

Secondary

Academy
Transformation
Trust

Teacher of History

Application Pack

Iceni Academy
Methwold



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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.

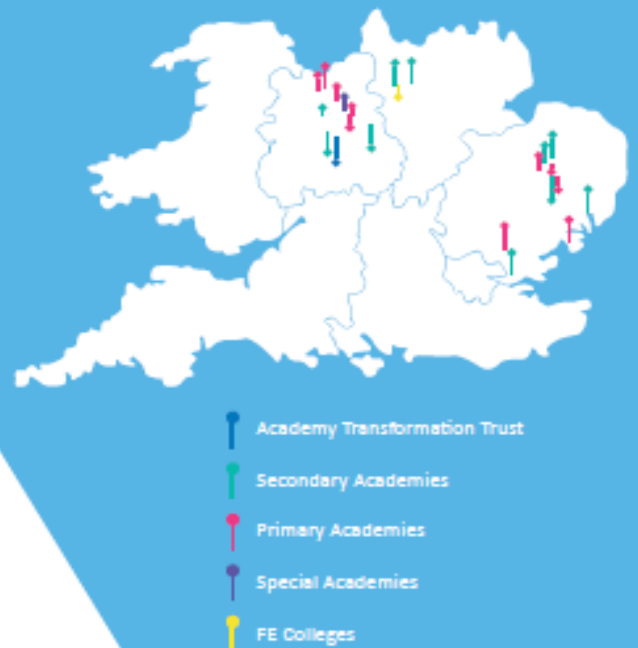
To learn more about our story/journey, please read our [ATT Magazine](#)

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.

Strategic Aims

- To plan and deliver a curriculum which enables students to reintegrate with learning, delivers improving progress and outcomes for all learners and demonstrates that lessons have been learned from the pandemic experience.
- To create the conditions in which our people can demonstrate independent, thoughtful and confident behaviours in pursuit of our vision and aims.
- To continue to improve our financial performance alongside an enhanced reputation in business operations and governance.



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.

Headline Performance Measures

- **Record progress scores** for many of our academies in 2019.
- **Rising Attainment 8 and Progress 8** rates for three years running across all secondary academies.
- **Rising Key Stage 5 average points scores** across all academies for three years.

Academy Ofsted Ratings

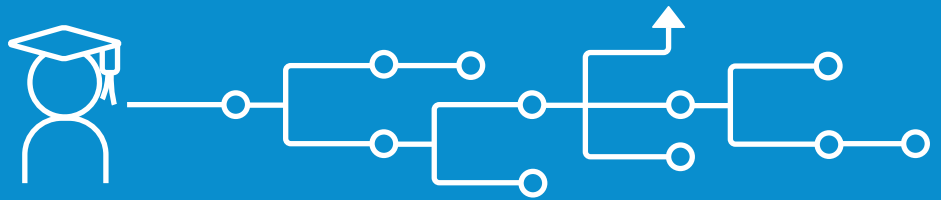
1 Outstanding

18 Good

1 Requires Improvement

1 Inadequate

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.

Martin Sexton | Lead for Computer Science and STEM Coordinator

Working for ATT has given me many opportunities to progress my career. A move from Westbourne Academy to Mildenhall College Academy 5 years ago gave me my first step up from teacher to leading Computer Science. I received an ATT award for STEM which led to me becoming the STEM coordinator. To help develop my career further I now lead Team Network Group meetings with other Computing teachers from across the trust. ATT has also allowed me to develop my skills knowledge through attending a range of CPD with Computing at School, Barefoot, and Digital Schoolhouse all of which are helping to develop my practice.

Nicola Powling | Faculty Leader, Humanities

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



Iceni Academy Methwold is on a journey to transform the lives of all students

and staff with whom we work. We are determined to give our students the very best education possible so they can realise their full potential and succeed in their later lives, by offering them a broad and balanced knowledge-rich curriculum, rooted in strong pedagogy, throughout their time studying with us. We hold this as the gold standard for all our students, with Ofsted inspectors particularly noting that 'Leaders....have high expectations of pupils with special educational needs and/or disabilities (SEND).'

We are fortunate, too, to work with external agencies and charities to provide opportunities not available to all schools and academies, including the Duke of Edinburgh Award and access to a Combined Cadet Force. The pursuit of academic excellence is paramount, but the learning experience for Iceni Academy Methwold students extends far beyond the classroom. Personal development is valued in the same way as achievements in examinations, and we relentlessly celebrate success in all its forms. We support our students to develop a strong sense of responsibility as global citizens, underpinned by our academic motto: 'individually strong, unstoppable together.'

Iceni Academy Methwold is part of Iceni Academy, an all-through school set across two sites. We work closely with our colleagues at our Iceni Academy Hockwold site (Primary) on curriculum and personal development, sharing values, foundations and community names with them. Our communities of Mandela, Attenborough, Pankhurst and Nightingale reflect the attributes we teach our students to have, and the values we wish them to hold throughout their lives. We teach behaviour and self-regulation as a curriculum, knowing that these skills will help our students excel in later life.

We care passionately for our staff, and place people development at the heart of our offer to them. From an in-house coaching programme for teaching staff and research-led project groups for all, and from a well-stocked CPD library to access a wealth of opportunities afforded by the ATT Institute, we are committed to supporting all colleagues develop to be the best that they can be. We work closely with the Trust and colleagues at other ATT academies to share shining examples of best practice in all of our teams.

Iceni Academy Methwold is set in the heart of beautiful Norfolk in a tranquil, rural village, just 15 minutes from the A11 and 20 minutes from the A47.



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

Teacher of History

Purpose of the job

To provide high quality teaching and enable effective use of resources and high standards of learning and achievement for pupils, within an atmosphere in which pupils feel challenged, valued and secure. To assist the Principal and the Leadership Team in the overall management of the Academy.

As Head of Year to support all students to make appropriate academic and personal progress as specified by baseline data and other information and be responsible for all aspects of pupil progress in the identified year group including following the Icení fundamental rules.

Particular Duties

Under the overall direction of the principal.

Key Functions

- To teach the subjects, classes and groups as allocated by the Director of Faculty and Leadership Team.
- To ensure that high quality teaching and learning takes place in all allocated classes.
- To support and participate in the curriculum development work of the faculty, including the writing of schemes of work and programmes of study.
- To assist the Director of Faculty in the maintenance of high standards of work and behaviour within the faculty.
- To be a Form Tutor if required and to carry out specified duties.
- To support the Leadership Team in the effective operation of the Academy

Specific Responsibilities

- Teach the classes allocated and provide a well-planned, challenging, and purposeful learning environment for pupils.
- Set homework on a regular basis and mark pupils work promptly.
- Assess, monitor, record, and report on pupil achievement in line with Academy's and Faculties policy, including writing pupils reports and attending parent meetings.
- Assist in the identification of pupil special educational needs and support the work of the Learning Support Team, including participation in the writing and reviewing of individual educational plans.
- Share in the development of course outlines, syllabuses, and schemes of work.
- Follow the course outlines, syllabuses and schemes of work agreed by the faculty.

- Make effective use of pupil performance data, and pupil and staff target settings; and provide relevant information to the Director of Faculty and Data Manager.
- Monitor and record pupil's attendance in line with Academy's and Faculty Policy, and support the Middle Leaders in the maintenance of high level of pupil attendance.
- Prepare for and attend Faculty and Form Tutor meetings and support the work of the Faculty and Key Stage Leaders.
- Support and carry out policies and practices to promote positive pupil behaviour and achievement within the framework of the Academy's Behaviour Policy.
- Participate in and support the Performance Management Policy.
- Assist in the development of the Academy's Improvement Plan and its review mechanism.
- Undertake specific duties within the faculty as agreed by the Director of Faculty.
- Undertake such other duties as reasonably required by the principal.

General Information

The job description details the main outcomes required and should only be updated to reflect major changes that impact on the outcomes of the job.

06. Person Specification

Teacher of History

	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 behaviour 	<ul style="list-style-type: none"> Recent experience 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 pupils with SEND Proven ability to effectively work with a range of stakeholders including parents and external organisations
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
Values	<ul style="list-style-type: none"> Vision aligned with the Academy's high aspirations and high expectations of self and other Demonstrate commitment to the highest standards of teaching and learning Articulate the values and mission of the academy Commitment to continuous improvement, both personal and organisational Demonstrable positive commitment to equality and diversity 	
Other	<ul style="list-style-type: none"> Highly approachable, very grounded and makes sensible judgments 	

- | | | |
|--|---|--|
| | <ul style="list-style-type: none">• 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• Good sense of humour | |
|--|---|--|

07. How to Apply

Teacher of History

Applying:

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

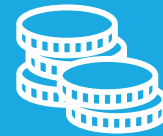


Status:

Full time
Permanent

Salary:

MPS/UPS
£30,000 - £46,525



Closing Date:

Thursday 04 July 2024 at 9am

(If this post attracts sufficient interest before the closing date, we may decide to close and interview for this vacancy at an earlier date so an early application is advised).

Start Date:

01 September 2024



Interviews:

TBC





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