

# Internal Inclusion Lead

## Application Pack

The Hathaway Academy  
Grays, Essex

# Contents

## Internal Inclusion Lead



01

About  
Academy  
Transformation  
Trust

Page 3 - 5



02

The Hathaway  
Academy  
information

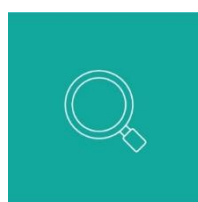
Page 6



03

Information  
about the ATT  
Institute

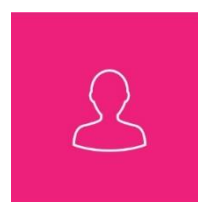
Page 7



04

Job  
Description

Page 8 - 9



05

Person  
Specification

Page 10 - 11



06

How to apply

Page 12

*#TransformingLives*

# 01. About Academy Transformation Trust

## Our Vision

### We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

### How do we ensure this across our trust?

#### In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred

### What does this look like across our trust?

#### Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

#### Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

#### Wellbeing

At Academy Transformation Trust we put our people's welfare and wellbeing at the centre of everything and we know that this is more than just cake in the staff room on a Friday (although that is nice too!) Our Wellbeing Strategy covers 4 key areas: Working Environment, Personal Growth, Health and Lifestyle Initiatives and Culture.

## Diversity, Equity & Inclusion

On our journey of *#transforminglives*, we are building a Diverse and Inclusive Community. We are aspiring to promote our Inclusivity, via Curriculum and Employee engagement. Together, we want to break down barriers, enjoy each individual and celebrate the value they bring to our Trust Family.

## Our Values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

#### Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do



## FAST FACTS ABOUT OUR TRUST

Our cross-phase group of academies was founded in 2011 and, since that time, we have 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 12,500 learners; for the careers of almost 2,000 colleagues; and for the most effective spending of over £80 million of taxpayer income each year.

### ATT Institute

42 Leadership Development pathways across all our directorates

## Strategic Aims

- To plan and deliver a curriculum which enables students to re-integrate 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



## Finance Headline Figures

- We receive £78 million in funding and other income

## Headline Performance Measures

- Record progress scores for many of our primary 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



## ATT | 21 Academies

Local Authority Areas | 10



## Staff | 1739

Primary | 429

Secondary | 1145

Special | 28

FE | 67

Other | 70



## Learners | 12,505

Primary | 2711

Secondary | 8451

Special | 45

FE | 1298

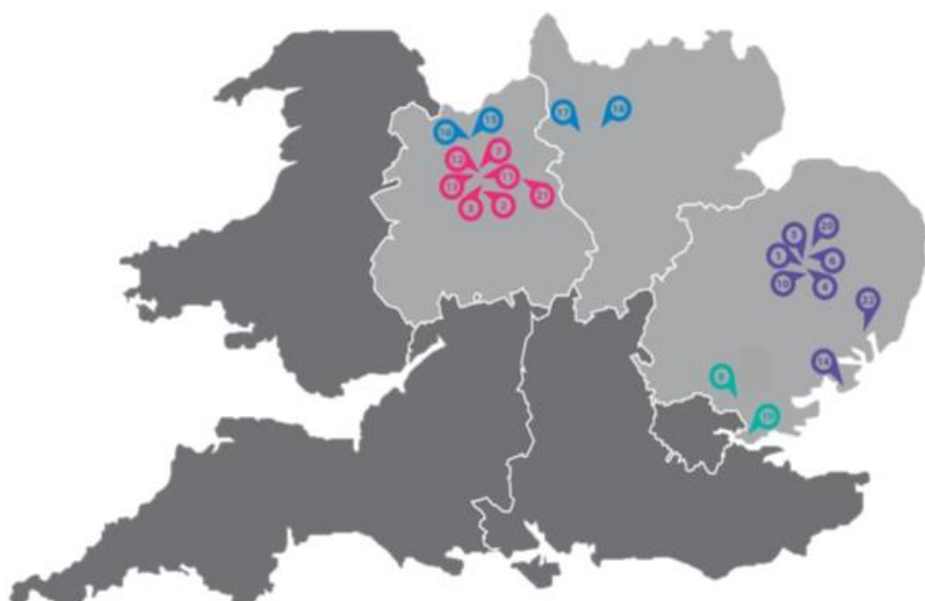


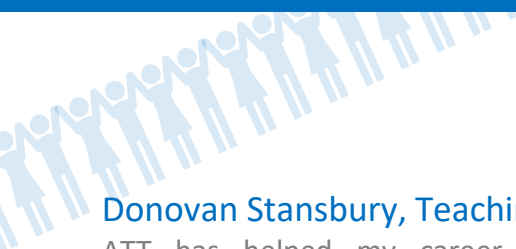
## Governance

People Engaged | Over 120

Trustees | 11

Members | 5





### 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.

### Abby Bayford, Director of Institute

I started a career with ATT in January 2014 as a Lead Practitioner of English at Bristnall Hall Academy. I was then given the opportunity to take on the role of Assistant Principal of Teaching and Learning as a maternity post. This opportunity was significant in developing my professional capacity to lead. It also helped to develop my leadership competencies and broaden my scope of influence. Fortunately, this became a permanent post. ATT is passionate about mobilising teacher agency and I was encouraged to drive improvement in areas within and beyond my remit. This led to an increase in responsibility and I became responsible for leadership and management and quality of education as Vice Principal. Through ATT's talent management processes, I was then identified as a potential system leader and was given executive portfolio responsibility for people development across our Trust. As such, I was given the opportunity to become Director of Institute, establishing a professional learning Institute as a vehicle to drive people development for all across our ATT family. This is my most rewarding role to date.

### Amy Bills, Regional Education Director

It is wonderful to be part of an organisation in which people development commands such a high profile. My own career development within ATT from Assistant Principal to Principal, Executive Principal and now Regional Education Director is an example of the wealth of opportunities afforded to us all - whatever our role - and the high quality professional development available when part of a large MAT which has transformation and collaboration at its core.

### 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.



## 02. The Hathaway Academy Information



The Hathaway Academy is part of the Academy Transformation Trust family of academies.

Rated as 'Good' by Ofsted in June 2015, at Hathaway we aim to change the aspirational horizon of our students and their community. Everything that both our students and staff do will be done to ensure, that through engagement, self-worth and purpose, pupils will be the very best they can be.



The balance of academic excellence and opportunities underpins our high aspirations and provides students with the skills and confidence they need in their future journey.

We offer a personalised, engaging and relevant 21st century curriculum, which will develop pupils into thinking, articulate, responsible and successful citizens.

This is supported with a wide and varied extracurricular programme that not only supports academic progress but also embeds the specialism of digital media and performing arts.

Our faculty system runs throughout the academy which each faculty attached to a charity and a number of fundraising initiatives taking place throughout the year,

We are extremely proud of our brand new £1.5m food technology, hospitality and catering facility which has recently opened.

We also have a number of partnerships with organisations in our community including the Duke of Edinburgh and the Royal Opera House.

To find out more, please visit [www.hathawayacademy.atrust.org.uk](http://www.hathawayacademy.atrust.org.uk).

# 03. Our Institute



## What is our ATT Institute? Who does it serve?

Our 'Institute' is an umbrella term for all people development available to all ATT stakeholders. It serves our whole ATT community: children and young people, parents and carers, employees and the wider community.

## Our ATT Institute Vision

We are committed to the very best people development. We empower all stakeholders through equality of opportunity and place the needs of our stakeholders and the communities we serve at the front and centre of all we do. We believe we are better together and value collaboration within and beyond our organisation. ATT People Development activities will be the very best learning our stakeholders have ever had. Through high-quality people development we will all transform lives and communities.

Our Institute is a learning eco-system through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system. Leadership does not just come from the top; it has to be genuinely stakeholder-led. Irrespective of our role: admin, education, estates, finance, governance and operations, we all have a responsibility to make things better for children and young people and to help ensure that teachers are delivering a top-drawer education. Thus, we have a professional obligation to keep getting better through engagement in people development activities so that the 'edge' between schools and communities, where educators work with pupils, parents and carers and communities is the best it can possibly be.

We resolutely believe it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ATT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute. The advancement of our Institute in this way, will lead to whole of system improvement and transform more lives and more communities.

## Available people development opportunities for all employees:

### Role Performance Development

Our Institute has established 42 Leadership Development Pathways (LDPs) across all our directorates: Education, Finance, Governance, Trustees and Operations, shared through an Institute brochure. The purpose of each LDP is to explain available people development experiences that will support role performance development. Through this menu of opportunities, colleagues can design their own people development journey.

ATT Institute is also a provider of the following people development courses:

- The National Professional Qualification for Middle Leaders
- The National Professional Qualification for Senior Leaders
- ATT Institute Learning Leaders Course & the SSAT Lead Practitioner Accreditation

### Strategic collaboration

Collaboration is the oxygen of an improving and self-sustaining Trust. This is facilitated through the following strategic collaboration groups:

- Principals' Development Group
- Strategic Development Group
- Subject Team Network Group

These groups have been described as the 'engine room' of our organisation and the colleagues that lead them, the 'learning brain.'

### Research design and its translation

Research is a crucial resource in building knowledge, facilitating learning and renewing our practice. However, it is integral that our research practice does not sit independent to our work in classrooms. Built into our approach is inquiry-based learning. To advance our commitment to research-informed practice, we have established an action research team. The action research team contribute to the advancement of research in areas linked to our strategic improvement priorities and have responsibility for translating their research findings through Strategic Development and Subject Team Network Groups.

# 04. Job Description



## Internal Inclusion Lead

### The Role

- To lead and supervise the Individual Progress Unit, ensuring students follow expectations and complete the structured day successfully.
- To deliver high quality provision and monitor learning for students within the Individual Progress Unit.
- To work with the Behaviour and Pastoral Team to ensure effective support for students who can demonstrate challenging behaviours.
- Track and monitor the performance of students who demonstrate challenging behaviours across the academy.
- To liaise effectively with Senior Leaders, SENCO, colleagues, and parents/carers to ensure students are fully supported.

### Key Responsibilities

- Promote a positive and calm learning environment for students who are booked into the Individual Progress Unit each day.
- Liaise with teaching staff to ensure adequate work is provided for students who are due to spend their day within the Individual Progress Unit.
- Identify any patterns in student's behaviour, and liaise with Coordinators and Senior Leaders to enable effective and swift intervention.
- Collate student and staff incident reports where necessary, and liaise with the Behaviour Intervention Manager to decide upon the next course of action.
- Monitor the Academy Leadership Team detentions, and ensure parents/carers are aware of their child's detention.
- To work closely with the Behaviour Interventions Manager and Pastoral Team to support and manage behaviour across the Academy.
- To attend training as directed, and to develop and deliver support programmes as appropriate.

### Other

- Actively promote the Academy's ethos and vision, upholding staff expectations.
- To actively promote the safety and welfare of our young people and follow the Academy's safeguarding procedures.
- To ensure compliance with the Academy's data protection rules and procedures.
- To liaise with colleagues and external contacts at all levels of seniority with confidence, tact and diplomacy.



# 05. Person Specification

## Internal Inclusion Lead



Criteria	Desirable
<b>Qualification Criteria</b>	<ul style="list-style-type: none"> <li>• Right to Work in UK</li> <li>• Degree</li> <li>• GCSE Mathematics and English (Grade C/4 or above)</li> <li>• A Level or equivalent qualification (desirable, not essential)</li> <li>• Youth work qualification (desirable, not essential)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with young people</li> <li>• Experience of working with young people who can demonstrate challenging behaviours</li> <li>• Experience of working within challenging communities</li> <li>• Excellent understanding of data or an aptitude to learn</li> <li>• Experience in use of all Microsoft IT platforms e.g. Excel</li> <li>• Awareness and understanding of best practice to ensure safeguarding and child protection.</li> </ul>
<b>Behaviours - Specific skills</b>	<ul style="list-style-type: none"> <li>• Strong written and oral communication skills</li> <li>• Ability to keep highly organised and work efficiently and effectively even when demands of the job are high</li> <li>• Ability to present confidently to a diverse range of people</li> <li>• Able to establish good working relationships</li> <li>• An understanding of the importance of confidentiality and discretion</li> </ul>
<b>Personal characteristics</b>	<ul style="list-style-type: none"> <li>• Genuine passion and belief in the potential of every student</li> <li>• Resilience</li> <li>• Prepared to be open and "vulnerable" with colleagues to develop and grow within a strong and supportive Pastoral Team</li> <li>• An enthusiasm for working with young people</li> <li>• Helpful, positive, calm and caring nature</li> <li>• Able to follow instructions accurately but make good judgments and lead when required</li> <li>• Be prepared to work flexibly</li> <li>• Be motivated to continually improve standards and achieve excellence.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Commitment to equality of opportunity and the safeguarding and welfare of all students</li> <li>• Willingness to undertake training</li> <li>• This post is subject to an enhanced Disclosure and Barring Service check</li> </ul>

# 06. How to apply

## Internal Inclusion Lead

### The Hathaway Academy



#### Salary:

NJC 20-24, starting prorated salary £22,161.09 to £24,559.99

#### Applying:

Please apply by visiting

[www.academytransformationtrust.co.uk/vacancies](http://www.academytransformationtrust.co.uk/vacancies)

#### Closing Date:

3<sup>rd</sup> June 2022

#### Start Date:

As soon as possible

#### Interviews:

As and when applications are received

#### Visits to the school:

For further information about the role and the Academy please contact Ms Whippey at the Academy on 01375 371361.

# *#TransformingLives*

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