

Secondary

Academy
Transformation
Trust

Curriculum Leader of
Computer Science

Application Pack

The Queen Elizabeth Academy
Witherley Road
Atherstone
CV9 1LZ

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01. About Academy Transformation Trust



Our Mission

Transforming lives by *putting education first*.

Our Vision

Transforming Lives of **Our Learners**:

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have a safe, supportive learning environments in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.

Transforming Lives of **Our Colleagues**:

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.

Transforming Lives of the **Communities We Serve**:

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

To learn more about our story/journey, please read our [ATT Magazine](#)

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.

Our Priorities: Big Moves

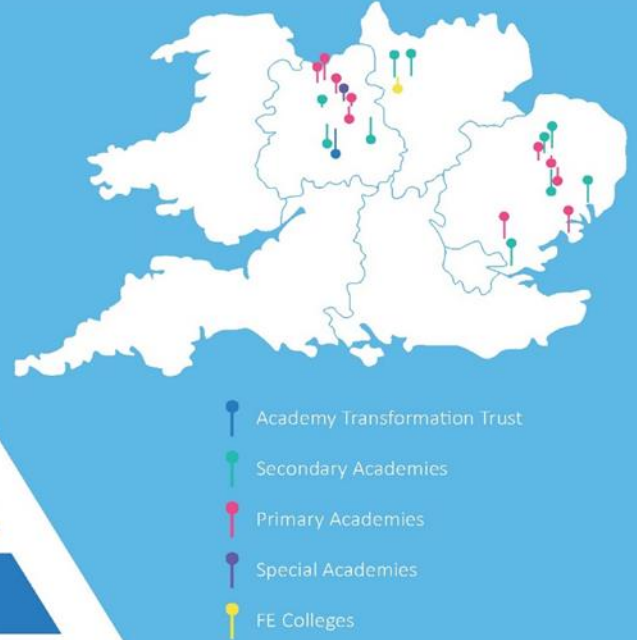
Our Big Moves help solve a problem and achieve a step on our 2-to-5 year plan.

Aligned Autonomy

Shared Services

Improve Outcomes

Grow



ATT | 21 Academies
Local Authority Areas | 10

Staff | 1720
Primary | 409
Secondary | 1130
Special | 30
FE | 76
Other | 75

Learners | 13,334
Primary | 2711
Secondary | 9280
Special | 45
FE | 1298

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

Finance
£78 million in funding and other income

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

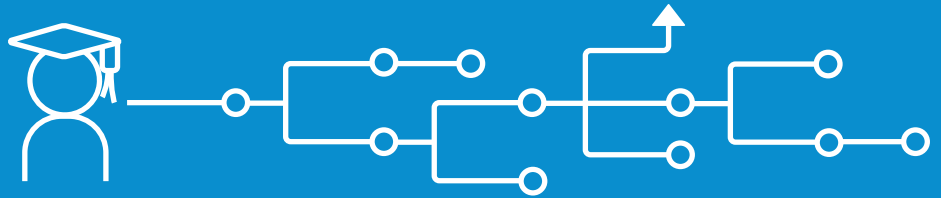


1 Outstanding

19 Good

1 Requires Improvement

02. Career Testimonials



Donovan Stansbury | Teaching Assistant

ATT has helped my career from the very beginning of my adult life. I started my career at Mildenhall College Academy on a Teaching Assistant Apprenticeship, provided by ATT FE. Now with my knowledge and understanding of my role I can succeed further with the support of ATT. I have completed my apprenticeship and now have a full-time role as Teaching Assistant at the academy. My next step is to start an OU degree, again something I will do with the full support of ATT.

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

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

Nicola Powling | Vice Principal

Since joining Mildenhall College Academy three years ago, I have been well-supported in my development as a middle leader and with the guidance and advice of senior leaders in the academy I have been able to demonstrate significant impact on the quality of teaching and learning in the Humanities subjects. Last academic year I chaired the Eastern TNG for History, which has given me the opportunity to work with colleagues across the Trust and share best practice. Most recently, I have been seconded to the senior leadership team with a responsibility for teaching and learning; this is an opportunity to continue my career development and to gain insight and experience in senior leadership.

Janye Sargant | SEND Assistant

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

03. Academy Information



The Queen Elizabeth Academy

Based in Atherstone, Warwickshire, The Queen Elizabeth Academy is part of the Academy Transformation Trust family of academies.

TQEA is an 11-16 mixed comprehensive academy with a vibrant learning atmosphere, a dedicated and supportive network of staff and exciting plans for the future. With a brand new school building, which opened in November 2016, this really is a great place to work.

The academy's vision is for all students to realise their full potential, equipping them with the skills and qualities required for success in the competitive 21st century. We are committed to raising standards and providing students with exceptional opportunities to support learning. We look for a number of outstanding qualities in our staff: an innovative and creative approach to their work; enthusiasm, positivity and an unfaltering commitment to our students' success, along with an open-minded, proactive attitude to working within a team. We want individuals who want to go the extra mile for our community and have an absolute commitment to safeguard our students.

Teamwork is at the heart of everything we do and by working together we aim to secure a successful future for all. We encourage those interested in joining our school to spend some time with us to gain a real understanding of our ethos and what we have to offer. The dedication of the staff and the enthusiasm of the students, coupled with the support of our parents and carers, makes this a very special place.

To find out more, please visit: tgea.attrust.org.uk



Our PD Curriculum is delivered through three pillars:

Transformational Leadership

Transformational Teaching

Transformational Services

Professional Development at ATT:

04. The ATT

What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey.

PD Opportunities for Our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise.

Find Out More Online:

academytransformationtrust.co.uk/institute

05. Job Description

Curriculum Leader Computer Science

Job Purpose:

To work with teachers and senior staff to undertake care and support programmes, enabling access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

Key responsibilities are:

- Contribute to sustainably raising standards of pupil attainment and achievement within the faculty whilst monitoring and supporting pupil progress.
- Prepare and deliver appropriate lessons to students of different ages and abilities catering for a wide range of needs.
- Establish a safe, purposeful and stimulating environment for students and have high expectations of behaviour ensuring the health and safety of all students and staff.
- Manage student behaviour in the classroom and on academy premises and apply appropriate and effective sanctions.
- Register the attendance of and supervise students, before, during or after school sessions as appropriate.
- Assess and mark work, giving appropriate feedback.
- Engage with academy leaders to ensure the effective development of the curriculum.
- Maintain records of students' progress and development and input data using academy systems and processes.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Research new topic areas, maintaining up-to-date subject knowledge, and devise and write new curriculum materials as necessary.
- Select and use a range of different learning resources and equipment.
- Prepare students for qualifications and external examinations.
- Communicate effectively with parents/carers with regard to students' achievements and well-being using academy systems and processes.
- Participate in departmental meetings, parents' evenings and whole academy training events
- Undergo regular observations and participate in relevant training (INSET) as part of continuing professional development (CPD).
- Have professional regard for the ethos, policies and practices of the academy and maintain high standards in your own attendance and punctuality.
- To undertake any other duties as defined by the Teacher standards or determined by the Principal as being within scope of the post.

- Promote equality as an integral part of the role and to treat everyone with fairness and dignity. Encouraging and supporting the inclusion of students with special needs.
- Recognise health and safety is a responsibility of every employee to take reasonable care of self and others. Comply with the academy Health & Safety policy, and any academy specific procedures/rules that apply to this role.
- Role model safeguarding best practice

Specific Duties of post:

- To develop, implement and evaluate a highly ambitious and challenging Computer Science curriculum in line with our Trust and academy curriculum intent.
- To use data moderation and standardization to plan and implement highly effective intervention to secure excellent progress and outcomes for all students.
- To provide leadership and direction and ensure that the department is managed and organised to meet the aims and objectives of the academy and the department.
- To have responsibility for securing high standards of teaching and learning in the department as well as playing a major role in the development of academy policy and practice.
- To ensure that practices improve the quality of education provided, meet the needs and aspirations of all students, and raise standards of achievement in the academy.
- To support guide and motivate teachers and support staff within the department.
- To evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for students and staff, to inform future priorities and targets.
- To ensure effective liaison with the learning support team
- To ensure the production and maintenance of appropriate schemes of work and policies for the department, and to implement within them whole academy policies.
- To encourage the development of a suitable range of appropriate and varied teaching styles.
- To ensure that student progress in the department is regularly reviewed, assessed and recorded and ensure that appropriate homework is being set and marked.
- To be responsible for the allocation of resources for the department, maintaining inventories and ensuring the security of equipment.
- To promote positive liaison with partner primary schools and other stakeholders.
- To be responsible for the area budget and ensuring that finances are administered in accordance with the academy's procedures.
- To be responsible for the image and promotion of Computing and ICT in the academy with particular respect to options, parents evenings and open evening.
- To secure an understanding from students about the vocational and career options which exist in the computer and digital world.
- To review, monitor and evaluate the functioning of the department and develop appropriate strategies to improve procedures and modify approaches.
- To keep up to date with national developments in the subject area, teaching practice and methodology.

- To actively monitor and respond to the curriculum development and initiatives at national, regional and local levels.
- To produce reports within the quality assurance cycle.
- To be responsible to produce reports and examination performance.
- Any reasonable additional duties as directed by the senior team.

06. Person Specification

Curriculum Leader Computer Science

	Essential	Desirable
Professional qualifications and learning	<ul style="list-style-type: none"> Degree in appropriate subject Has qualified teacher status 	<ul style="list-style-type: none"> Evidence of continuous professional development (CPD).
Experience	<ul style="list-style-type: none"> Experience of successfully applying a range of teaching strategies. Demonstrable experience of supporting outstanding teaching and learning including adapting lesson content to support and ensure access for EAL and SEN pupils. Proven ability to deal with a wide range of student behaviours. 	<ul style="list-style-type: none"> Recent work in a UK secondary school/academy. An understanding of how the progress 8 measure will impact academy results and targets. Experience of inclusion strategies to support children with SEND. Proven ability to effectively work with a range of stakeholders including parents and external organisations. Successfully operating in a middle leadership role.
Competencies	<ul style="list-style-type: none"> A good or outstanding teacher in your subject. Demonstrable ability to engage with learners in a variety of ways. Demonstrable ability to move pupils' learning forward. Able to effectively evaluate own practice to further improve learning of pupils. The ability to work effectively as part of a team, including across faculties. Demonstrable knowledge of behaviour management. 	<ul style="list-style-type: none"> Able to demonstrate knowledge of planning, curriculum and assessment procedures.
Leadership	<ul style="list-style-type: none"> Vision aligned with the academies' high aspirations and high expectations of self and others. Demonstrate commitment to the highest standards of teaching and learning. Articulate the values and mission of the academy. 	

	Essential	Desirable
Leadership continued	<ul style="list-style-type: none"> • Commitment to the safeguarding and welfare of all pupils. • Commitment to continuous improvement, both personal and organisational. • Demonstrable positive commitment to equality and diversity. 	
Personal Characteristics	<ul style="list-style-type: none"> • Highly approachable, very grounded and makes sensible judgments. • Mature approach to emotionally demanding work. • Relishes accountability and takes personal responsibility for their own actions. • Able to build trust and mutual respect between pupils, families and staff. • Strong interpersonal written and oral communication skills. • Able to work flexibly as a member of a team. • Clear understanding of health and safety requirements. • Adaptable to change. • Demonstrable good organisation skills. • Demonstrable very good numeracy and literacy skills. • Ability to use ICT effectively in a professional environment. 	

07. How to Apply

Curriculum Leader Computer Science

Applying:

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

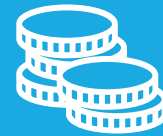


Status:

Full Time
Permanent

Salary:

MPS 1 – UPS 3
Actual Salary: £31,650 - £49,084
Plus TLR £4,784



Closing Date:

Monday 10th February at 9pm or sooner should we receive sufficient applications

Start Date:

As soon as possible



Interviews:

To be confirmed





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