

Secondary

Academy
Transformation
Trust

Head of Year & Teacher of MFL/IT

Application Pack

Iceni Academy Secondary
Methwold,
Norfolk

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01. Welcome from the CEO

Welcome from the Chief Executive

Thank you for your interest in joining Academy Transformation Trust. Choosing the right next step in your career is an important decision, and I am delighted that you are considering doing so with us.

At ATT we are driven by a simple but profound belief: every child can and should become capable, competent, and confident. Our purpose is to transform lives through education, and our strategy, ATT2030, sets out how we will achieve this for every pupil, every colleague, and every community we serve.

We know that people are at the heart of everything we do. Our trust thrives because of the talent, dedication, and values of our colleagues. If you choose to join us, you will become part of a high-trust, high-accountability organisation where principals are empowered to lead, colleagues are supported to grow, and everyone is united in the moral purpose of education.

We are ambitious for our pupils and ambitious for our people. Across the trust you will find a culture of collaboration, professional excellence, and deep care for one another. We celebrate hard work, integrity, and teamwork, and we create opportunities for everyone to flourish.

I wish you every success with your application. Whether or not you go on to join us, I hope you will recognise that ATT is a community committed to excellence, to belonging and becoming, and to ensuring that all of us – pupils and adults alike – leave more capable, more competent, and more confident than when we arrived.

With best wishes,



Mark McCourt
Chief Executive Officer



02. About Academy Transformation Trust

About Academy Transformation Trust

At Academy Transformation Trust (ATT), our ambition is that every person who passes through our schools and colleges becomes an educated person – able to take a rightful place in the community of educated people and to join what Robert Maynard Hutchins called “the Great Conversation.” An ATT education stresses history, the scientific mode of thinking, the disciplined use of language, a wide-ranging knowledge of the arts and religion, and the continuity of human enterprise. We aspire for everyone, regardless of their starting point, to leave us capable, competent, and confident.

Our Values

ATT2030 sets a values-driven culture that is explicit about how we work and lead:

- **Belonging & Becoming:** we meet each child where they are and refuse to leave them there – giving them both roots and wings.
- **Integrity & Excellence:** we act ethically, celebrate excellence, and pursue high standards in all that we do.
- **High Trust, High Accountability:** decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people – pupils and adults – we are forming:

- **Capable:** equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.
- **Competent:** possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.
- **Confident:** feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.



Our Nine Aims (by 2030)

These goals translate into nine aims that define success for ATT by 2030:

Capable

1. Professional Excellence – skilled professionals delivering consistently high standards.
2. Fluent Learners and Thinkers – confident, curious learners fluent in communication and technology.
3. Multiple Pathways to Success – diverse routes that recognise varied talents and passions.

Competent

4. Purposeful, Knowledge-Rich Learning – rigorous, meaningful learning that enriches lives.
5. Unwavering Focus – purposeful use of time and energy on what matters most.
6. Strength Through Challenge – resilience built by tackling challenge and learning from it.

Confident

7. Valued and Empowered Individuals – everyone known, valued, and supported to be their best.
8. Leading with Integrity, Celebrating Excellence – values-led leadership and cultures that recognise excellence.
9. Moments That Shape Us – deliberate rites of passage and significant experiences that foster growth and self-discovery.

Our Approach to Working Together

We are building a high-trust, high-accountability organisation. Principals are empowered as strategic leaders of their academies; the central team provides expert challenge, support, tools, and evidence; accountability is reframed as professional dialogue aimed at continuous improvement, not blame. This is how we ensure that every child leaves us capable, competent, and confident.



03. Academy Information



A rare opportunity to shape a school on the rise

Iceni Academy is at a pivotal and exhilarating moment in its development. We are a school with strong foundations, a clear vision, and the momentum to achieve something truly exceptional. The successful candidate will join us at a time of rapid growth and will have the opportunity to leave a lasting legacy for our students, our staff, and our community.

Our Journey: From Strength to Excellence

Over the past few years, Iceni Academy has undergone significant transformation. Our culture is now one of ambition, pride, and shared purpose. Students and staff alike feel the shift, a renewed energy, a belief in what we can achieve together, and a commitment to becoming one of the most successful schools in the region and beyond.

We are building on secure foundations and moving with confidence into the next phase of our improvement journey. This is a school where a new Head of Year can make a profound impact.

A Knowledge-Rich, Ambitious Education

We are determined to give every student the very best education possible. Our curriculum is broad, balanced, and knowledge-rich, rooted in strong pedagogy and delivered with high expectations. We want our students to leave us with the academic strength, cultural capital, and personal confidence to thrive in later life.

Ofsted inspectors have recognised the impact of our work, noting that “The school has raised its expectations for behaviour. Staff apply these consistently.” This shift in culture has been central to our success and we are far from finished. Our next steps will take us even closer to becoming a beacon of excellence in Norfolk.

Beyond the Classroom: Developing the Whole Child

Academic excellence matters but it is only one part of what makes Iceni Academy special. We place equal value on personal development, character, and enrichment. We celebrate success relentlessly, in all its forms.

Our offer includes:

- A vibrant new rewards programme
- A calendar of celebration events
- The launch of Personal Development Week, designed to broaden horizons and build character
- A culture that champions kindness, responsibility, and global citizenship

Our motto Aim High, Work Hard, Be Kind is lived every day by our students and staff.

Learn more about our personal development offer.

A School That Invests in Its People

We care deeply about our staff. Professional growth is at the heart of our culture, and we are proud of the development opportunities we offer:

- An in-house coaching programme for teaching staff
- Research-led project groups open to all colleagues
- A well-stocked CPD library
- Access to the extensive training and expertise of the ATT Institute
- Collaboration with colleagues across the Trust to share best practice

We want every member of staff to become the very best version of themselves — and we provide the tools, time, and trust to make that happen.

Explore our professional development culture.

A Beautiful Place to Work

Iceni Academy Methwold is located in the heart of rural Norfolk, in a peaceful village setting just 15 minutes from the A11 and 20 minutes from the A47. It is a wonderful place to work, think, and grow a school where community matters and where staff wellbeing is genuinely prioritised. We are also currently undergoing a lot of site work to improve the environment and have recently changed our school colours and uniform following work with the student leadership team. This is to reflect our school, our community and really make Iceni unique and a place to be proud of.



04. Job Description

Job Description

Head of Year & Teacher of MFL/IT

Main Purpose of the Role:

To ensure pupils receive an excellent education through high-quality teaching and to provide strategic leadership of a year group, ensuring strong behaviour, attendance, progress and personal development.

Organisational relationships

- Responsible to the Curriculum Leader and Senior Leadership Team
- Line-manages the tutor team and SSO for the allocated year group
- Liaises with a wide range of stakeholders including parents/carers, external agencies and pastoral staff

Professional Responsibilities:

- Uphold the professional conduct expectations set out in the Teachers' Standards
- Work collaboratively and professionally with all staff and external partners
- Participate in the annual performance management cycle
- Engage in CPD as directed by the Curriculum Leader, Head of Year or SLT
- Complete any required accreditation or induction, including the Early Career Framework where relevant
- Contribute to meetings, quality assurance and evaluation processes
- Attend key academy events such as progress' evenings and open evenings
- Maintain excellent punctuality, meet deadlines and complete tasks accurately
- Comply with all Health & Safety policies
- Actively support the ethos, values and policies of the Academy and Trust

Pastoral Responsibilities:

- Report safeguarding concerns immediately to the Designated Safeguarding Lead via CPOMS
- Promote excellent attendance, punctuality and behaviour in line with academy procedures
- Supervise pupil conduct around the site as directed by SLT
- Contribute to the wider life of the academy, including enrichment

Head of Year Responsibilities:

Leadership of the Year Group

- Provide visible, positive leadership as the face and champion of the year group
- Lead, support and quality-assure the tutor team, ensuring consistent delivery of the pastoral programme
- Line-manage the SSO assigned to the year group
- Foster a strong year-group identity, culture and ethos aligned with academy values
- Maintain the highest of expectations for your year group

Behaviour, Attendance & Welfare

- Monitor, track and improve behaviour, attendance and punctuality across the year group
- Implement strategies and interventions to support pupils at risk of underachievement • Work closely with pastoral, safeguarding and SEND teams to ensure pupils' needs are met
- Promote a culture of high expectations, respect and responsibility
- Attend fortnightly TAC meetings to discuss your year group and develop clear actions

Progress & Achievement

- Track academic progress across the year group, identifying patterns, concerns and barriers
- Work with Curriculum Leaders and classroom teachers to ensure pupils meet or exceed targets
- Celebrate success and promote aspiration across the year group

Parent/Carer Engagement

- Act as a key point of contact for parents/carers
- Build strong, positive relationships to support pupils' academic and personal development
- Communicate clearly and professionally, ensuring families understand expectations and support strategies
- Represent the academy at meetings, events and multi-agency discussions relating to the year group

Culture, Ethos & Personal Development

- Lead assemblies, year-group events and celebrations
- Promote participation in enrichment, leadership and character-building opportunities
- Champion the wellbeing, safety and personal growth of all pupils in the year group

Academic Responsibilities:

- Teach the curriculum as set out by the Curriculum Leader
- Participate in collaborative planning and departmental resourcing
- Deliver timetabled lessons and additional intervention or transition sessions as required
- Set and monitor homework using whole-school systems
- Ensure high standards of work and presentation
- Contribute to subject knowledge development and shared teaching approaches
- Adapt teaching for pupils with SEND or EAL
- Assess progress using appropriate strategies and use data to inform planning
- Provide reports for parents and write references where required

Working Time:

Duties are allocated in line with the Academy Teachers' Pay and Conditions Document and academy policies.

Employee Commitments:

- Uphold the Trust's vision, values and principles
- Promote equality, diversity and inclusion
- Support pupils to achieve their potential
- Contribute to raising educational standards
- Support the inclusion agenda

Performance Management:

Participation in the Trust's arrangements for performance management, professional development, 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 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.



05. Person Specification

Person Specification

Head of Year & Teacher of MFL/IT

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	<ul style="list-style-type: none"> An appropriate degree and other qualifications required for the award of QTS. Qualified Teacher Status (trainees should be on track to achieve QTS before taking up the post). We are keen to support entrants to the profession and have a range of routes to support attaining QTS. Contact the academy to see how we could help with this. 	<ul style="list-style-type: none"> A postgraduate qualification in the subject to be taught. A postgraduate qualification in the teaching of the subject. Other relevant awards or qualifications Applicants should have. 	<ul style="list-style-type: none"> Application Form/Checking and Original Copy evidence
Experience	<ul style="list-style-type: none"> Teaching the subject in a secondary school across the 11-18 age range. Assessing pupils for a variety of purposes using appropriate strategies. Working with whole-school behaviour systems. Supporting pupils in the subject with a SEND or EAL need 	<ul style="list-style-type: none"> Teaching the subject in a Sixth Form or other Further Education setting. Being a form tutor and supporting the wider personal development of pupils. Examining the subject for an appropriate exam board. Mentoring trainees and early-career teachers 	<ul style="list-style-type: none"> Application Form Interview References
Knowledge that supports the role	<p>Applicants should have knowledge and understanding of:</p> <ul style="list-style-type: none"> The subject taught to undergraduate degree level or an equivalent standard Different approaches to teaching the subject and the strengths and weaknesses of these The wider role of a teacher in the personal development of pupils, including the main responsibilities of a form tutor The statutory requirements concerning Equal Opportunities, Health & Safety, SEND and Child Protection 	<p>Applicants may be strengthened by knowledge and understanding of:</p> <ul style="list-style-type: none"> Different curriculum models in the subject(s) and the strengths and weaknesses of these Forms of assessment commonly used in the subject(s), including in public examinations Opportunities for teacher development in the subjects 	<ul style="list-style-type: none"> Application Form Interview References

	Essential	Desirable	How will this be demonstrated
Other	<p>Applicants should have the ability to:</p> <ul style="list-style-type: none"> Express themselves clearly in written and spoken English Manage pupil behaviour in line with a academy policy Build and maintain effective working relationships with colleagues, pupils, parents and the wider community Organise working time effectively to ensure that all requirements of the post are met punctually and to a high standard 	<p>Applications may be strengthened by the ability to:</p> <ul style="list-style-type: none"> Offer extra-curricular and other enrichment activities for pupils Use appropriate software and digital platforms to create and share curriculum, teaching and assessment resources 	<ul style="list-style-type: none"> Interview References

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.



06. Onboarding

Recruitment & Selection

You can expect the following from the Recruitment & Selection process:

Prior to Interview

- Adverts & Candidate packs that give the full detail of the role (responsibilities, pay, development etc)
- A point of contact for the vacancy within the Trusts recruitment team to advise on each step of the recruitment process
- A full and comprehensive vetting process, that meets and exceeds the requirements of Keeping Children Safe in Education 2025 [Keeping children safe in education 2025](#)
- An applicant tracking system that allows you to enter details with ease and receive updates to the progress of you application and or pre-employment checks
- Selection for Interview based upon the Job Description and Person Specification

Interviews

- The opportunity to prepare with enough notice for interview processes
- A meet and greet at the place of work (Academy or Office) with members of the panel. If the Interview is held on Teams an opportunity to meet at later date
- The opportunity to ask questions and have a full interview with discussion around the role

Following the Interview

- You will receive notification as to whether you were or were not successful
- You will be given an opportunity to obtain feedback
- If successful further safer recruitment checks will take place
- You will receive a conditional offer of employment and contracts of employment will not be issued until all checks are received and are satisfactory

Induction

- You will receive a Trust Induction and a localised induction which will give you further information on policies, process and procedures that impact your role
- You should expect regular opportunities to meet with your line manager to address any issues or concerns you may have or to plan any required training you may need
- You should expect to have all the equipment you need to begin your role
- You will have access to the Trusts benefit platform VivUp from day one of employment



07. ATT 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

Personal Development (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



08. How to Apply

Head of Year & Teacher of MFL/IT

Applying:

For all our Trust Vacancies, please follow the link here: [Vacancies - Academy](#)



Status: Permanent

Full time

Salary:

Salary Scale: MPS 1 – 6
Actual Salary: £32,916 – £45,352 per annum
Head of Year TLR: £3,527

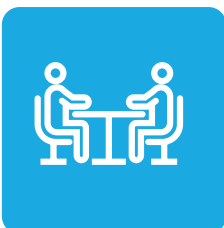


Closing Date:

Friday 26 June 2026 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 2026



Interviews:

To be confirmed

We utilise an application tracking system which will require data from you in order to complete the application process. If you are struggling to access this system or wish to have an informal conversation regarding the role, please reach out to the contact on the advert and they will be able to support you.





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