

Secondary

Academy  
Transformation  
Trust

Student Support Leader

# Application Pack

The Nicholas Hamond Academy  
Swaffham



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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



Rated as 'Good' by Ofsted in January 2022, here at The Nicholas Hamond Academy, we are "determined to be the best that we can be".

As a team, we are dedicated to delivering a high-quality education that enables students to make rapid progress and achieve transformational academic targets. We have high expectations of our pupils and every student matters to us.

We work closely with our local community, including parents and carers, who actively support the work we are doing to achieve and maintain the highest possible standards.

At TNHA we aspire to provide every member of our community with the opportunity to be the 'best that they can be', by offering experiences that encourage the development of high attaining, self-confident, resilient, tolerant and happy young people.

We are 'one team' - students, staff, governors and parents - committed to working together to achieve our aim.

More than just an academy, we're a true community resource, as the only secondary school in the area. We enjoy a genuinely stunning location, close to Norwich and the A1 but surrounded by beautiful countryside and not far from some of the best beaches in Britain.

This is the kind of place where people set down roots, so it's little surprise that our staff turnover



## 04. Job Description

# Job Description

## Student Support Leader

### Purpose of the Role:

To become a member of the Pastoral Team. To help manage and improve the behaviour and progress of students within the academy. To support students in being ready to learn and to be happy, successful and positive members of the academy community. To support positive engagement between the academy and families.

### Key Responsibilities and Duties:

- Liaise with Head of Years and Assistant Principal for pastoral re day-to-day issues.
- Attend Success Team meetings weekly.
- Liaise, when necessary, with outside agencies, completing referral documentation.
- Be the point of contact for parental enquiries if the Form Tutor is not available in the first instance, liaising with the Heads of Year & SLT.
- Support expectations that students are in the correct uniform and have the expected equipment (Planner, pen pencil etc).
- Assist Heads of Year & Community Leaders in the display and distribution of academy messages and notices.
- Mentor students and help them resolve a range of issues that are creating barriers to their learning and/or pastoral success as identified by the success team.
- Monitor assistance and punctuality of targeted students in the year office.
- Assist with the collection and distribution of work for those students on long term sickness and for suspended students.
- Assist Heads of year in working with staff re students who are not demonstrating the foundations expected in the Academy.
- Co-ordinate detentions in line with the academy systems and processes working with the Assistant Principal, responsible for Behaviour.
- Use restorative practices to break down barriers between staff and students and students and students.
- Assist the Attendance Officer with attendance meetings and home visits. Manage maintenance of attendance protocols.
- Manage your own professional development through undertaking relevant training and sharing best practice with other staff.
- Assisting the Head of Year with the leadership of a specific Year Group.
- Developing and maintaining a high-profile with students in their Year Group, including ensuring attendance and punctuality standards remain high.

## 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.
- 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 duties and responsibilities of this post may vary from time to time according to the changing demands of the academy. This job description may be reviewed at the reasonable discretion of the Principal in the light of those changing requirements and in consultation with the postholder. In any event the Principal reserves the right to review and amend the job description.

The Job Description is a description of the job to be undertaken and performed to the satisfaction of the Principal by the postholder. It does not form part of the contract of employment. The Nicholas Hamond Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment by observing the academy's Safeguarding policies and procedures.

# 05. Person Specification

## Person Specification

### Student Support Leader

	Essential	Desirable	How will this be demonstrated
<b>Professional Qualifications and learning</b>	<ul style="list-style-type: none"> <li>• Good academic standard of general education to GCSE (grade C/4 in English &amp; Maths).</li> <li>• Strong literacy and numeracy skills</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant professional level 3/4 qualification and/or degree</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form/Checking and Original Copy evidence</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working effectively in a learning / student care setting.</li> <li>• Skills of empathy, listening, communication and responding with appropriate language to build rapport with children and carers from a variety of ages, abilities and backgrounds.</li> <li>• Ability to plan, review and carry out duties without supervision</li> <li>• Ability to relate well to children and adults</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of dealing with the 11-16 age range.</li> <li>• Understanding of how different children develop and learn and the experience to identify and apply appropriate processes to achieve progression</li> <li>• Current first aid certificate</li> <li>• Experience of effective supervision of the work of colleagues to achieve defined outcomes</li> <li>• Good ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview</li> <li>• References</li> </ul>
<b>Knowledge that supports the role</b>	<ul style="list-style-type: none"> <li>• Communication skills to promote and develop effective working with children, colleagues and carers / agencies at an appropriate level.</li> <li>• Good organisational and interpersonal skills.</li> <li>• Good ability to prioritise tasks.</li> <li>• Know and understand the principles and importance of educational inclusion, diversity and access.</li> </ul>	<ul style="list-style-type: none"> <li>• The ability to contribute effectively to the workload, planning, supervision and responsibilities of a team.</li> <li>• Ability to work on own initiative, including recognition of the appropriate level at which to refer issues elsewhere for effective resolution.</li> <li>• Proven communication and interpersonal skills evidenced by dealing with a diverse range of contacts about potentially complicated and/or sensitive issues.</li> <li>• Understanding of the GCSE criteria and reporting process</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview</li> <li>• References</li> </ul>

	Essential	Desirable	How will this be demonstrated
<b>Values</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the Ofsted framework.</li> <li>Understanding the dynamics of working within an Academy and/or educational setting</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>Excellent communication skills</li> <li>Enthusiasm</li> <li>Commitment to improving student performance</li> <li>Confident manner</li> <li>Able to fulfil all aspects of the job description.</li> <li>Set a good example of professional standards and abide by our Code of Conduct.</li> <li>Must satisfy relevant pre-employment checks.</li> <li>This post will involve contact with vulnerable groups (children, young people and/or adults) and is therefore exempt from the Rehabilitation of Offenders Act 1974 and subject to an Enhanced DBS check.</li> <li>Act as a First Aider</li> </ul>	<ul style="list-style-type: none"> <li>Empathy for young people</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> <li>References</li> </ul>
<b>Equal Opportunities and Safeguarding</b>	<ul style="list-style-type: none"> <li>Commitment to equal opportunities.</li> <li>Commitment to safeguarding students with full adherence to child protection and safeguarding policy and staff codes of conduct.</li> <li>Must be able to recognise discrimination in its many forms and be willing to put equality policies into practice.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> <li>References</li> </ul>

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

## Student Support Leader

### Applying:

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

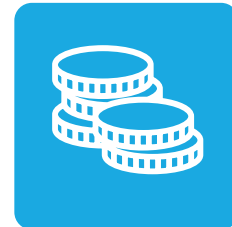


### Status: Permanent

37 Hours per Week  
39 Weeks per year (term time only)

### Salary:

NJC Scale Point 7-11  
Actual salary £22,709 - £24,204 per annum  
FTE Salary £26,402 - £28,141 per annum

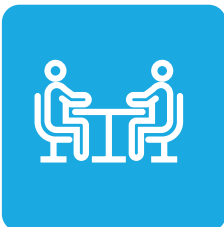


### Closing Date:

Friday 19 June 2026, 09:00am

### Start Date:

As soon as possible



### 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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