

Secondary

Academy
Transformation
Trust

Head of Year – Non-Teaching

Application Pack

The Queen Elizabeth Academy
Witherley Road
Atherstone
CV9 1LZ

Contents

01	About ATT	Page 3
02	Career Testimonials	Page 5
03	Academy Information	Page 6
04	ATT Institute Information	Page 7
05	Job Description	Page 8
06	Person Specification	Page 10
07	How to Apply	Page 11

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

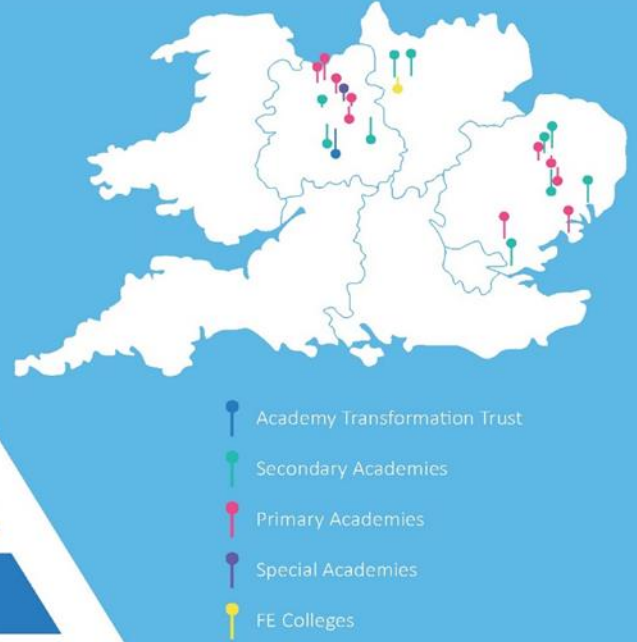
Our Big Moves help solve a problem and achieve a step on our 2-to-5 year plan.

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.

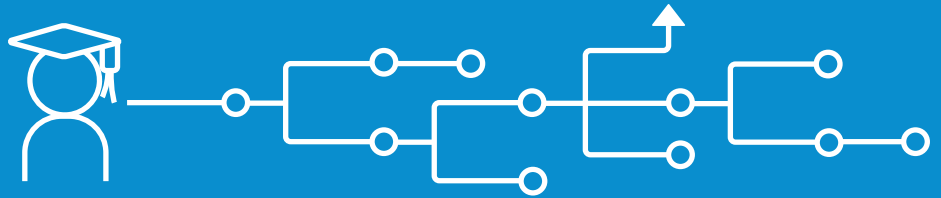


1 Outstanding

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 Sargent | 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

Head of Year Non-Teaching

Role:

To provide highly effective pastoral care to your year group and promote and secure a culture of high expectations for all students. To co-ordinate all aspects of learning, behaviour and the development of students within the year group to ensure that all students are supported to become confident and successful individuals at TQEA. in the wider community and beyond.

Purpose:

- To enable every student to fulfil their potential as individual learners, effective citizens and well-rounded individuals.
- To monitor all students' welfare and safeguarding.
- To lead, manage and develop a team of tutors.
- To engage all staff, parents/carers and all other stake holders in raising aspirations and improving outcomes for all.
- To work within the Inclusion Unit, under the direction of the Inclusion Manager, to ensure the ethical inclusion of all students and to prevent disengagement from learning or exclusion from school.
- To be a Mental Health Champion and Coordinator for the academy.
- Another specific responsibility dependent upon skills of the successful applicant.

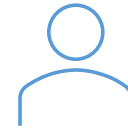
Key responsibilities are:

- To take responsibility for the pastoral welfare, well-being, mental health and safety of students within a year group.
- To co-ordinate and monitor the quality of student progress across the year group and identify students who need further support with accessing the curriculum or those who would benefit from greater academic challenge. Skilled use of data will be essential to this element of the role.
- To work with a wide range of professionals and stakeholders to combat underachievement.
- To support staff in engaging individual students and to ensuring the effectiveness of intervention strategies.
- Induct and admit new students, liaising with Subject Leaders as required.
- To actively encourage, promote and reward all positive behaviours in line with the Academy behaviour policy.
- To monitor standards of uniform daily and ensure that academy expectations are consistently met.
- To use appropriate sanctions, in line with the Academy behaviour policy, in response to incidents.
- To investigate incidents fairly and without prejudice. Ensuring that all investigations are fully recorded on the appropriate forms/ systems.
- To work within the Inclusion Unit as directed by the Inclusion Manger in accordance with the Academy behaviour policy.
- To actively promote and use restorative practice when dealing with pastoral incidents.

- To communicate regularly with parents and carers, building positive relationships to ensure that students' needs are met, and any issues are addressed in a timely manner.
- To attend meetings of parents and form tutors as required, providing appropriate support and challenge.
- Ensure that all student records and monitoring systems are maintained appropriately and are kept up to date, including SIMS, Class Charts and CPOMS.
- To lead, support and challenge a team of tutors towards the Academy's agreed purpose, vision, values and beliefs.
- To prepare and lead regular pastoral meetings for your tutor team, including contributing to Pastoral and Behaviour CPD sessions.
- To attend Pastoral Management meetings.
- To support tutors in ensuring that tutorial time and the tutor base is a positive and purposeful environment.
- Take an active part in the assembly rota and lead assemblies, encouraging a sense of community and celebrating achievement.
- To work with the PSHE Lead and Assistant Principal to coordinate and monitor the quality of delivery of Personal Development by form tutors in tutor time.
- To monitor attendance by working with the Academy attendance officer to monitor and drive improvements in student attendance and punctuality.
- To support the co-ordination and promotion of the extra-curricular programme – focusing on both 'catch up' and 'enrichment'.
- To liaise with external agencies to sign post and offer additional support to students.
- To co-ordinate the 'alternative provision' arrangements made for individual students, if applicable.
- To open Early Help for families and take on the Lead Professional role when required.
- To work with relevant external agencies, such as MASH, Children's Team and Social Workers, if students are identified as CIN or CP.
- To ensure presence around the academy throughout the day and during student social times.

Whilst every effort has been made to explain the main duties of the post, each individual task undertaken by the post holder may not be identified. The job description is current at the date of issue, but following consultation, may be changed by the Principal to reflect changes in the job which are commensurate with the salary and job title.

06. Person Specification



Head of Year Non-Teaching

	Essential	Desirable
Education & Training	<ul style="list-style-type: none"> • Good basic level of education, including GCSE English and Maths or equivalent. 	<ul style="list-style-type: none"> • Leadership Training. • Experience of working with youth Mental Health issues. • Evidence of further study/ vocational training.
Experience	<ul style="list-style-type: none"> • Experience of working in a school's pastoral system, including acting as a tutor. • Experience of mentoring, counselling or coaching experience. • Experience of forming positive, motivating relationships with parents/ 	<ul style="list-style-type: none"> • Successful Leadership in a Pastoral role. • Prior experience of leading assemblies. • Prior experience of supporting and developing other staff. • Experience of working with a range of agencies to remove barriers to learning for students.
Knowledge & Skills	<ul style="list-style-type: none"> • A proactive team leader. • To participate in the development of the pastoral system. • Good communication skills, including the ability to resolve conflict. • The ability to listen. • The ability to work using your own initiative. 	<ul style="list-style-type: none"> • Proficient user of data analysis (Class Charts/ SIMS/ SISRA). • A desire to engage in your own personal development through CPD.
Vision and Strategy	<ul style="list-style-type: none"> • To demonstrate a vision that is aligned with the academy's vision of high expectations and aspirations for all students. • A commitment to support the academy ethos. • A commitment to ensuring that every young person can fulfil their potential, developing academically and personally throughout their school lives. 	

07. How to Apply

Head of Year Non-Teaching

Applying:

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



Status:

Permanent
37 hours per week, 43 weeks per year (term time only)

Salary:

NJC 16 - 22
Actual Salary: £28,043 - £30,966
FTE: £29,572 - £32,654



Closing Date:

Monday 6th January 2025 at 9am or sooner should we receive sufficient applications.

Start Date:

As soon as possible



Interviews:

To be confirmed





 @academytransformationtrust

 @AcademyTrust

 academytransformationtrust.co.uk

 office@attrust.org.uk

 0121 354 4000

 Unit 4, Second Floor,
Emmanuel Court, Reddicroft,
Sutton Coldfield, B73 6AZ

