

Secondary

Academy
Transformation
Trust

Seclusion Manager

Application Pack

Westbourne Academy

Marlow Road, Ipswich IP1 5JN



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 12



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 environment 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.

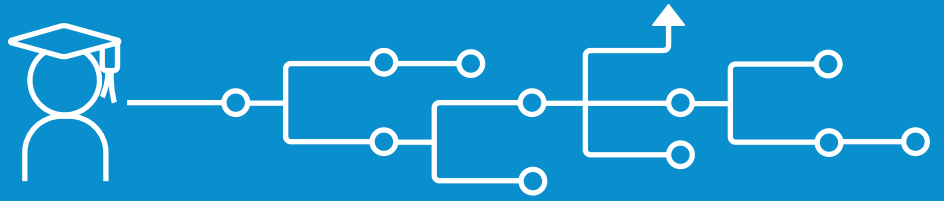


1 Outstanding

19 Good

1 Requires Improvement

02. Career Testimonials



Peter Webster | Team Leader for Drama

I joined Westbourne Academy initially as a maternity cover, but pretty soon after sought to stay in a permanent position after loving the school's passion for Performing Arts and the potential I saw in the ability to create some amazing productions.

Soon after joining, I signed up for the NPQ for Behaviour and Culture provided by ATT and this has been a fantastic learning experience for me in developing my own skill set and collaborating with other teachers in the trust.

I take pride in my position as Team Leader of Drama and the opportunities that await me here.

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 | Teacher of Learning Lead/Assistant 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.

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.



03. Academy Information



WESTBOURNE ACADEMY

Westbourne Academy in Ipswich isn't just a school – it's a microcosm of the world with students from all around the globe. Between them they speak 32 languages, and their unique perspectives on learning and life make this a very special academy. Since 2016, our Ofsted rating has gone from Requires Improvement to Good in 2019 – an incredible transformation that we are keen to continue. In particular, inspectors noted that “students enjoy positive relationships with their teachers” and that teachers “benefit from a comprehensive training programme in a range of areas that is bespoke to the needs of individuals.”

We regard this as an enormous achievement, as many of our students come from deprived backgrounds and face significant barriers to learning.

We welcome fresh ideas from all our staff and actively value their creativity and imagination. We are passionate about improving our practice, and we are always keen to find new ways to do things.

Westbourne Academy offers the satisfaction of transforming disadvantaged young people's futures, in an excellent location amidst attractive countryside, just an hour from London.

Our abiding passion is for all students to “achieve their potential” and to “develop the skills necessary for employment and life” through their learning and the development of their intellectual, creative, physical and emotional capabilities.

We aim to instil our core and aspirational values and for our students to develop moral integrity and become responsible global citizens. We, therefore, encourage them to develop a strong sense of responsibility towards each other and to those beyond their immediate community.

The pursuit of academic excellence is crucially important, but the learning experience for Westbourne students is not confined to the classroom. We are fully committed to the idea of an all-round education where personal development is valued as much as examination success, and we are proud of discrete lessons in enrichment.

The Academy is well served by a team of highly committed teachers and support staff, who frequently “go the extra mile”, working in partnership with the Trust, Local Academy Committee Members and parents to provide the very best possible education. We are extremely fortunate to have exceptional staff to support “Team Westbourne” and the pursuit of its vision and strong core and aspirational values.

We are proud of our students and, if you take the opportunity to come and meet us all, as I sincerely hope you will, we believe you will see why.



Our PD Curriculum is delivered through three pillars:

Transformational Leadership

Transformational Teaching

Transformational Services

Professional Development at ATT:

04. The ATTI Institute

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

Seclusion Manager

Purpose of the Role:

The Seclusion Room Manager will lead and develop our internal provision by providing high quality support for students who would have otherwise received suspensions.

Key Responsibilities:

- Maintain effective records and logs.
- Manage all aspects of the Room.
- Supervise and provide support for students in the Room.
- Work with Heads of House and Pastoral Leaders to ensure all students within their respective Houses are supported in moderating their behaviour to support their learning and progress.
- Liaise effectively with Senior Leaders, SENDCo, colleagues as well as parents/carers and other outside agencies.
- Have regular communication with parents/carers and to ensure the families are kept informed of issues and the progress of their child whilst in the Seclusion Room.
- Evaluate student progress, make appropriate recommendations and to implement further support or intervention for SEND students, as necessary.
- Work effectively with relevant outside agencies.
- Liaise with the curriculum leaders and SENDCo regarding student progress ensuring appropriate learning resources are in place so students continue with their planned curriculum.
- Attend training as directed and to develop and delivery support programmes as appropriate.
- Liaise with other schools and academies on the progress of 'guest' students.

Being Accountable for Resources:

- Effectively manage and deploy resources within the team to ensure maximum impact on student progress.

Being Accountable for the Learning Environment:

- Ensure that the appearance and ambience of the Room is conducive to learning and promotes pride and high expectations.
- Ensure that the Academy's Behaviour Policy is implemented consistently so that effective learning can occur.
- Ensure that the Room is safe and report any Health and Safety concerns. To ensure Risk Assessments are updated annually or after an incident.

Academy Ethos:

- Play a full part in the life of the Academy community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
- Have professional regard for the ethos, policies and practices of the Academy and maintain high standards in your own attendance and punctuality.
- Be fully committed to the Safeguarding and promotion of welfare for all young people.
- Promote actively ATT's corporate policies.
- Comply with the Academy's health and safety policy and undertake risk assessments as appropriate.
- Undertake any other duties as defined by Teachers' Standards or determined by the Principal as being within the scope of the post.

The above main tasks are not exclusive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by their line manager and/or the Senior Leadership Team.

The jobholder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post. The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

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.

06. Person Specification



Seclusion Manager

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> GCSE Maths and English (Grade 4/C or above). 	<ul style="list-style-type: none"> A Level or equivalent qualification. Youth work qualification
Experience	<ul style="list-style-type: none"> Demonstrable ability of working with young people. Demonstrable knowledge and understanding of working with data, or the aptitude to learn. Ability to form and maintain positive relationships with people of all ages and backgrounds. Ability to communicate confidently and effectively both orally and in writing. Highly organised with the ability to work under pressure and to tight deadlines. 	<ul style="list-style-type: none"> Demonstrable experience of delivering activities and sessions for young people. Demonstrable experience of working with challenging communities. Awareness and understanding of best practice in ensuring Safeguarding and child protection. Have worked in an education environment previously.
Competencies	<ul style="list-style-type: none"> Ability to maintain a professional manner in challenging situations. Confidence to challenge difficult behaviour and other professionals. Personal integrity and loyalty, remaining confidential at all times. 	
Values	<ul style="list-style-type: none"> Self-motivated/has initiative. Able and willing to make difficult decisions when required. Passion for working with young people. Confidence to challenge difficult behaviour and other professionals. Reflective and willing to improve and develop as a professional. Ability to work as a member of a team as both leader or member. Willing to work flexibly. Personal integrity and loyalty, remaining confidential at all times. Vision aligned with the academy's 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. Commitment to the safeguarding and welfares of all students. 	

	<ul style="list-style-type: none"> • Commitment to continuous improvement, both personal and organisational. • Demonstrate positive commitment to equality and diversity. 	
Other	<ul style="list-style-type: none"> • Highly approachable, very grounded and makes sensible judgements. • Mature approach to emotionally demanding work. • Relishes accountability and takes personal responsibility for their own actions. • Able to build trust and mutual respect between students, families, and staff. • Strong interpersonal, written, and oral communication skills. • Flexibility in work pattern may be required occasionally. 	

This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

Applying:

Please apply by visiting

www.academytransformationtrust.co.uk/vacancies

07. How to Apply

Seclusion Manager



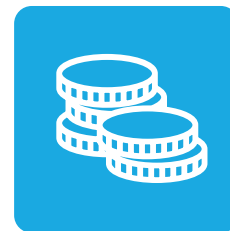
Status:

37 hours per week

Term Time Only (39 weeks per year)

Salary:

NJC Scale Point 24 – 28
£29,644 to £32,775 actual per annum
£34,314 to £37,938 FTE



Closing Date:

Monday 13 January 2025, 09.00am

Start Date:

As soon as possible



Interviews:

Thursday 16 January 2025



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