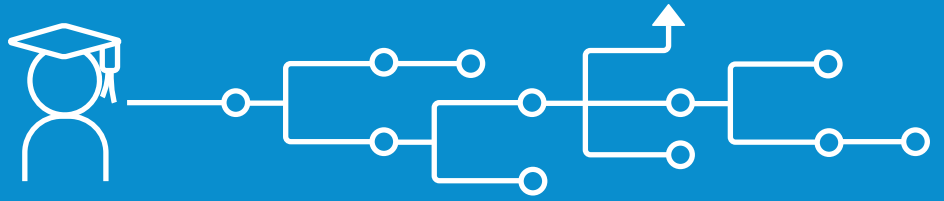
ATT Institute | 38 Leadership Development Pathways across all our directorates

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.



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 ATT 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



Vice Principal

Leading on Student welfare/ attendance and academy culture

Responsible to: Head of Academy

Line Management of: Assistant Principal Safeguarding, Attendance Manager, Heads of Year, SSOs.

Key Accountabilities:

- To create and implement the strategic direction of student welfare, behaviour, attendance and academy culture.
- To lead and manage the academy's **reward and behaviour strategy**, ensuring that monitoring and evaluation leads to improvements in student behaviour and attitude over time.
- To lead and manage the academy's **intervention strategies** to improve student behaviour and attitudes, including reflection, isolation, alternative provision.
- To **lead and manage Heads of Year / SSOs/ Intervention** to ensure that there is high quality and timely pastoral support for all students
- To oversee the academy's **personal development curriculum** across years 7-11.
- To oversee the academy's attendance strategy to improve attendance.
- To oversee the academy's safeguarding policies and processes.

Liaising with: Governors, Principal/Vice-Principals/Assistant Principals, Faculty Leaders, relevant staff with cross-academy responsibilities, relevant non-teaching support staff, external agencies and parents/carers.

Wider contribution as a senior leader in the academy

You will

- Lead by example and consistently embody our high expectations embodied in 'The Iceni Way'
- Contribute to the effective safeguarding of students, promoting student welfare and working with the SLT to ensure that students and staff feel safe.
- Build positive and strong relationships with our students, valuing their opinions and encouraging the development of Iceni value and ethos.
- Promote inclusion, equality of opportunity and diversity in all of your work.
- Work in partnership with parents and carers in order to secure the best outcomes for our students.
- Support the spiritual, moral, social and cultural development of students ensuring that the

promotion of British values is at the heart of the academy's work.

- Teach to a high standard, ensuring that academy expectations and processes are strongly embedded in all lessons.
- Assist in the day-to-day operational running of the academy and maintain a high profile at non-contact times, social times and at the start and end of the day.
- Contribute to and take an active part in your own professional development and the improvement of the academy.

Leadership Accountabilities links to being a Vice Principal

Leadership of Behaviour

- Lead and manage monitor/the reward strategy ensuring that students are rewarded and recognised for their achievements and success.
- Lead and manage student behaviour across the academy, devising and implementing strategies for students whose behaviour is proving a barrier to learning and progress.
- Oversee the quality of any referral paperwork required for behaviour support/ suspension and permanent exclusion.
- Provide head of faculty/ specialist subject leads with reward/behaviour data and hold them accountable for the culture in their areas.
- Scrutinise reward/ behaviour data weekly to identify patterns for groups, lessons and individuals. Ensure that appropriate interventions are put in place to remedy any issues.
- Monitor standards of uniform across the academy and ensure that academy expectations are consistently met.
- Advise the head of academy on exclusions and ensure all students have a successful re-admission and are supported in their integration back into lessons.
- Liaise with parents/carers so that they are aware of successes and issues that are affecting their child.

Leadership of Attendance

- To lead strategies to improve attendance to ensure attendance is in line with or better than national benchmarks for different groups of students.
- To promote the importance of good attendance across the academy through a wide range of strategies.
- To identify poor attenders in liaison with the Attendance Manager, Heads of Year/SSOs and monitor/ evaluate plans to improve attendance.
- To ensure that the academy keeps abreast of the latest strategies to improve/ maintain attendance.
- To ensure there is effective partnership work between attendance, safeguarding and SEND to improve attendance.

Leadership of the student welfare team

- Develop a student welfare team that support the development and improvement of student behaviour and culture across the academy

- Ensure that each HOY/ SSO monitors/acts upon and evaluates reward points across the year and ensures that students are rewarded and recognised for their achievements and success.
- Ensure that each year monitors/ acts upon and evaluates student behaviour across the academy, devising and implementing strategies for students whose behaviour is proving a barrier to learning and progress.
- Provide clear expectations and guidance, encouraging accountability in their own management and valuing individual contributions.
- Ensure that vulnerable individuals and or groups are supported to attend lessons, learn and make progress.
- Ensure high standards of uniform across the academy and that academy expectations are consistently met.
- Liaise with parents/carers so that they are aware of successes and issues that are affecting their child.
- Line manage and complete performance management in line with trust policy.

At the discretion of the head of academy, undertake such other activities as may, from time to time, be agreed consistent with the nature of being a senior leader.

06. Person Specification



Vice Principal

Leading on Student welfare/ attendance and academy culture

	Essential	Desirable
Professional qualifications and learning	<ul style="list-style-type: none"> • Holds NPQH or evidence of further study in education. • Has qualified teacher status. • Held variety of roles and responsibilities with leadership experience. 	<ul style="list-style-type: none"> • Undergone safer recruitment training. • Evidence of recent and relevant continuing professional development, including in leadership and management.
Experience of	<ul style="list-style-type: none"> • Experience of deputy headship or substantial senior leadership experience. • Substantial, successful and varied teaching. • Working with children with a variety of needs. • Linking with statutory agencies. 	
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'.
Shaping the future	<ul style="list-style-type: none"> • Can think strategically and build on a coherent vision for an inclusive academy. • Can ensure creativity, innovation, and use of appropriate technologies to ensure the academy 'achieves excellence'. • Can ensure our shared vision is clearly articulated, shared, and implemented in a range of compelling ways. • Can motivate and enthuse all staff in the development of the academy. • Can lead and respond effectively to change and challenge. 	<ul style="list-style-type: none"> • Has had significant experience, within an academy of leading and bringing about effective school improvement.

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

Vice Principal

Leading on Student welfare/ attendance and academy culture

Applying:

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



Status:

Full time

Salary:

L17-21
£69,969-£77,194



Closing Date:

Wednesday 22 May 2024 at 5pm

Start Date:

01 September 2024



Interviews:

Thursday 23 May 2024

