

Academy
Transformation
Trust

Head of Year
(Teaching responsibility
of Maths)

Application Pack

Pool Hayes Academy
Willenhall

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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

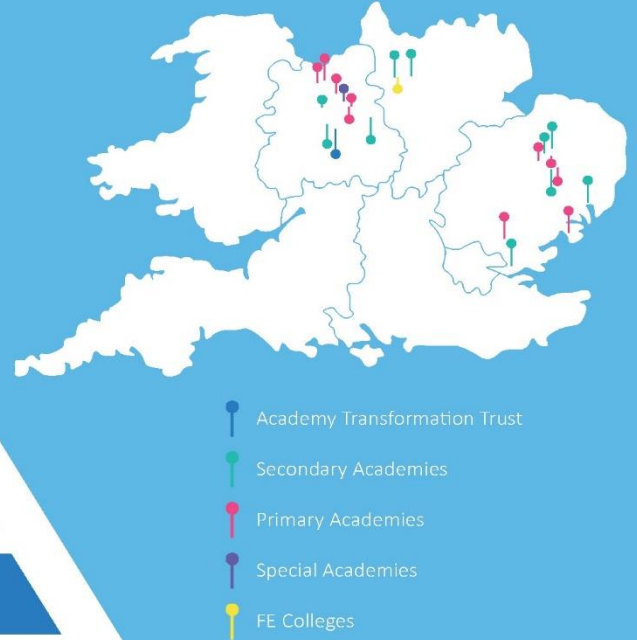
Our Big Moves help solve a problem and achieve a step on our 2-to-5 year plan.

Aligned Autonomy

Shared Services

Improve Outcomes

Grow



ATT | 21 Academies
Local Authority Areas | 10

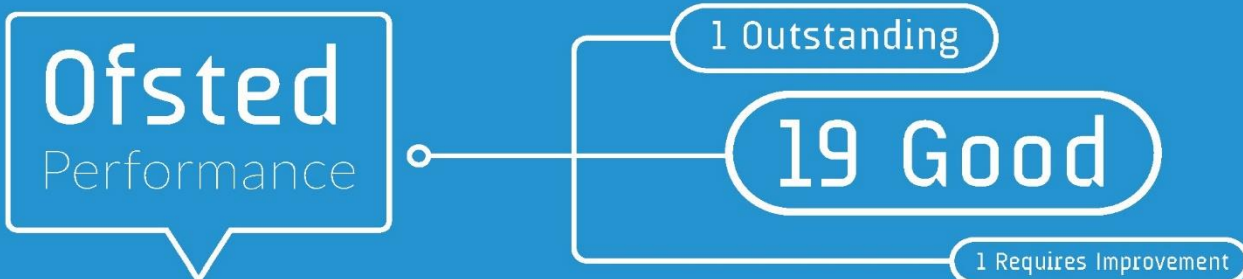
Staff | 1720
Primary | 409
Secondary | 1130
Special | 30
FE | 76
Other | 75

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

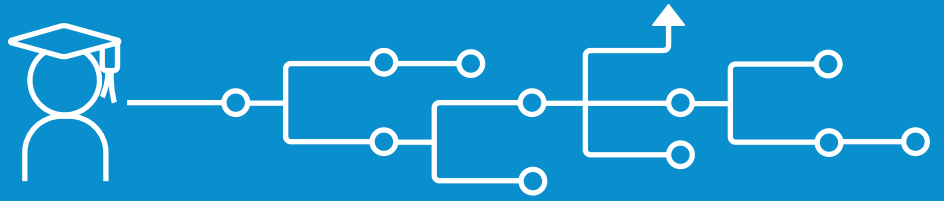
Governance
People Engaged | 120+
Trustees | 10
Members | 4

Finance
£78 million in funding and other income

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



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.

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



Pool Hayes Academy

Pool Hayes Academy is part of the Academy Transformation Trust family of academies.

Based in Willenhall, in the West Midlands, Pool Hayes Academy is an academy for 11-18 year old students that retains strong links within our local community and beyond.

The academy draws its pupils largely from the Willenhall area. We have experienced substantial growth in recent years and the academy is now a provider of choice in the area and is over-subscribed.

Academy Vision & Values

At Pool Hayes Academy we have a very clear and ambitious vision for our academy. We believe in **“Unlocking your Potential – Empowering through Success”**. Our vision guides our decision and actions across Pool Hayes Academy and means that any child regardless of circumstance can fulfil their potential at our academy. Furthermore, we believe that educational success leads to empowerment for our young people and the freedom to make more choices over their future.

Underpinning our vision are our values. These values clearly set out the behaviours and qualities we expect and instil in our young people. They are:

Aspiration: We work hard consistently to fulfil our ambitions and achieve our potential.

Respect: We show pride in celebrating diversity, keeping each other safe and accepting everyone in our community.

Excellence: We have high expectations of our conduct and lead by example at all times.

Resilience: We embrace challenge, take risks and grow confidently from our mistakes.

Outcomes and Ofsted

In 2022 Pool Hayes Academy secured an Ofsted grading of Good, but there is still so much more that we want to achieve and can achieve to establish Pool Hayes Academy as a truly outstanding provider.

To find out more, please visit www.poolhayes.atrust.org.uk or call the academy to arrange a conversation with our Principal, Andy Lawrence.



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



Head of Year

Main Purpose of the Role:

Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

To develop a Culture of Excellence for specified year group in line with the Academy's mission, vision and values.

To promote, monitor, and improve student academic achievement, welfare, behaviour, and attendance/punctuality in the year group.

To lead on student rewards and recognition in the year group.

To work with leaders, colleagues, parents and carers and other stakeholders to maintain and further improve high standards across the Academy.

Provide leadership and direction to a team of form tutors and line manage an assigned Pastoral Leader.

To ensure that student voice is regular and used to improve the Academy.

To monitor the effectiveness of form time at Pool Hayes Academy and ensure standards are high.

Duties – General

- Work in accordance with the Trust's statement of aims and values and implement strategies within Academy policies.
- Help to raise the aspirations of the students by providing challenge, support, opportunities and recognition of successes.
- Liaise effectively with parents, external agencies and local governors to contribute to the planning and delivery of Academy promotional and celebration/recognition of excellence activities.
- Teach to a high standard. Effectively carry out the general and specific professional duties as set out in the current School Teachers Pay and Conditions document', QTS standards and Academy expectations set out in 'The PHA Way'
- To play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage and ensure staff and students follow this example.

- To ensure a high quality learning experience for students, which meets internal and external quality standards.
- Be aware of the Data Protection Act and other legislation to ensure confidentiality of records and information (GDPR).

Duties – Specific

- To be responsible and accountable of an assigned Pastoral Leader and act as line manager.
- To effectively implement Academy policies and standards set out in 'The PHA Way' to ensure consistently exceptional standards across a year group.
- To monitor and ensure Academy uniform and readiness for learning standards are consistently met across a year group.
- To build positive, strong and trusting relationships with students, valuing their opinions and encouraging the development of the Academy values.
- To analyse, evaluate and act on relevant data including attitudinal, behaviour, recognition, and attendance data. Alongside other middle leaders, regularly monitor the impact of evidence informed intervention strategies on outcomes.
- To effectively formulate, implement and monitor improvement plans which address areas of identified underperformance or concern.
- To be accountable for the effective implementation and administration of processes and practices to address behavioural and attendance concerns.
- Be proactive in identifying and addressing the needs of students (and groups of students) whose progress is being hindered by behavioural challenges and/or attendance through producing, in liaison with other relevant stakeholders, focused plans and monitoring effectiveness.
- Produce relevant reports to SLT and other stakeholders within the Quality Assurance cycle to identify the impact of interventions, identify strengths and next steps for improvement.
- Provide effective leadership and development of a team of form tutors.
- To communicate effectively with the year team. Lead year team meetings and ensure form tutors communicate key messages to students.
- To lead and develop a celebratory culture which recognises a broad range of achievement through the promotion of the rewards system, attendance chart displays, walls of fame etc.
- To work in partnership with parents and carers to ensure they are aware of successes and issues affecting their child resulting in the best outcomes for their child.
- To lead on effective reporting to parents and organise/monitor parents' evenings in assigned year groups.
- To take part in, and assist with, SOC meetings and use performance data from assessment windows to support with intervention. QA of intervention in partnership with other middle leaders to ensure appropriate application.

- To lead on agreed whole school focus.
- Promote diversity, equity, inclusion and belonging in every aspect of the role
- Assist in the day-to-day operational running of the Academy and maintain a high profile during non-contact times, unstructured times and at the start and end of the Academy day.

General

- Be aware of the Data Protection Act and other legislation to ensure confidentiality of records and information (GDPR).

Safeguarding

- This post is subject to an enhanced Disclosure and Barring Service check.
- The post holder must be committed to promoting and safeguarding the welfare of children and to providing equality of opportunity.
- Record and report concerns following the Trust Safeguarding policy.
- Complete annual academy safeguarding training and maintain an up to date understanding of safeguarding risks.

Health and Safety

- Be aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety and Welfare.
- Ensure all aspects of Health and Safety are rigorously addressed across your department inclusive but not limited to:
- Reporting damaged, broken or missing equipment/property to an appropriate person i.e. departmental link, site team, headteacher etc.

Continuing Professional Development

- To take part in the Academy's staff development programme by participating in arrangements for further training and professional development.
- To continue personal development in the relevant areas including subject knowledge and teaching methods.
- To engage actively in the Appraisal process.

- To ensure the effective/efficient deployment of classroom support.
- To work as a member of a designated team and to contribute positively to effective working relations within the Academy.
- Contribute to and take an active part in your own professional development and the improvement of the Academy

Quality Assurance

- To help to implement Academy quality procedures and to adhere to those.
- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed Academy procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- To review from time to time methods of teaching and programmes of work.
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy.

Academy Ethos

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

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified as no job description can be fully comprehensive.

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.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified as no job description can be fully comprehensive.

In addition to the duties specified, employees will be expected to comply with any reasonable request to undertake duties or work of a similar level which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific cases.

The job description may be subject to amendment or modification, should circumstances change, any changes will be discussed with you in the first instance. Should a disagreement arise, you will be afforded the opportunity of a meeting to resolve the matter in line with Trust policies. You may wish to be accompanied at this meeting by a representative of your Trade Union if you so wish.

The job description does not form part of the contract of employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on any or all of them.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

06. Person Specification



Head of Year

| | Essential | Desirable |
|--|---|---|
| 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. Specialism of Maths. | <ul style="list-style-type: none"> A postgraduate qualification in the subject to be taught - Maths. A postgraduate qualification in the teaching of the subject. Other relevant awards or qualifications applicants should have. Evidence of continuous professional development (CPD) |
| Experience | <ul style="list-style-type: none"> Teaching the subject in a secondary school across the 11-18 age range. Assessing pupils for a variety of purposes using appropriate strategies. Working with whole-school behaviour systems. Supporting pupils in the subject with a SEND or EAL need. Demonstrable experience of supporting outstanding teaching and learning including adapting lesson content to support and ensure access for EAL and SEN pupils. | <ul style="list-style-type: none"> Experience of inclusion strategies to support pupils with SEND. Proven ability to effectively work with a range of stakeholders including parents and external organisations. |
| Competencies | <p>Applicants should have knowledge and understanding of:</p> <ul style="list-style-type: none"> The statutory requirements concerning Equal Opportunities, Health & Safety, SEND and Child Protection 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. | <p>Applicants may be strengthened by knowledge and understanding of:</p> <ul style="list-style-type: none"> Different curriculum models in the subject(s) and the strengths and weaknesses of these. Forms of assessment commonly used in the subject(s), including in public examinations. <p>Opportunities for teacher development in the subjects.</p> |

| | | |
|-------|---|--|
| Other | <p>Applicants should have the ability to:</p> <ul style="list-style-type: none">• Express themselves clearly in written and spoken English• Manage pupil behaviour in line with a academy policy• Build and maintain effective working relationships with colleagues, pupils, parents and the wider community.• Organise working time effectively to ensure that all requirements of the post are met punctually and to a high standard. | |
|-------|---|--|

07. How to Apply

Head of Year

Applying:

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



Status:

Full time
Permanent

Salary:

MPS 1- UPS 3
Actual Salary: £31,650 - £49,084
TLR £8,279



Closing Date:

Monday 03 February 2025, 9.00am

Start Date:

28 April 2025



Interviews:

To be confirmed




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 @AcademyTrust

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