



AMBITIONS
Academies Trust

Director of Secondary Education Application Pack

Ambitions Academies Trust



Outstanding Achievement for All

Director of Secondary Education

Application Pack Contents



Welcome letters



About the Trust



Recruitment Advertisement



Job Description



Person Specification



Living on the South Coast



AAT Staff Benefits Brochure



AAT Wellbeing and Workload Charter



AAT Timeline of Growth



AAT Governance Model



AAT Strategic Plan





Welcome from the Chair of Trustees

On behalf of Ambitions Academies Trust, I would like to thank you for your interest in the post of Director of Secondary Education.

Our purpose is to improve the life chances of all the children and young people in the Trust. Ambitions Academies Trust provides an outstanding education across all sectors – primary, secondary and special. It ensures our pupils and young people are given a broad and balanced education which prepares them well for success in their future lives.

Our vision is underpinned by an ethos of inclusivity, integrity, openness and honesty. The quality of the education provided must meet the pupils' needs, and be ambitious for their future, but without losing sight of the importance of their physical and emotional wellbeing. We are always seeking to work closely with parents and carers.

AAT is based near the south coast, close to the sea, with academies situated in Bournemouth, Poole and Weymouth. All are within an approximate forty-five minute drive from the Trust Office in Poole where the central team, incorporating Finance, HR, and Estates, is located. This proximity has enabled the Trust to develop a great sense of unity with collaboration at all levels.

AAT was formed in March 2012 by one academy and is now a mixed Trust of more than 1000 members of staff and 6,000 pupils. Our 13 academies include a studio school and a church school.

The common link between the academies within the Trust, with one exception, is that they were all under-performing when we were invited to work with them. We pride ourselves on the rapid and significant improvements that have been made as a result of the rigorous, but supportive, process of school improvement. We provide strong challenge and support to our academies and ensure they deliver success for all.

Professional development is at the heart of ensuring our staff are the finest teachers and leaders so they can deliver outstanding teaching. Ambitions Training School enables us to build on our successful outreach and teacher training work providing extensive support to many schools and academies.

Thank you for your interest in this position and we look forward to receiving your application.

Yours faithfully

Caroline Sard
Chair of Trustees





AMBITIONS

Academies Trust

Welcome Message from the Retiring CEO

Ambitions Academies Trust is an amazing organisation and we are all rightly proud of what it has stood for since its creation – working with failing schools.

Our real mission has been to ensure that the schools' Quality of Education is of a standard that ensures parents feel confident in choosing our schools. We believe that for all schools to achieve their potential there must be a relentless focus on school improvement.

The Trust leadership has been about ensuring we build great schools that are sustainable. This requires structures, systems and processes that are fit for purpose, high expectations, resilience and, really importantly, a positive can-do attitude.

I am incredibly proud of the outcomes of our staff surveys as this demonstrates that we have indeed listened to our staff, made changes and continually focused on the well-being and workload agenda.

What makes Ambitions so special is the working relationships that we all have – they are built on trust, openness, transparency and honesty – Leaders model this in everything they do and ensure that visible leadership is the norm. We all listen and always seek to understand before making decisions.

The Trust's achievements are down to the amazing team of staff in the Trust. They are loyal, hardworking, child centred, caring and most importantly have a shared vision in that they want all academies to create environments where pupils and staff can be the best they can be.

The Director post has become vacant due to the promotion of the current Secondary Director to the CEO role as of January 2024.

Yours faithfully

Sian Thomas
Retiring CEO





AMBITIONS
Academies Trust

Welcome from the Director of Secondary Education/CEO from January 2024

Our secondary academies are exciting places within which to work. The sector is diverse, containing a Studio School with a Sixth Form, a Church School and three Community Academies, all of which have faced their challenges over the last few years.

St Aldhelm's Academy was originally graded as INADEQUATE in 2015, though following intervention by the Trust, it secured a GOOD rating in 2016, which was achieved again in 2021. Leaf Studio is currently rated as GOOD. Our two Weymouth academies are currently without a formal designation, although prior to being accepted into the Trust, both academies were rated INADEQUATE. We are anticipating a graded inspection in both academies this academic year. Oak Academy is currently graded as REQUIRES IMPROVEMENT, though making rapid progress, which was highlighted in its most recent monitoring visit undertaken by OFSTED at the end of the 2022-23 academic year. A number of academies serve highly disadvantaged communities and in some cases educate pupils with SEND at a percentage higher than the national average.

Our leaders are hard-working, committed to the moral purpose of our mission and relentless on securing stronger outcomes. They work collaboratively and are always seeking to learn and strengthen their practice.

Each academy has worked hard on improving its curriculum offer, developing our pedagogical approach and ensuring that assessment is robust. As we progress through 2023-24, we are rapidly moving to a more aligned sector curriculum and common assessments within our core subjects and beyond.

We have also invested significantly in our reading strategy, making it clear to parents, pupils and staff that we believe this is one of the most critical skills pupils within our secondary academies need to master from the very start of KS3, if they have not done so already.

Our capital build projects are continuing at a pace. Oak Academy is being completely rebuilt and will move into its new building in 2025. St Aldhelm's Academy is just about to open a brand new £1m 3G pitch. Across all academies, our refurbishment programme within both estates and IT continues to ensure all pupils benefit from our investment.

We are not complacent, we know what we need to improve and we are looking for a leader who will inspire Principals and their senior teams and secure the outcomes that all of our hard work should enable.

If you are looking to take the next step in your career and want to build upon and cement all of the strategies undertaken in the secondary sector to date, this is an opportunity that will test everything you have learnt about yourself and education to date whilst allowing you to gain immense professional satisfaction that your knowledge and skills are transforming the lives of so many young people.

If successful in your appointment, support from the Trust will be there from day one and you will be working closely with the newly appointed CEO of the Trust from January 2024, who knows the sector extremely well as I am the current Director of Secondary Education.

I look forward to receiving your application.

Jon Webb

Director of Secondary Education/CEO from January 2024





AMBITIONS

Academies Trust

About the Trust

Ambitions Academies Trust was created in March 2012 and now operates with 6,100 students and 1000 members of staff with a budget of £48 million. We are fully inclusive and committed to transforming under-performing schools, especially those in disadvantaged communities, in line with our values of 'Inclusivity, Integrity, Openness and Honesty'.

The Trust grew significantly from 2017-19 with 7 schools coming into the Trust. It was essential that systems, processes and structures were strengthened. Robust systems in HR, Estates, Finance and IT teams have made a significant difference to the rapid improvement of our schools.

Empowering and developing our staff, providing opportunities across our Trust, with an excellent CPD offering has been a significant area of focus. As an employer of choice, we pride ourselves on attracting and retaining our talent. We value all contributions from our people and implement changes that have a positive impact across the organisation.

Governance at all levels of the Trust has seen rapid improvement. Recruiting highly skilled Trustees and strengthening the local tier at academy level have been, and will continue to be, areas of focus.

The Trust set out a strategic plan for 2021-23 to reflect the key priorities as schools started their journey to recover from the effects of the pandemic. The mission is laid out in three key strands:

- To ensure all pupils reach their potential by securing outstanding achievement, high standards of social skills and improved life chances
- To raise standards of teaching and learning by ensuring strong, effective governance and outstanding leadership at all levels
- To achieve outstanding outcomes through the Trust through the efficient use of public funding and assets

Based on our four defining Key Principles:

- To provide and maintain strong, effective governance at all levels of the Trust
- To ensure financial sustainability throughout the Trust
- To ensure future growth does not adversely impact outcomes within the Trust
- To provide leadership and training through Ambitions Teaching School to continue to support schools outside the Trust





Recruitment Advertisement

Post:	Director of Secondary Education
Post Details:	Full time, Permanent
Salary Scale:	L37 – L41; £107,267 - £118,293 (2023 pay award pending)

Ambitions Academies Trust is looking for a person who is ambitious and has a passion, drive and commitment to developing the strategic direction of its secondary provision. Alongside these attributes, candidates should be able to demonstrate a proven track record of improving outcomes for pupils academically and socially in the Secondary Sector; an ability to effectively lead and enthuse others; and a commitment to ongoing CPD relevant to their position.

Candidates are invited to arrange an informal discussion prior to application and encouraged to arrange a school visit. For further information or a confidential discussion please email Sian Thomas, Retiring CEO at sian.thomas@aat.education or Jon Webb, CEO from January 2024 at jon.webb@aat.education

What we have to Offer:

- A visible and approachable senior leadership team and an enthusiastic and committed team of teachers and support staff.
- A strong support network across Ambitions Academies Trust.
- All staff are part of a professional learning community in which evidence-informed CPD is designed to meet individual needs.
- A culture that respects work-life balance and an ongoing commitment to wellbeing with a dedicated Wellbeing Champion.
- An Employee Assistance Programme including in-the-moment support and counselling sessions with an external provider.

Ambitions Academies Trust (AAT) comprises schools from all sectors: mainstream (primary and secondary) and special. AAT secures outstanding achievement and improved life chances of all our pupils. All our Academies have high expectations as the focus of their work. We are strongly committed to supporting colleagues in developing their careers further and offering excellent CPD opportunities

Please submit your application as soon as possible to avoid disappointment as AAT reserves the right to close applications early. Please note we DO NOT accept applications by CV and are unable to offer Visa Sponsorship.

Ambitions Academies Trust is committed to safeguarding and promoting the welfare of children. Rigorous checks will be made of the successful applicant's background credentials, including enhanced DBS checks and an online search

Closing date for applications: Monday 2nd October 2023 at 9am

Interviews will take place: Wednesday 18th & Thursday 19th October 2023

Start Date: January 2024

Outstanding Achievement for All



JOB DESCRIPTION

NAME:

POST: Director of Secondary Education

REPORTING TO: Chief Executive Officer

INTRODUCTION:

The appointment is subject to the current conditions of service for Head Teachers contained in the School Teachers' Pay & Conditions document and other current education and employment legislation. In carrying out their duties the Director of Secondary Education shall consult, where appropriate, the Chief Executive Officer, Trustees, Trust Governance, staff, pupils and parents.

This job description may be amended at any time, following consultation between the Director of Secondary Education, the Chief Executive Officer and the Chair of Trustees and will be reviewed annually.

CORE PURPOSE OF THE DIRECTOR OF SECONDARY EDUCATION:

- The core purpose of the Director of Secondary Education is to provide professional leadership and management for the Secondary Academies. This will promote a secure foundation from which to achieve high standards in all areas of the Academies' work. To gain this success the Director of Secondary Education must establish high quality education by effectively managing teaching and learning and using personalised learning to realise the potential of all pupils. The Director of Secondary Education must establish a culture that promotes excellence, equality and high expectations of all pupils.

This will include ensuring that:

- the Academies provide high quality teaching and learning that leads to successful outcomes for pupils in terms of achievement, attitudes to learning, behaviour, personal development and spiritual and moral growth.
- the Academies will promote and safeguard the welfare of all children, enabling every child, whatever their background or their circumstances, to have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution, achieve economic well-being, recognise their own dignity and the dignity of others.
- all statutory requirements are met and the work of the Academies is effectively monitored, evaluated and reviewed.
- The Director of Secondary Education is the leading professional for Secondary Academies. Accountable to the Chief Executive Officer and the Trust Governance, the Director of Secondary Education provides vision, leadership and direction for all Secondary Academies and ensures they are managed and organised to meet the aims and targets. The Director of Secondary Education, working with others, is responsible for evaluating the performance of each Academy, to identify the priorities for continuous improvement, raising standards, ensuring equality of opportunity for all, developing policies and practices, ensuring that resources are efficiently and effectively used to achieve the aims and objectives of each Academy and for the day to day management, organisation and administration of each Academy.
- The Director of Secondary Education, working with and through others, secures the commitment of the wider community to the Academies by developing and maintaining effective partnerships with, for example, schools/academies, other services and agencies for children, the Local Authority, higher

education institutions and employers. Through such partnerships and other activities, the Director of Secondary Education plays a key role in contributing the development of the education system as a whole and collaborating with others to raise standards locally.

- Drawing on the support provided by members of each of the Academy communities, the Director of Secondary Education is responsible for creating productive learning environments, which are engaging and fulfilling for all pupils

GENERAL DUTIES AND RESPONSIBILITIES:

- To carry out the duties of the Director of Secondary Education as set out in the current School Teachers' Pay & Conditions Document.

KEY AREAS OF RESPONSIBILITY:

Shaping the Future

- The Director of Secondary Education, working with the Trust Governance and others, to create a shared vision and strategic plan in each Academy which inspires and motivates pupils, staff and all other members of the community. The vision should explore values, core educational values and moral purpose. The strategic planning process is critical to sustaining school improvement and ensuring that each Academy moves forward for the benefit of its pupils.

Actions:

- Ensure the vision of each Academy is clearly articulated, shared, understood and acted upon effectively by all.
- Work within each Academy community to translate the vision into agreed objectives and operational plans, which will promote and sustain school improvement.
- Establish a commitment amongst pupils, staff and parents to each Academy's mission in partnership with the governing bodies and through the example of personal conviction.
- Demonstrate the vision and values in everyday work and practice. Motivate and work with others to create a shared culture and positive climate.
- Ensure creativity, innovation and the use of appropriate new technologies to achieve excellence.
- Ensure that the strategic planning takes account of the diversity, values and experience of each Academy, the Trust and the community at large.

Leading, Learning & Teaching

- Ensure a curriculum which responds to the needs and aspirations of its pupils.
- The Director of Secondary Education, in conjunction with the Principals, has a central responsibility for raising the quality of teaching and learning and for pupils' achievements. This implies enabling pupils to achieve, setting high expectations and monitoring and evaluating the effectiveness of learning outcomes. A successful learning culture will enable pupils to become effective, enthusiastic, independent learners committed to lifelong learning.

Actions:

- Ensure a consistent and continuous Academy-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure that learning is at the centre of strategic planning and resource management.
- Establish creative, responsive and effective approaches to learning and teaching.
- Create and maintain an effective partnership with parents to support and improve pupils' achievements and personal development.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Demonstrate and articulate high expectations and set stretching targets for the whole school community.

- Implement strategies that secure high standards of behaviour and attendance.
- Determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- Take a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge under performance at all levels and ensure effective corrective action and follow-up.

Developing Self and Working with Others

- The Director of Secondary Education must manage himself/herself and their relationships well. Leadership is about building a professional learning community which enables others to achieve their potential. Through performance management and effective continuing professional development practice, the Director of Secondary Education supports all staff to achieve high standards. To equip himself/herself with the capacity to deal with the complexity of the role and range of leadership skills and actions required of him/her, the Director of Secondary Education should be committed to their own continuing professional development.

Actions:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture within the Academies.
- Build a collaborative learning culture within and between each Academy and actively engage with other schools/academies to build effective learning communities.
- Develop and maintain effective strategies and procedures for staff induction, professional development and performance review.
- Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.
- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.
- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.
- Regularly review own practice, set personal targets and take responsibility for own personal development.
- Manage own workload and that of others to allow an appropriate work/life balance.

Managing the Organisation

- Deployment of staff, finance, material resources, time and energy should promote the common good of the community in accordance with each Academy's mission.
- The Director of Secondary Education needs to provide effective organisation and management of the Academies and seek ways of improving organisational structures and functions based on rigorous self-evaluation. The Director of Secondary Education should ensure that the Academies and the people and resources within them are organised and managed to provide efficient, effective and safe learning environments. These management responsibilities imply the re-examination of the roles and responsibilities of those adults working in the Academies to build capacity across the workforce and ensure resources are deployed to achieve value for money. The Director of Secondary Education should also seek to build a successful organisation through effective collaboration with others.

Actions:

- Create an organisational structure which reflects each Academy's values and enables the management systems, structures and processes to work effectively in line with legal and regulatory requirements.
- Produce and implement clear, evidence-based improvement plans and policies for the development of the Academies and their facilities.
- Ensure policies and practices take account of national and local circumstances, policies and initiatives.
- Manage each Academy's financial and human resources effectively and efficiently to achieve each Academy's educational goals and priorities.

- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of each Academy, implement successful performance and management processes with all staff.
- Manage and organise the environment of each Academy efficiently and effectively to ensure that it meets the needs of the range, curriculum and health and safety regulations.
- Ensure the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money.
- Use and integrate a range of technologies effectively and efficiently to manage the Academies.

Securing Accountability

- The Director of Secondary Education fulfils their responsibilities in accordance with the mission of the Academy. The Director of Secondary Education supports the Trust Governance in fulfilling its responsibilities in accordance with national legislation.
- The Director of Secondary Education has a responsibility to the whole academy community. In carrying out this responsibility the Director of Secondary Education is accountable to a wide range of groups, particularly pupils, parents, carers, governors and the Local Authority. S/he is accountable for ensuring that pupils enjoy and benefit from a high-quality education, for promoting collective responsibility within the whole Academy community and for contributing to the education service more widely. The Director of Secondary Education is accountable to the Trust Governance for each of the Academies, their environment and all their work.

Actions:

- Fulfil commitments arising from contractual accountability to the Trust Governance.
- Develop an ethos so that everyone understands the mission of each Academy which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- Ensure individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation.
- Work with the Trust Governance (providing information, objective advice and support) to enable them to meet their responsibilities.
- Develop and present a coherent, understandable and accurate account of each Academy's performance to a range of audiences including Trust Governance, parents and carers.
- Reflect on personal contribution to Academy achievements and take account of feedback from others.

Strengthening Community

- The Director of Secondary Education needs to commit to engage with the internal and external Academy communities to secure equity and entitlement. The Director of Secondary Education should collaborate with other schools/academies in order to share expertise and bring positive benefits to their own and other schools/academies. The Director of Secondary Education should work collaboratively at both strategic and operational levels with parents, carers and across multiple agencies for the well-being of all pupils. The Director of Secondary Education shares responsibility for leadership of the wider educational system and should be aware that school improvement and community development are interdependent.

Actions:

- Build a culture and curriculum in each Academy which takes account of the richness and diversity of the Academies' communities.
- Create and promote positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensure learning experiences for pupils are linked into and integrated with the wider community and promote commitment to serving the common good of the wider world.
- Ensure a range of community-based learning experiences.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.

- Create and maintain an effective partnership with parents and carers, as the prime educators, to support and improve pupils' growth, their achievement and personal development.
- Contribute to the development of the education system by sharing effective practice, working in partnership with other schools/academies and promoting innovative initiatives.
- Co-operate and work with relevant agencies to protect children.

Safeguarding Children & Safer Recruitment

- Our Academies are committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expect all staff and volunteers to share this commitment.

Actions:

The Director of Secondary Education should ensure that:

- The policies and procedures adopted by the Trust are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated persons and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings and contributing in the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed disclosure policies.

GENERAL:

- To promote and support AAT's culture of "High Expectations for All" and encourage staff and pupils to follow this example.
- To promote and safeguard the welfare of children in your care or that you come into contact with in accordance with the Trust Child Protection and Safeguarding Policy.
- To comply with, promote and act in accordance with all Trust and Academy policies.
- To be responsible for complying with data protection legislation and expectations for confidentiality. Any issues or breaches to be reported to the Trust HR Director at the earliest opportunity.
- To be responsible for complying with health & safety legislation and guidance. Any issues or breaches to be reported to the Trust Estates Director immediately.
- To maintain consistent working relationship with colleagues, supporting them in line with your role and responsibilities.
- To keep colleagues informed about aspects of your work and schedule which may affect the support you can give them.
- To develop your effectiveness by up-dating your knowledge and skills, seeking and taking account of constructive feedback on your performance, making effective use of the development opportunities made available to you.
- To identify and agree personal development objectives with your line manager.
- To be courteous to colleagues and provide a welcoming environment to visitors.

ADDITIONAL INFORMATION

Throughout the Trust it is our practice to vary the specific responsibilities in line with the needs of the Trust. This will be carried out in consultation with the post holder.

This is an outline job description only and the post holder will be expected to comply with any reasonable request from a manager to undertake commensurate work of a similar level, or any lesser duties, that are not specified in this Job Description.

The aim of the job description is to indicate the general purpose and level of responsibility of the post. Please be aware that duties may vary from time to time without changing their character or general level

of responsibility. Duties may be subject to periodic review by the Chief Executive Officer or nominated representative (in consultation with the post holder) to reflect the changing needs of the Trust.

Signed: **Date:**

Post Holder

Signed: **Date:**

Chief Executive Officer

One copy to be retained by member of staff and one kept on the employee's file.

Ambitions Academies Trust is committed to providing a safe, supportive and stimulating environment for all its pupils following Keeping Children Safe in Education Guidelines. This post is exempt from the Rehabilitation of Offenders Act 1974.

Outstanding Achievement for All



PERSON SPECIFICATION

Director of Secondary Education

Key Accountabilities	Attributes and Person Specification	Essential	Desirable
Education and training	Degree and recognised professional qualification relevant to the role eg. QTS, NPQH, MBA or equivalent	Y	
	Post graduate educational/leadership or management qualification eg NPQEL or Masters level qualification		Y
	OFSTED inspector trained		Y
School Improvement	Proven track record that demonstrates the ability to develop and lead a sector wide improvement strategy	Y	
	Commitment to improving the life chances of all children and pupil outcomes	Y	
	A track record in improving school performance in schools facing significant challenges	Y	
Leadership and management	Previous experience, in a senior leadership role, to provide motivational leadership and direction	Y	
	Promote a culture of inclusion and diversity across the Trust	Y	
	Champion of a culture which is inclusive, supportive, promotes diversity and equality and focuses on school improvement	Y	
	Commitment to the Trust's values. To inspire, respect and engage others, acting as a strong visible presence	Y	
	Ability to empower senior leaders within the Trust through appropriate delegation of authority, supporting skills development and encouraging cross-trust working	Y	
	Ability to critically evaluate situations and take a pragmatic approach to identifying risks and solving problems	Y	
	Excellent interpersonal skills, with the ability to communicate and negotiate effectively with a range of stakeholders and speak confidently in public	Y	

Key Accountabilities	Attributes and Person Specification	Essential	Desirable
Compliance and quality assurance	Comprehensive understanding of the Trust's compliance and safeguarding responsibilities in line with relevant regulations	Y	
	Ability to embed, across the Trust, clear quality assurance systems that drive consistency and improvement in performance	Y	
	Commitment to safeguarding and promoting the welfare of children and young people	Y	
Strategic business and financial planning	Successful track record of strategic financial planning and resource management	Y	
	Secure knowledge of financial management	Y	
	Involvement in developing central operational support		Y
Sustainable growth and engagement	Experience of building successful partnerships with a wide range of stakeholders		Y
	Ability to demonstrate a flexible and resilient attitude with skills to embrace change and spot opportunities	Y	
	Experience of wider system leadership, beyond the Trust, engaging with and supporting external partners		Y

Ambitions Academies Trust Is Committed To Providing A Safe, Supportive And Stimulating Environment For All Its Pupils Following Keeping Children Safe in Education Guidelines. This Post is Exempt from the Rehabilitation of Offenders Act 1974

Outstanding Achievement for All

Living on the South Coast

The South Coast is officially the sunniest place in the UK and with over 400 miles of coastline to discover it makes for an ideal place to live, work and play.



Bournemouth

Dorset's coastline is a contrast of vibrant coastal towns with many areas of outstanding natural beauty.

Bournemouth offers seven miles of award-winning beaches and an array of shops and restaurants. The town is well known for its association with the arts, music and literature. The strength of Bournemouth's economy lies in its diversity of sectors – financial, marine and aviation alongside the service and tourism sectors. Bournemouth is also becoming a fast growing digital hub with as many as 400 digital agencies throughout the region.



Poole

Poole is a bustling coastal town with an incredible history that dates back thousands of years with its cobbled streets and impressive architecture in the Old Town leading to Poole Quay. There are plenty of high-quality restaurants in this area as well as traditional pubs. Poole Harbour is Europe's largest natural harbour; it is a site of Special Scientific Interest and a haven for bird watchers and conservationists.

Travel by boat and see the iconic Old Harry Rocks and the Victorian seaside resort of Swanage at the most eastern point of the Jurassic Coast. The Jurassic Coast, stretching 96 miles, from Exmouth in East Devon to Studland Bay in Dorset was given UNESCO World Heritage Status in 2001.



Weymouth

Weymouth is one of the gems of the Jurassic shoreline with a pretty seafront and a traditional fishing harbour. Situated on a sheltered bay at the mouth of the River Wey, Weymouth is the third-largest settlement in Dorset after Bournemouth and Poole. The Olympic legacy can be seen throughout the town since hosting the sailing events in 2012 with a fantastic offering of water sports and coastal activities. There is also a thriving live music and club scene.



This is a fabulous place for families to live, work and study, with a thriving economy, plenty of activities and entertainment, good schools and universities, all situated within a beautiful location.




AAT Staff Benefits Brochure

Ambitions Academies Trust wants to provide a great employee experience for staff who therefore provide an outstanding teaching and learning experience for our pupils.



This employee benefit summary has been put together so you can understand the benefits and schemes that are open to you as a valued member of Ambitions Academies Trust.

Benefit	What Does This Benefit Provide?
Trust Pension	
<p>LGPS – Support Staff Pension</p> 	<p>The LGPS is one of the largest pension schemes in the UK.</p> <p>It is a defined benefit pension scheme which means your pension is based on your salary and how long you pay into the Scheme.</p> <p>Your pension is not affected by how well investments perform. The LGPS provides you with a secure and guaranteed income every year when you stop working.</p> <p>The LGPS provides valuable life cover and financial protection for your family. Your dependents will be paid a pension. A lump sum death grant may also be payable.</p> <p>For further information, please see the Dorset Pension Fund website: http://www.dorsetpensionfund.org/</p> <p>Or contact via email at pensionshelpline@dorsetcouncil.gov.uk or Telephone 01305 224845</p>
<p>Teachers' Pension</p> 	<p>Your pension is one of the most important benefits available to new teachers.</p> <p>You receive a guaranteed pension through the Teachers' Pension Scheme. It is a Defined Benefit Scheme, registered with HM Revenue and Customs, based on your salary and service rather than investments.</p> <p>Your pension will be a regular source of income when you retire – but you can also take some of it as a tax-free lump sum</p> <p>The Teachers' Pension provides a death grant to your family, or other nominated representative, should you die in service and your dependents will be paid a pension.</p> <p>For further information please see the Teachers' Pensions website https://www.teacherspensions.co.uk/</p> <p>Register for My Pension Online to be able to send a secure message or Telephone 0345 6066166</p>






Your development

<p>National College</p> 	<p>We have invested in The National College to offer high quality and professional development in education.</p> <p>You will find everything you need to strengthen, manage and evidence your professional development in one place, on one platform.</p> <p>Find out more: https://nationalcollege.com/</p>
<p>Apprenticeships</p> 	<p>We want to grow talent and develop a motivated, skilled and qualified workforce.</p> <p>We are committed to further develop through additional training and professional qualifications/development utilising the apprenticeship levy. For further information please contact the HR Team or your HR Academy Lead.</p>

Your Wellbeing

<p>Wellbeing and Workload</p> 	<p>We are committed to your wellbeing and workload and have a firm commitment to the current DfE staff wellbeing charter.</p> <p>Our Staff Wellbeing and Workload Charter which is focused on building personal and professional resilience underpinned by inclusivity, openness and honesty.</p> <p>We have nominated wellbeing champions across all sites.</p>
<p>Employee Assistance Programme</p> <p>Care first</p>	<p>We have invested in an Employee Assistance Programme (EAP) for our staff with the intention of helping you with both personal and work-related problems.</p> <p>Through our EAP with Care First you will have access to tools and information to be in control of your wellbeing. Support available includes counselling as well as legal information, relationship management, line management support and much more. For further information, please contact your Wellbeing Champion.</p>
<p>Eye Tests</p> 	<p>Under the Specsavers Eyewear scheme DSE users will be entitled to the following:</p> <ul style="list-style-type: none"> • The full cost of an eyesight test • If glasses needed for VDU usage Specsavers will pay £49 towards glasses (this can cover the cost of a pair from the £49 range or a contribution to more expensive glasses) If an employee elects to purchase a pair of glasses over £99 they will receive a further £20 off • If glasses are not needed for VDU usage but for driving, Specsavers will offer a contribution of £20 towards glasses in the over £99 range. <p>Please request a DSE eyesight examination form from your HR Academy Lead.</p>

Family Friendly

<p>Family Friendly Policies</p> 	<p>Ambitions Academies Trust recognises its responsibilities to ensure that support is available to employees as they combine career and family responsibilities.</p> <p>We have family friendly policies covering Maternity, Paternity, Adoption and Shared Parental Leave to support our employees in balancing work and family responsibilities through these key life stages.</p> <p>Please speak to your HR Academy Lead for further information.</p>
<p>Flexible Working</p> 	<p>Ambitions Academies Trust believes that flexible working can increase staff motivation, promote work-life balance, reduce employee stress and improve performance and productivity.</p> <p>We give employees the opportunity to request a change to their working pattern and are willing to talk flexible working with potential job applicants.</p> <p>Please speak to your HR Academy Lead for further information.</p>
<p>Annual leave</p> 	<p>We offer a minimum of 24 days annual leave, plus bank holidays. This rises to 29 days after five years with Ambitions Academies Trust.</p> <p>Please note: Annual leave applies to employees working all year round, if you are term time only this is built into your pay.</p> <p>Please speak to your HR Academy Lead for further information.</p>
Financial Benefits	
<p>Free Will Writing Service</p> 	<p>We have partnered with Dunham McCarthy Solicitors to offer all staff and their partners a free will writing service.</p> <p>If you would like to take advantage of this offer, book an appointment via the following link: https://dm-legal.co.uk/ambitions-academies-trust-aat/</p>
<p>Discounted Gym Membership</p> 	<p>We are delighted to be able to offer a discounted corporate membership with BH Live Active to all employees, even if you are already a BH Live Active member.</p> <p>Enjoy an all-inclusive, multi-site membership including gym, swim and classes (live, streamed and on-demand). You can also access spa facilities so you can unwind whenever you want.</p> <p>For further information, and to join, contact Kelly Porter on 01202 055846 or Kelly.porter@bhlive.org.uk</p>

Financial Benefits

Discounts, Cashback and Vouchers

In Partnership with Discounts for Teachers, **both Teaching & Support Staff** can access discounts, cashback and vouchers for over 1,500 big brands.

discountsforteachers

Members save on average £2,262 per year!

For further information, please speak to your HR Academy lead for an Ambitions Academies Trust sign up link.

Our Working Location

Ambitions Academies Trust is based across the South West Coast we are proud to have so much natural beauty on our doorstep. Never far from a sandy beach or to places to explore, there is always something to do.



There are some excellent transport links in the area with an international airport and ferry port and easy road links to motorways.

There are rail links to Winchester and London, for example, is a two hour journey from Bournemouth. From Poole there are ferry services linking you to the Channel Islands and France.

We have Academies in Bournemouth, Poole and Weymouth.



Should you have any queries regarding any of the benefits on offer, please speak to your HR Academy Lead or a member of the HR Team

humanresourcesadmin@aat.education

Disclaimer - Whilst every effort is made to maintain the accuracy of this brochure, it is only intended as a guide to the benefits available. In the event that there is an inconsistency between the brochure and the provider terms and conditions, the provider's terms and conditions will prevail.

This guide is not contractual. Once accepted into a benefit and/or product scheme, you will be subject to the rules of the scheme and the provider's terms, conditions and requirements for provision of each benefit.



AMBITIONS
Academies Trust

AAT STAFF WELLBEING AND WORKLOAD CHARTER 2022-2023

"Health is a state of body, wellness is a state of being"

Building personal and professional resilience underpinned by Inclusivity, Integrity, Openness and Honesty



CULTURE

AAT hold the belief that everyone wants to do a good job and perform to the best of their ability

- Our aim is to ensure we have an enjoyable and rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable
- We all lead by example
- Staff understand and take responsibility of monitoring and adapting their work, to positively impact on their personal health and well being
- We strive to be inclusive in everything we do
- We will provide high quality training and professional development opportunities that meet the academy community and individual staff needs
- Staff are clear on their roles, responsibilities and line management structure



BEHAVIOUR

All behaviour is seen as communication – relationships and connection are key

- We treat people as individuals and strive to resolve issues respectfully
- We celebrate difference
- We utilise the potential in everyone
- We see all pupils as a shared responsibility
- Reasonable adjustments will be made to support achievement and success
- We treat everyone with respect, and we model this in all interactions
- Staff will take responsibility for their working patterns and will consider the impact on the recipient if emails are sent outside of working hours.



STAFF WELLBEING

Staff wellbeing activities will be planned throughout the year, suggestions from staff are most welcome

- Any staff wellbeing activity is voluntary, it is not 'forced fun'
- We will signpost support available to staff and encourage concerns to be shared at the earliest opportunity to prevent escalation breaking any stigma around mental health issues
- We promote the 5 Ways to Well Being
- Colleagues will be surveyed at least annually, and the Trust /academy will analyse response, share findings and work positively to try and resolve issues
- We will embed wellbeing in training and CPD
- We will regularly review our provision against these commitments, work proactively and seek to resolves concerns at the earliest opportunity
- Communicate employee benefits through the "People Matters" Newsletter



WORKLOAD AND WORKING PATTERNS

We want all staff to be able to achieve a healthy work-life balance and we trust the professional judgement of our staff to make decisions about when they work outside normal school working hours, considering always the impact on others when communicating outside working hours.

Generic:

- The Trust and Academies will publish a full calendar of activities and deadlines for their workforce

- Where new initiatives are introduced, they will be based upon evidence that they are likely to improve pupil/student outcomes
- Serious consideration will be given to what we are going to stop doing, to 'make space' for what we may start doing
- Any policy reviews will be completed with staff workload in mind
- Workload to be managed and monitored through the Appraisal process
- Staff encouraged to use online learning platforms and the Trust forums to improve skillset and performance

Academy Specific:

- PPA and teaching allocations will be reviewed for all staff to ensure fairness and equity in each school
- Centralised detentions or equivalent will be considered to streamline and support teaching staff
- We will minimise whole school meeting times - increasing time spent in departments/phase/year
- The Trust supports the principle of 1265 hours for teaching staff
- A complete breakdown of Directed Time for staff are published



LESSON PLANNING -Academy Specific

- Staff are expected to be well-prepared for lessons
- Staff are not expected to submit daily or weekly lesson plans
- ICT systems will be used to share planning and minimise replication of effort across departments
- The Trust operates an open-door policy and recognises that lesson visits are an important aspect of our work.



MARKING & FEEDBACK - Academy Specific

- Each school and/or subject may have a slightly different approach developed by school /subject experts
- It must be remembered all marking should be meaningful, manageable, and motivating and should serve a single purpose – *to advance pupil progress and outcomes*
- 'Live Marking' in lessons is encouraged
- Whole class feedback is encouraged
- We enable pupils to demonstrate that they take pride in their books within the expectations we set



DATA COLLECTION - Academy Specific

- Data collection will be proportionate and necessary to ensure we can monitor progress without overburdening staff.
- Teachers will only be asked to input data that requires their professional judgement
- Assessment weeks, learning walks, open door / book scrutiny's will be sensitively scheduled to avoid creating excessive workload at key points across the term/year



AMBITIONS
Academies Trust

Timeline of Growth



Sectors





Governance Accountability Model

Board of Members - Chair of Members - Mr N Smith

Board of Trustees - Chair of Trustees - Mrs C Sard

Audit & Risk
Management Committee

Finance & Resources
Committee

Personnel
Committee

CEO Appraisal
Committee

Chief Executive Officer - Ms S Thomas

Director of
Primary Education
Mrs A Prout

Finance Director
Mr A Connell

HR Director
Mrs T Monk

Director of
Outcomes
Mr P Holman

Director of
Secondary Education
Mr J Webb

Estates Director
Mr I Hawkins

Director of
Special Education
Mrs N Morton

*Link
Trustee*

Mrs C Sard

Mr R Smith

Mrs B Gilling

Mr R Smith

Mrs B Gilling

Mrs C Sard

Mrs C Sard

Mr R Watson

Mr J Seal

Mr M Luffman

Mr A Smith

Mrs A Beane

Mrs A Beane

Bayside
Academy

Elm
Academy

King's
Park
Academy

Kinson
Academy

Manorside
Academy

Queen's
Park
Academy

All Saints'
CofE
Academy

LeAF
Studio
School

Oak
Academy

St Aldhelm's
Academy

Wey Valley
Academy

Longspoe
Academy

Tregonwell
Academy

Chair of Academy Advisory Committee Forum

AAC Chair

Mr R Schofield

Mr A Graves

Mrs K Gittington

Mrs V Peters

Mr L Lewis

Mr P Reidy

Mrs M Headon

Mrs S Thompson

TBC

Mrs M Seabright

Mrs S Longdon

Mr D Alderson

Mrs H Evans
Mrs A Humphries

Principals

Mr M Vernon

Mrs J Fish

Mrs L Dean

Mrs M Lawson

Mrs C Sutter

Mrs S Simmons

Mr J Cornish

Mrs N Laplan

Mrs H Richley

Mrs J Arnes

Mr T Neill

Mr G O'Connell
Mr J Horan

Mr L Dalrymple
Mrs S Jackson



Ambitions Academies Trust Strategic Plan 2021-23

**Vision &
Values**

Outstanding Achievement for All
Underpinned by Inclusivity, Integrity, Openness & Honesty

Mission

To ensure each pupil reaches their potential by securing **outstanding** achievement, high standards of social skills and improved life chances

To raise standards of teaching and learning by ensuring strong, effective governance and **outstanding** leadership at all levels

To achieve **outstanding** outcomes throughout the Trust through the efficient use of public funding and assets

**Strategic Objectives
Priorities**

To provide a Quality of Education that meets our pupils' needs and is ambitious for their future progression

Quality staff recruitment, ongoing training and deployment to develop our people

Efficient and effective management of finance, ICT, resources and estates

To ensure there is a culture of inclusivity where physical and emotional wellbeing is championed

Key Principles

To provide and maintain strong, effective governance at all levels of the Trust

To ensure financial sustainability throughout the Trust

To ensure future growth does not adversely impact outcomes within the Trust

To provide leadership and training through Ambitions Training School to continue to support schools outside the Trust



AMBITIONS
Academies Trust



Thank you for your interest in Ambitions Academies Trust.

We look forward to receiving your application.

If you think a career with Ambitions Academies Trust is right for you, click [HERE](#) to apply now. Discover more at

www.ambitions-academies.co.uk



AMBITIONS
Academies Trust

Ambitions Academies Trust
Evering Avenue
Poole
BH12 4JG