

Application Pack

The Queen Elizabeth Academy
Witherley Road
Atherstone
CV9 1LZ

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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 Queen Elizabeth
Academy

Based in Atherstone, Warwickshire, The Queen Elizabeth Academy is part of the Academy Transformation Trust family of academies.

TQEA is an 11-16 mixed comprehensive academy with a vibrant learning atmosphere, a dedicated and supportive network of staff and exciting plans for the future. With a brand new school building, which opened in November 2016, this really is a great place to work.

The academy's vision is for all students to realise their full potential, equipping them with the skills and qualities required for success in the competitive 21st century. We are committed to raising standards and providing students with exceptional opportunities to support learning. We look for a number of outstanding qualities in our staff: an innovative and creative approach to their work; enthusiasm, positivity and an unfaltering commitment to our students' success, along with an open-minded, proactive attitude to working within a team. We want individuals who want to go the extra mile for our community and have an absolute commitment to safeguard our students.

Teamwork is at the heart of everything we do and by working together we aim to secure a successful future for all. We encourage those interested in joining our school to spend some time with us to gain a real understanding of our ethos and what we have to offer. The dedication of the staff and the enthusiasm of the students, coupled with the support of our parents and carers, makes this a very special place.

To find out more, please visit: tgea.attrust.org.uk



04. Job Description

Job Description

Curriculum Leader of Science

Job Purpose:

To work with teachers and senior staff to undertake care and support programmes, enabling access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

Key responsibilities are:

- Contribute to sustainably raising standards of pupil attainment and achievement within the faculty whilst monitoring and supporting pupil progress.
- Prepare and deliver appropriate lessons to students of different ages and abilities catering for a wide range of needs.
- Establish a safe, purposeful and stimulating environment for students and have high expectations of behaviour ensuring the health and safety of all students and staff.
- Manage student behaviour in the classroom and on academy premises and apply appropriate and effective sanctions.
- Register the attendance of and supervise students, before, during or after school sessions as appropriate.
- Assess and mark work, giving appropriate feedback.
- Engage with academy leaders to ensure the effective development of the curriculum.
- Maintain records of students' progress and development and input data using academy systems and processes.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Research new topic areas, maintaining up-to-date subject knowledge, and devise and write new curriculum materials as necessary.
- Select and use a range of different learning resources and equipment.
- Prepare students for qualifications and external examinations.
- Communicate effectively with parents/carers with regard to students' achievements and well-being using academy systems and processes.

- Participate in departmental meetings, parents' evenings and whole academy training events
- Undergo regular observations and participate in relevant training (INSET) as part of continuing professional development (CPD).
- Have professional regard for the ethos, policies and practices of the academy and maintain high standards in your own attendance and punctuality.
- To undertake any other duties as defined by the Teacher standards or determined by the Principal as being within scope of the post.
- Promote equality as an integral part of the role and to treat everyone with fairness and dignity. Encouraging and supporting the inclusion of students with special needs.
- Recognise health and safety is a responsibility of every employee to take reasonable care of self and others. Comply with the academy Health & Safety policy, and any academy specific procedures/rules that apply to this role.
- Role model safeguarding best practice

Specific Duties of post:

- To develop, implement and evaluate a highly ambitious and challenging Science curriculum in line with our Trust and academy curriculum intent.
- To use data moderation and standardization to plan and implement highly effective intervention to secure excellent progress and outcomes for all students.
- To provide leadership and direction and ensure that the department is managed and organised to meet the aims and objectives of the academy and the department.
- To have responsibility for securing high standards of teaching and learning in the department as well as playing a major role in the development of academy policy and practice.
- To ensure that practices improve the quality of education provided, meet the needs and aspirations of all students, and raise standards of achievement in the academy.
- To support guide and motivate teachers and support staff within the department.
- To evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for students and staff, to inform future priorities and targets.
- To ensure effective liaison with the learning support team
- To ensure the production and maintenance of appropriate schemes of work and policies for the department, and to implement within them whole academy policies.
- To encourage the development of a suitable range of appropriate and varied teaching styles.
- To ensure that student progress in the department is regularly reviewed, assessed and recorded and ensure that appropriate homework is being set and marked.
- To be responsible for the allocation of resources for the department, maintaining inventories and ensuring the security of equipment.
- To promote positive liaison with partner primary schools and other stakeholders.
- To be responsible for the area budget and ensuring that finances are administered in accordance with the academy's procedures.

- To be responsible for the image and promotion of Computing and ICT in the academy with particular respect to options, parents evenings and open evening.
- To secure an understanding from students about the vocational and career options which exist in the computer and digital world.
- To review, monitor and evaluate the functioning of the department and develop appropriate strategies to improve procedures and modify approaches.
- To keep up to date with national developments in the subject area, teaching practice and methodology.
- To actively monitor and respond to the curriculum development and initiatives at national, regional and local levels.
- To produce reports within the quality assurance cycle.
- To be responsible to produce reports and examination performance.
- Any reasonable additional duties as directed by the senior team.

05. Person Specification

Person Specification

Curriculum Leader of Science

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	<ul style="list-style-type: none"> Degree in appropriate subject. Has qualified teacher status. 	<ul style="list-style-type: none"> Evidence of continuous professional development (CPD). 	<ul style="list-style-type: none"> Application Form/Checking and original copy evidence
Experience	<ul style="list-style-type: none"> Experience of successfully applying a range of teaching strategies. Demonstrable experience of supporting outstanding teaching and learning including adapting lesson content to support and ensure access for EAL and SEN pupils. Proven ability to deal with a wide range of student behaviours. 	<ul style="list-style-type: none"> Recent work in a UK secondary school/academy. An understanding of how the progress 8 measure will impact academy results and targets. Experience of inclusion strategies to support children with SEND. Proven ability to effectively work with a range of stakeholders including parents and external organisations. Successfully operating in a middle leadership role. 	<ul style="list-style-type: none"> Application Form Interview References
Knowledge that supports the role	<ul style="list-style-type: none"> A good or outstanding teacher in your subject. Demonstrable ability to engage with learners in a variety of ways. Demonstrable ability to move pupils' learning forward. Able to effectively evaluate own practice to further improve learning of pupils. The ability to work effectively as part of a team, including across faculties. Demonstrable knowledge of behaviour management. 	<ul style="list-style-type: none"> Able to demonstrate knowledge of planning, curriculum and assessment procedures. 	<ul style="list-style-type: none"> Application form References

	Essential	Desirable	How will this be demonstrated
Leadership	<ul style="list-style-type: none"> • Vision aligned with the academies' high aspirations and high expectations of self and others. • Demonstrate commitment to the highest standards of teaching and learning. • Articulate the values and mission of the academy. • Commitment to the safeguarding and welfare of all pupils. • Commitment to continuous improvement, both personal and organisational. • Demonstrable positive commitment to equality and diversity. 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • Interview • References
Personal Characteristics	<ul style="list-style-type: none"> • Highly approachable, very grounded and makes sensible judgments. • Mature approach to emotionally demanding work. • Relishes accountability and takes personal responsibility for their own actions. • Able to build trust and mutual respect between pupils, families and staff. • Strong interpersonal written and oral communication skills. • Able to work flexibly as a member of a team. • Clear understanding of health and safety requirements. • Adaptable to change. • Demonstrable good organisation skills. • Demonstrable very good numeracy and literacy skills. • Ability to use ICT effectively in a professional environment. 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • 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 your 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 a 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

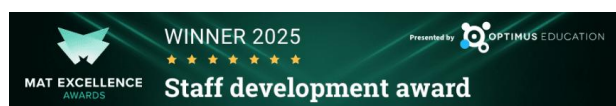
Personal Development (PD) Opportunities for our Colleagues

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

Curriculum Leader of Science

Applying:

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



Status: Permanent

32.5 hours per week
Full time

Salary: M1 – UPS 3

£32,916 to £51,048 per annum
TLR 1: £12,460 per annum



Closing Date:

Tuesday 6th January 2026 at 9am or sooner should we receive sufficient applications.

Start Date:

April 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



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