

Secondary

Academy  
Transformation  
Trust

Vice Principal

# Application Pack

Westbourne Academy

Marlow Road, Ipswich IP1 5JN



# Contents

<b>01</b>	About ATT	Page 3
<b>02</b>	Career Testimonials	Page 5
<b>03</b>	Academy Information	Page 6
<b>04</b>	ATT Institute Information	Page 7
<b>05</b>	Job Description	Page 8
<b>06</b>	Person Specification	Page 11
<b>07</b>	How to Apply	Page 12



# 01. About Academy Transformation Trust

## Our Mission



## Four Critical Questions

*These four critical questions make it clear who we are and what we do. We ask ourselves these questions to guide our work and our improvement.*



## Why We Exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.



## How do we Behave?

- **Hard work**  
*We are determined to see things through to the end and are resilient when faced with challenges.*
- **Integrity**  
*We do the right thing because it is the right thing to do.*
- **Teamwork**  
*We work together to help everyone succeed.*

## What do we do?

- We educate, safeguard and champion all our learners.
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and lifelong learning.



## How will we Succeed?

- Aligned autonomy
- Keeping it simple
- Talent development



# Fast Facts

Our cross-phase group of academies was founded in 2011 and since then we've grown to our current family of 22 academies (primary, secondary, special and FE) operating across the Midlands and East of England. We are responsible for the education of over 13,000 learners, for the careers of over 2000 colleagues and for the most effective spending of nearly £100 million of taxpayer income each year.

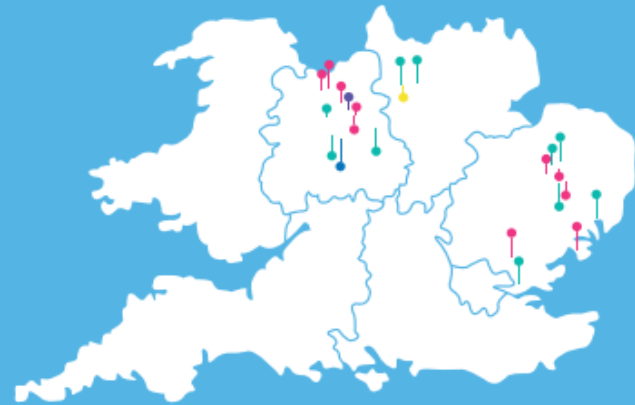
## Our Priorities

Achieve greater alignment of culture and routines.

Map processes to achieve greater efficiency.

Improve attendance.

Align curriculum and improve student outcomes.



- Academy Transformation Trust
- Secondary Academies
- Primary Academies
- Special Academies
- FE Colleges



**ATT | 22 Academies**

Local Authority Areas | 10

**Staff | 2014**

Primary | 391  
Secondary | 1244  
FE | 111  
Other | 268

**Learners | 13,334**

Primary | 2711  
Secondary | 9280  
Special | 45  
FE | 1298

**Governance**

People Engaged | 120+  
Trustees | 8  
Members | 5

**Finance**

£99 million in funding and other income

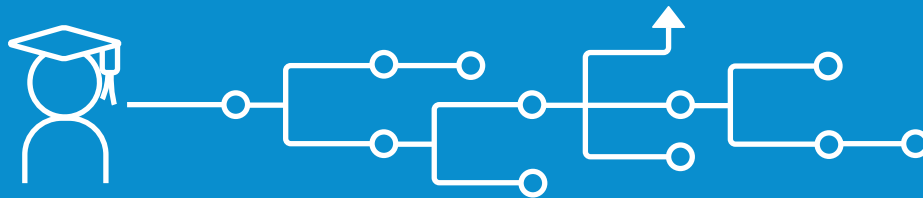
ATT Institute | Offering the very best PD opportunities for all our people & partners



## Our Performance: Ofsted

We've achieved a long run of consecutive positive outcomes from Ofsted inspections. Nineteen of our academies are rated **Good**; one is rated **Outstanding**; the academy most recently inspected, after single-word judgements ceased, is **Good** in 3/4 key areas; the final academy has not yet been inspected.

# 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** | 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.

## **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.

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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](https://academytransformationtrust.co.uk/institute)

# 05. Job Description



## Vice Principal

**Responsible to: Principal**

### **Key Responsibilities:**

- Promote a strong positive culture ensuring a safe, calm and purposeful environment for all.
- Ensure an appropriate gradual response, supported by well thought out interventions, is in place.
- Analyse data/information and plan actions to support students, staff and maintain a secure culture.
- Oversee, through direct responsibility and the line management of others, the pastoral systems and resources including the strategic vision and day to day implementation.
- Line manage the senior leaders with responsibility for safeguarding, attendance, the House system and inclusion.
- Work with the SENDCo to ensure the provision in place for identification and supporting students is fully aligned.
- Deputise for the Principal in their absence.
- Ensure the TAC (Team Around the Child) process is in place and highly effective.

### **Wider contribution as a leader, in the academy you will:**

- Lead by example and consistently embody our high expectations articulated in our academy ethos.
- Contribute to the effective safeguarding of students, promoting student welfare and working with the Senior Leadership Team to ensure that students and staff are and feel safe.
- Build positive and strong relationships with our students, valuing their opinions and encouraging the development of their core and aspirational values.
- Promote inclusion, equality of opportunity and diversity in all your work.
- Work in partnership with parents/carers to secure the best outcomes for our students.
- Teach to a high standard, ensuring that academy expectations and processes are strongly embedded in all lessons.
- Assist in the day-to-day operational running of the academy and maintain a high profile at non-contact times, social times and at the start and end of the day.
- Contribute to and take an active part in your own professional development and the improvement of the academy.
- Work closely with other Academy Transformation Trust academies to improve the key responsibilities through system leadership and to contribute to improvement across the Trust.



## Leadership Responsibilities specific to the role:

### Behaviour

To line manage the Assistant Principal Inclusion and monitor the effectiveness of the Heads of Houses ensuring:

- Clear behaviour systems and processes are in place to manage student behaviour inside and outside of the classroom.
- Training support staff in understanding and delivering the academy ethos and leads to a strong positive culture.
- Close working between the pastoral and SEND teams to ensure effective interventions are in place to support students.
- Referral paperwork required for behaviour support, suspension and permanent exclusion is accurate and timely.
- Students conduct themselves appropriately demonstrating self-regulation and consideration and respect for others.
- High standards of uniform across the academy.
- That students are rewarded and recognised for their achievements and success through a clear rewards strategy.
- Close and ongoing liaison with parents/carers so that they are aware of successes and concerns that affect their child.
- There is a clear behaviour curriculum in place, which is evaluated regularly and responds to areas that are highlighted through data.

### Attendance

To line manage the Assistant Principal Attendance in ensuring:

- The academy keeps abreast of the latest strategies to improve / maintain attendance.
- Attendance is in line with or better than national benchmarks including for different groups of students.
- The importance of good attendance is promoted across the academy including the use of rewards.
- Data and information is used to identify and intervene in poor attendance in accordance with the ATT Way and Waves of Provision.

### Working Time:

The job description allocates responsibilities and duties but does not allocate the particular amount of time to be spent carrying them out and no part of it can be so constructed. In allocating time to the performance of responsibilities and duties the post holder must be directed in accordance with the Academy Teachers' Pay and Conditions Document and the Academy's policies and procedures and the Academy's plan on the use of time

### Employee Commitments:

- The vision, values and key principles of the Trust
- Equality, Diversity and Inclusion
- In any way possible, in accordance with the role, support Students to achieve their potential
- In any way possible, in accordance with the role, improve standards of education
- Support the inclusion agenda

## **Performance Management:**

Participation in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

## **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 students 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



## Vice Principal

	Essential
<b>Professional Qualifications and learning</b>	<ul style="list-style-type: none"> <li>• An Undergraduate Degree</li> <li>• Qualified Teacher Status</li> <li>• Evidence of continuous professional development</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful experience at Senior Leadership level within a school or academy within the pastoral areas of behaviour/attendance/inclusion.</li> <li>• Recent experience of having led, or significantly contributed to the success of a school through its leadership, ethos, teaching and results.</li> <li>• Experience of leading and managing innovation and change.</li> <li>• Experience of working with children with a variety of needs.</li> <li>• Proven ability to improve performance and build capacity through coaching, challenge and support.</li> </ul>
<b>Teaching and learning:</b>	<ul style="list-style-type: none"> <li>• Outstanding teaching and learning.</li> <li>• Effective and systematic behaviour management with clear boundaries, sanctions, rewards and praise.</li> <li>• Has excellent and current knowledge of curriculum requirements, and can implement, monitor and support these effectively.</li> <li>• Has a proven track record of successfully monitoring, evaluating and improving the quality of teaching.</li> </ul>
<b>Vision and strategy:</b>	<ul style="list-style-type: none"> <li>• Vision aligned with the academies' high aspirations and high expectations of self and others.</li> <li>• Understands how to set high aspirations and lead effective strategies across all aspects of an academy including curriculum, learning, administration, finance and communication.</li> <li>• Demonstrable ability to motivate staff and embed a shared ethos.</li> <li>• Excellent ability to interpret complex quantitative and qualitative data and use analysis to inform planning, support and challenge.</li> </ul>
<b>Leadership:</b>	<ul style="list-style-type: none"> <li>• Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance.</li> <li>• Demonstrable track record of effective leadership that develop and motivate others to give their absolute best work.</li> <li>• Demonstrable positive commitment to equality and diversity.</li> <li>• Resilience and motivation to lead the academies through day-to-day challenges while maintaining a clear strategic vision and direction.</li> <li>• Skillful and engaging leadership and political acumen for maintaining effective working relationships with parents, governors, and other stakeholders.</li> <li>• Commitment to the safeguarding and welfare of all pupils</li> </ul>
<b>Personal Characteristics:</b>	<ul style="list-style-type: none"> <li>• Highly approachable, very grounded and makes sensible judgments.</li> <li>• Significant personal presence; inspires confidence with a wide range of audiences.</li> <li>• Relishes accountability and takes personal responsibility for their own actions.</li> <li>• Excellent critical thinking skills; has intellectual curiosity and rigor</li> <li>• Able to build trust and mutual respect between pupils, families and staff.</li> <li>• Strong interpersonal written and oral communication skills.</li> </ul>

Applying:

Please apply by visiting

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

# 07. How to Apply

## Vice Principal

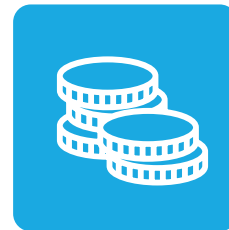


Status: Permanent

Full Time

Salary:

L16 – L20, £72,162 to £79,475 per annum



Closing Date: 09:00am, Monday 24 February 2025

Start Date:

22 April 2025

(will consider May half term or September 2025 for the right candidate)



Interviews: To be confirmed

If you wish to discover more about this exciting opportunity, need any further information or would like to have an informal discussion, please contact Neil Massie at Academicis, our recruitment partner, on [nmassie@academicis.co.uk](mailto:nmassie@academicis.co.uk) or by phone on 07818 875514/01223 907979





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