

Teacher of Drama (Maternity Cover)

# Application Pack

Westbourne Academy

Marlow Road, Ipswich IP1 5JN

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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



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 50 languages, and their unique perspectives on learning and life make this a very special academy.

During 2025 Ofsted inspected us and although they noted a range of strengths, including that most students are polite, friendly and hardworking, with warm and positive relationships with staff, they highlighted areas for development that led them to be unable to repeat the Good grade that the Academy achieved in both 2019 and 2024. We therefore find ourselves in a unique position where our focus is on rapid improvement. We are resolute in our commitment to improving Westbourne and are confident that the steps we are taking will achieve this.

Many of our students come from deprived backgrounds with 40% qualifying for the pupil premium and they therefore face significant barriers to learning. Our role is to help them to overcome their barriers, so they can achieve their potential and unlock the opportunities life in modern Britain offers.

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.

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 Governing Body 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 with us all, as I sincerely hope you will, we believe you will see why.



## 04. Job Description

# Job Description

## Teacher of Drama

### Main Purpose of the Role:

To ensure students receive an excellent education through the delivery of high-quality teaching.

### Organisational relationships

- Responsible to the Curriculum Leader
- Liaising with a variety of stakeholders including -

### Professional Responsibilities:

- Maintain a minimum level of professional conduct as set out in the Teachers' Standards in terms of: high expectations, promoting good progress, demonstrating good subject/curriculum knowledge, planning and teaching well-structured lessons, adapting teaching, making accurate and productive use of assessment, managing behaviour effectively and wider professional behaviours.
- Work effectively and in a professional manner with all staff, including those from external agencies.
- Participate in the annual performance management cycle.
- Participate in and contribute to professional development activities as directed by the Curriculum Leader, Head of House or the Senior Leadership Team/ Trust.
- Complete any necessary accreditation or induction required for achieving or maintaining professional standing, including where relevant participation in the early-career framework.
- Participate in and contribute to meetings, quality assurance processes and evaluations (both internal and external) as directed by the Curriculum Leader, Head of House or Senior Leadership Team/ Trust.
- Participate in appropriate events in the calendar outside of normal academy hours such as parents' evenings and open evenings.
- Have excellent punctuality, meet all deadlines and complete tasks to a high level of accuracy.
- Comply with all relevant Health and Safety policies and procedures.
- Offer active support for the Trust and Academy's ethos, policies and procedures.

### Pastoral Responsibilities:

- Report all safeguarding concerns to the Designated Safeguarding Lead as soon as possible and contribute to a culture at the academy that prioritises the safety and welfare of children.

- Follow procedures and strategies in the academy that promote excellent student attendance, punctuality and behaviour within and beyond the classroom, as set out in Academy procedures and Trust policy.
- Supervise student behaviour and conduct outside of the classroom as directed by the Senior Leadership Team.
- Be a form tutor who plays a full role in the vertical tutoring programme as directed by the Head of House and the Senior Leadership Team.
- Play a full part in the life of the academy, including participation in enrichment activities as directed by the Curriculum Leader/ Senior Leadership Team.

### **Academic Responsibilities:**

- Teach the curriculum as set out by the Curriculum Leader, including preparing students for examination in appropriate qualifications.
- Participate in collaborative planning and resourcing within the department.
- Teach timetabled lessons and any necessary additional lessons for intervention, revision or to support the transition of students into the next stage of their education as directed by the Curriculum Leader.
- Set and check the completion of homework as directed by the Curriculum Leader, making use of whole-school systems and policies.
- Ensure that work by students in lessons is completed to a high standard and presented in a form as directed by the Curriculum Leader.
- Contribute to ongoing discussions about subject knowledge and teaching approaches and adopt any teaching approaches agreed within the department.
- Adapt the curriculum, teaching methods and resources for students who have a SEND or EAL, as guided by the Curriculum Leader and the SEND department.
- Assess student progress using a range of appropriate strategies and use this information to evaluate curriculum planning, teaching approaches and resources.
- Provide reports for parents and, where necessary, write references for students to support access to the next stage of their education.

### **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.

# 05. Person Specification

## Person Specification

### Teacher of Drama

|  | Essential  | Desirable   | How will this be demonstrated   |
|--|--|---|---|
| Professional Qualifications and learning | <ul style="list-style-type: none"> <li>An appropriate degree and other qualifications required for the award of QTS.</li> <li>Qualified Teacher Status (trainees should be on track to achieve QTS before taking up the post).</li> <li>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.</li> </ul>                | <ul style="list-style-type: none"> <li>A postgraduate qualification in the subject to be taught.</li> <li>A postgraduate qualification in the teaching of the subject.</li> </ul>   | <ul style="list-style-type: none"> <li>Application Form/Checking and original copy evidence</li> </ul>    |
| Experience                               | <ul style="list-style-type: none"> <li>Teaching the subject in a secondary school across the 11-16 age range.</li> <li>Assessing students for a variety of purposes using appropriate strategies.</li> <li>Working with whole-school behaviour systems.</li> <li>Supporting students in the subject with a SEND or EAL need.</li> </ul>  | <ul style="list-style-type: none"> <li>Being a form tutor and supporting the wider personal development of students.</li> <li>Examining the subject for an appropriate exam board.</li> <li>Mentoring trainees and early-career teachers.</li> <li>Ability to teach another vocational subject e.g. Child Development</li> </ul>  | <ul style="list-style-type: none"> <li>Application Form</li> <li>Interview</li> <li>References</li> </ul> |
| Knowledge that supports the role         | <p>Applicants should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>The subject taught, to undergraduate degree level or an equivalent standard.</li> <li>Different approaches to teaching the subject and the strengths and weaknesses of these.</li> <li>The wider role of a teacher in the personal development of students, including the main responsibilities of a form tutor.</li> </ul> | <p>Applicants may be strengthened by knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>Different curriculum models in the subject(s) and the strengths and weaknesses of these.</li> <li>Forms of assessment commonly used in the subject(s), including in public examinations.</li> <li>Opportunities for teacher development in the subjects.</li> </ul> | <ul style="list-style-type: none"> <li>Application form</li> <li>References</li> </ul>                    |

|                                  | Essential  | Desirable   | How will this be demonstrated                                |
|----------------------------------|--|---|--|
| Knowledge that supports the role | <ul style="list-style-type: none"> <li>The statutory requirements concerning Equal Opportunities, Health &amp; Safety, SEND and Child Protection.</li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>    | <ul style="list-style-type: none"> <li></li> </ul>           |
| Other requirements               | <p>Applicants should have the ability to:</p> <ul style="list-style-type: none"> <li>Express themselves clearly in written and spoken English.</li> <li>Manage student behaviour in line with a academy policy.</li> <li>Build and maintain effective working relationships with colleagues, students, parents and the wider community.</li> <li>Organise working time effectively to ensure that all requirements of the post are met punctually and to a high standard.</li> </ul> | <ul style="list-style-type: none"> <li>N/A</li> </ul> | <ul style="list-style-type: none"> <li>References</li> </ul> |



## 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

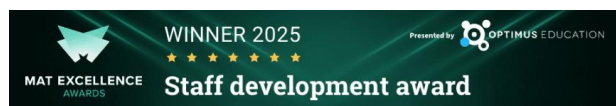
### Personal Development (PD) Opportunities for our Colleagues

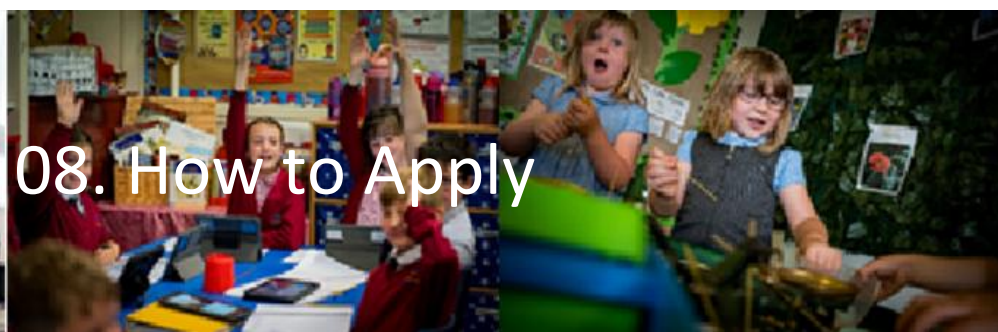
Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

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

### Teacher of Drama (Maternity Cover)

#### Applying:

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



Status: Maternity Cover, fixed term for 12 months

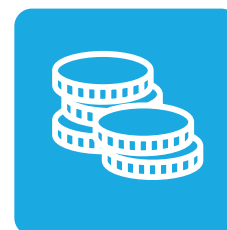
19.5 hours per week (full time also available with English or Art)

Part time (0.6FTE)

Salary: M1 – UPS3

£19,749 to £30,628 per annum (actual)

£32,916 to £51,048 per annum (FTE)



Closing Date:

Tuesday 19 May 2026, 09.00am

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.

