

Secondary

Academy
Transformation
Trust

Learning Mentor

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 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 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.

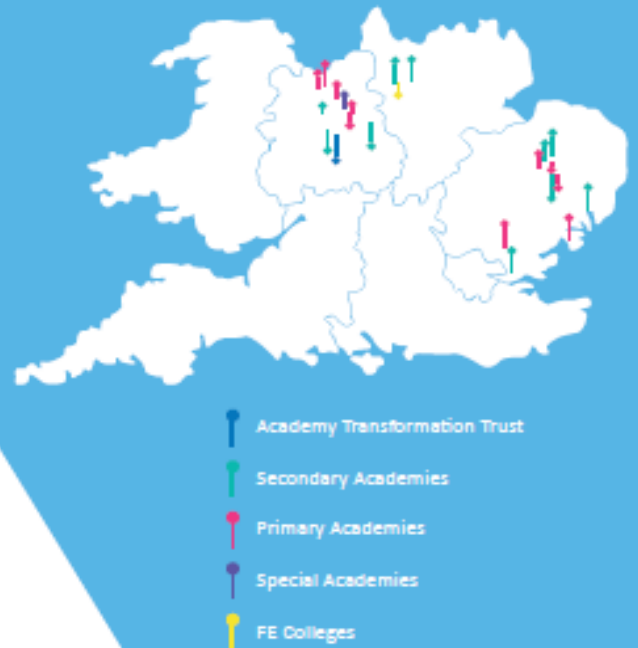
To learn more about our story/journey, please read our [ATT Magazine](#)

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

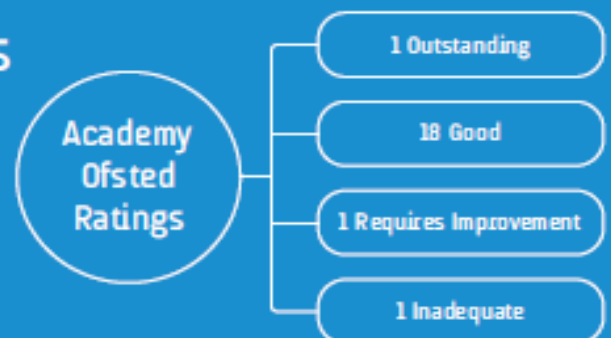
Finance

£78 million in funding and other income

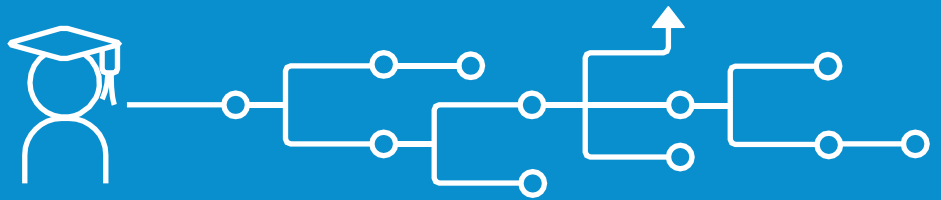
ATT Institute | Offering the very best PD opportunities for all our colleagues.

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.



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



The Queen Elizabeth
Academy

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:



[Click to Learn More](#)



[Click to Learn More](#)



[Click to Learn More](#)

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

Learning Mentor

Purpose of the Role:

Reporting to the Head of Year, collaborate with Heads of Year, Pastoral Leaders and other colleagues to improve attainment and progress for all students. This will include leading on behaviour, attendance and welfare issues for identified year groups being the first point of contact for parents and external agencies.

Key Responsibilities and Duties:

Safeguarding

- Lead on all aspects of pastoral care, safety, behaviour and attendance for a designated group of students.
- Act as an Additional DSL, undertaking DSL training and managing safeguarding cases under the direction of the DSL and DDSL. Access ongoing training to keep up to date and develop expertise in safeguarding and multi-agency work.
- Have a visible presence around the Academy; meeting & greeting students at the start of the day, having a presence during student break and lunch times to promote good behaviour and to support duty staff and midday supervisors. Attend and contribute to assemblies as required.
- Be the first point of contact for parents/carers regarding issues relating to pastoral care, safety, behaviour and attendance for a designated group of students. Build positive, trusting and lasting relationships with parents/carers to prevent escalation of any difficulties. Arrange and lead parental meetings as necessary, helping to promote the professional reputation of the Academy.
- Counsel and mentor students to facilitate inclusion.
- Implement the Academy's Behaviour Policy. This includes monitoring uniform and equipment and having an overview of sanctions and recognition.
- Proactively work to promote non-tolerance of bullying behaviours by dealing swiftly with potential problems and acting within the Academy policy and procedures.
- Implement the Academy's Attendance Policy. Monitor punctuality and attendance daily and regularly liaise with tutors, Standards and Progress Leaders and the Attendance Officers to implement intervention when necessary. Proactively work with students to consistently improve their attendance. Lead and contribute to truancy sweeps, detentions & monitoring registers.
- Keep accurate records using the appropriate software responding to any referrals, and taking appropriate actions. Track and analyse patterns of behaviour for individuals and groups. Take action as appropriate.
- Contribute to student focus meetings, preparing and using data to identify concerns and taking a lead role in implementing and coordinating interventions to support student attainment and progress.
- Contribute to (and lead where appropriate) the development of behaviour and attendance intervention plans, identifying and implementing appropriate interventions. Work with Standards and Progress Leaders and other staff to evaluate the impact of these plans
- Attend all designated year Parents' Evenings, assisting in the organisation & greeting of parents.
- Attend training linked to appropriate professional development.

- Work proactively with welfare cases; such as Social Care, LAC, Targeted Support, Supporting families etc. Attend MAM/SC meetings, preparing reports and EHAFs & other appropriate referral documents. Liaise with external agencies as appropriate to represent The Dukeries Academy as part of the team around a vulnerable child.
- Work with colleagues to lead and manage the Pupil Parliament to ensure students have an effective voice in shaping the future direction of the Academy
- Undertake the duties of a First Aider.
- Actively promote and comply with all Academy policies and procedures.
- To undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post.

Job Context

- Improving the behaviour, attitudes, attainment and progress of all students by working as part of a team: this will involve collaborating with Senior Leaders and Standards and Progress Leaders as well as regularly liaising with tutors, other staff, external agencies & extensive interaction with parents.

Academy Ethos

- To play a full part in the life of the Academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- Support the Academy in meeting its responsibilities for assemblies.
- To promote actively the Academy's corporate policies.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.

This role descriptor is not intended to be an exhaustive list of all the duties and responsibilities that may be required.

The job holder 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 role must reflect the expectations within KCSIE (latest version).

The principle responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

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.

06. Person Specification

Learning Mentor

The person specification provides an outline of the experience, skills and abilities we expect the successful candidate to possess. You should match your own skills, experience, and abilities to those listed below and provide examples of how you have demonstrated the criteria.

People with disabilities will be offered an interview where they meet the Essential Criteria alone.

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> • Good academic standard of general education to A Level/NVQ 3 • Relevant qualification in office administration. • Strong literacy and numeracy skills 	<ul style="list-style-type: none"> • Basic First aid qualification • Relevant professional level 4 qualification. • Relevant qualification in IT applications • Willingness to undertake additional training as and when required
Experience	<ul style="list-style-type: none"> • At least 3 years experience of working with young people in a secondary school. • Experience of working as part of a team and liaising with colleagues. • Experience of liaising with parents and external agencies. • Computer literate with a high competency of IT skills including Microsoft Word, Excel, Outlook and internet skills. • Of the secondary phase of schooling • Understanding of relevant policies, codes of practice and legislation. 	<ul style="list-style-type: none"> • Experience of working with BROMCOM • Experience of welfare cases; such as Social Care, LAC, Targeted Support, Supporting Families etc. attending MAM/SC meetings, preparing reports, CAFs & liaising with external agencies • Knowledge of safeguarding/keeping children safe in education • Knowledge and understanding of assertive discipline techniques.
Competencies	<ul style="list-style-type: none"> • Able to work in an independent way. • Good personal organisation and administration. • Ability to multi task and carry out a variety of work activities. • Good interpersonal and communication skills in dealing with staff, students, parents and external organisations and provides a professional image. • Able to motivate and inspire with a creative approach to problem solving • Has a patient, caring and sympathetic personality • Must have excellent verbal and written communication skills • Ability to form good working relationships with a wide range of site and external personnel • Maintains confidentiality and discretion. • Ability to work in a child centred environment having respect for young people and their needs 	<ul style="list-style-type: none"> • Has a variety of interests • Ability to manage students with a range of abilities • Willingness to continually develop knowledge and learn new skills to respond to the varied needs of the academy. • Rapidly learns new tasks and quickly commits information to memory. • Ability to deal with challenging behaviour • Ability to deal with challenging situations in a positive, calm and composed manner. • Flexible working • Current full driving licence

	<ul style="list-style-type: none"> • Ability to work calmly under pressure and adapt quickly and effectively to changing circumstances/situations • Upholds ethics and values, demonstrates integrity and promotes and defends equal opportunities • Commitment to the safeguarding and welfare of all pupils. • Competent and confident in the use of ICT. 	
Values	<ul style="list-style-type: none"> • Upholds ethics and values, demonstrates integrity and promotes and defends equal opportunities • Commitment to the safeguarding and welfare of all pupils. • Willingness to ensure that facilities are kept to a standard that complies with health and safety guidelines. 	

07. How to Apply

Learning Mentor

Applying:

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



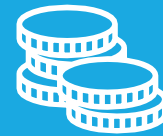
Status:

37 hours per week, 39 weeks per year, permanent contract

Salary:

NJC 8 -13

Actual annual salary £21,246 - £23,113



Closing Date:

9am Tuesday 23rd July 2024

Start Date:

September 2024



Interviews:

Friday 26th July 2024





 @academytransformationtrust

 @AcademyTrust

 academytransformationtrust.co.uk

 office@attrust.org.uk

 0121 354 4000

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

