

Academy
Transformation
Trust

Raising Standards Leader and
Teacher of Maths

Application Pack

The Dukeries Academy
New Ollerton, Newark,
Nottinghamshire

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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



THE DUKERIES
ACADEMY

Develop more courageous engagement in bolder visions of education that will help young people become change makers in their own and other people's lives.'

Andy Hargreaves

Our Purpose

To be a beacon of inclusive educational excellence which fosters ambition, facilitates great learning and enables outstanding progress for every student irrespective of their starting point.
To be the trusted Academy of choice at the heart of our community.

To be recognised as an exceptional place to work which attracts, retains and develops the very best staff and leaders.

To develop ambitious knowledge, character and cultural capital to empower our students to be bold and courageous change-makers who are equipped to thrive in, and make a positive contribution to, a rapidly changing world.

Our Values



We have the courage to act with moral and ethical intent. We aspire to be honest and to treat ourselves and others with respect and kindness.



We are passionate about working hard and are optimistic and persistent as we overcome barriers to achieving our aspirations.



We are resolute in our desire to be the very best in everything that we do.

To find out more, please visit www.dukeries.attrust.org.uk/



04. Job Description

Job Description

Raising Standards Leader and Teacher of Maths

Job Purpose

To raise standards of pupil attainment across the school, monitor and support pupil progress so that standards continue to rise in every Year Group. To work with Faculty Leaders to implement and monitor intervention strategies, having oversight of interventions and evaluating their impact in all Year Groups. To support the Senior Leader responsible for Outcomes in the delivery of strategy, intervention and analyse the impact. Work with all staff across the Academy to raise levels of achievement and create achievement culture.

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

Key Responsibilities and Duties:

- Keep up to date with national best practice in raising academic standards, learning from the most effective schools and trusts nationally.
- Lead Raising Achievement Meetings (RAMs) in partnership with the relevant member of SLT. Plan and coordinate the focus pupils for RAM meetings.
- Work with Faculty Leaders and Heads of Year to identify and overcome barriers to pupil achievement and progress. This means having a strong awareness of pupil performance across the school.
- Lead on the Academy's use of data analysis software e.g. 4Matrix, SISRA and other data analysis tools ensuring staff are well trained.
- Co-ordinate and contribute to Exam Review meetings.
- Develop, implement, and evaluate a Pupil Achievement Improvement Plan.
- Work with Faculty Leaders to identify underperforming students, co-ordinate and implement appropriate evidence-based intervention strategies.

- Working closely with Faculty Leaders and the Inclusion Team to oversee the academic performance of students on alternative pathways.
- Coordinate assessment points in line with policy and ensure that these are implemented and communicated effectively.
- Coordinate and ensure that all Trust level data returns are delivered with accuracy and on time.
- Produce appropriate data, evaluation and impact reports for SLT, Local GB and Trust representatives as required.
- Coordinate, with the exams officer, mock exam series in Y10 and Y11 and any other significant assessments in Key Stage 3. Analyse all data, providing updates and reports for the leadership team on emerging trends.
- Contribute to CSI meetings as required, demonstrating the impact of interventions and strategies used to raise standards.
- Lead on the Academy Pupil Premium and Catch-up strategy, including quality assurance and impact.
- Regularly evaluate the impact of the allocated Pupil Premium and Catch-up spend.
- Review annually the Academy Pupil Premium and Catch-up strategy, identifying the impact of Pupil Premium spending and driving future developments. Amend and write the Pupil Premium Strategy where required.
- Be aware of the Data Protection Act and other legislation to ensure confidentiality of records and information (GDPR).

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.
- Support the Academy in meeting its responsibilities for assemblies.
- Promote actively the Academy's corporate policies.
- Comply with the Academy's health and safety policy and undertake risk assessments as appropriate.



05. Person Specification

Person Specification

Raising Standards Leader and Teacher of Maths

	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). 	<ul style="list-style-type: none"> A postgraduate qualification in the subject to be taught. A postgraduate qualification in the teaching of the subject. Evidence of CPD training courses. Middle Leadership CPD. Additional qualifications beyond teaching qualifications eg NPQ, Masters. 	<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 14-16 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 Proven track record in raising standards and improving the quality of T&L. Experience in ensuring excellent outcomes for young people at KS3 and GCSE at specialism. Teaching has been judged to be effective and informed by current educational research. Successful experience of leading department initiatives. Evidence of effective behaviour management to develop a positive ethos and maximise progress and achievement. Experience in the use of ICT as a teaching and learning tool. 	<ul style="list-style-type: none"> 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 Planning, monitoring and evaluation of practice to improve practice. Experience in liaising with other schools/agencies in order to develop partnerships. Successful educational leadership experience of staff and the curriculum. 	<ul style="list-style-type: none"> Application Form Interview References

	Essential	Desirable	How will this be demonstrated
Knowledge that supports the role	<ul style="list-style-type: none"> Applicants should have knowledge and understanding of: 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 How to use data and information to effect improvement. Can lead, motivate, enthuse and inspire staff and students and win the confidence of students. Can plan, organise and delegate effectively. 	<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 To have a full working knowledge of Bromcom. Understanding of National changes in education and how these impact on practice. To have a full working knowledge of SIMS/SISRA. 	<ul style="list-style-type: none"> Application Form Interview References
Personal Qualities	<ul style="list-style-type: none"> The personal stature, charisma and presence to act as an example and source of leadership to both the teaching team and to students, and to engage positively with parents and external agencies. Ability to challenge expectations, approaches and performance in a positive manner (staff and students). Strength of character to be approachable and caring, to listen, take advice, review and balance issues, and to communicate and inspire appropriate action and confidence. Ability to take difficult decisions and convey outcomes fairly and sensitively. Ability to develop the appropriate ethos and ownership with all parties to maximise achievement. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Interview References
Specific Requirements	<ul style="list-style-type: none"> Commitment to making a positive contribution to the whole school community. Willingness to develop new skills and consider new approaches to teaching and learning. 	<ul style="list-style-type: none"> Support and be involved in all aspects of academy life including the values, extracurricular and enrichment activities. 	<ul style="list-style-type: none"> Interview References
Values	<ul style="list-style-type: none"> Upholds ethics and values, demonstrates integrity and promotes and defends equal opportunities. Commitment to the safeguarding and welfare of all pupils. Willingness to ensure that facilities are kept to a standard that complies with health and safety guidelines. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Interview References



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

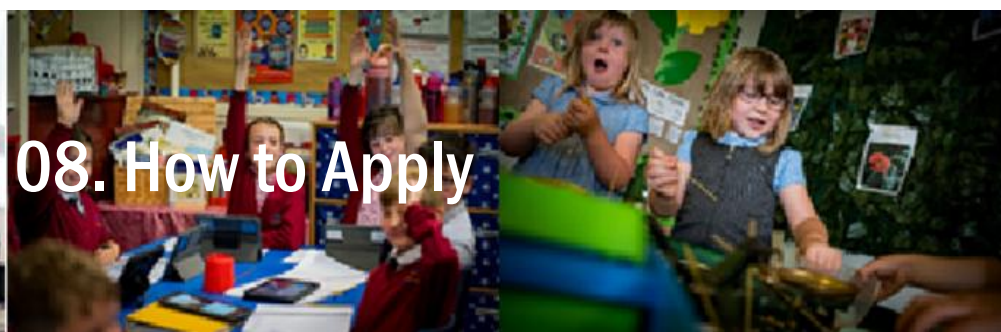
Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

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

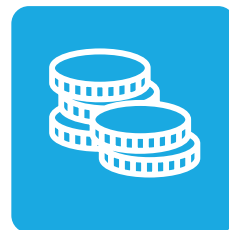
Raising Standards Leader and Teacher of Maths

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



Status: Permanent
Full time

Salary:
MPS 1 – UPS 3
£32,916 to £51,048
TLR 2.1 - £8,611



Closing Date:
Thursday 16 April 2026, 12:00pm

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.





 @academytransformationtrust

 @AcademyTrust

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