



Assistant Head of Year

Application Pack

Sutton Community Academy
Sutton-in-Ashfield
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



Sutton community Academy is proud to be part of the Academy Transformation Trust family of academies.

Thank you for your interest in joining our school community. We are excited that you are considering this opportunity and hope this pack gives you a real sense of the energy, ambition and purpose that define our school.

Our most recent Ofsted inspection reflects a school on a positive and determined improvement journey, underpinned by strong, values-driven leadership and a shared commitment to ensuring every pupil can thrive. Inspectors highlighted a clear culture of care, inclusion and high expectations, where pupils are known well, feel safe, and are supported by staff who are visible, approachable and genuinely invested in their success. Pupils themselves were described as proud of their school and confident in the support they receive, reflecting the strength of relationships that sit at the heart of our community.

Behaviour across the school was recognised as typically calm, orderly and respectful, with clear routines and consistent expectations creating a purposeful environment where learning can flourish. Attendance is a key priority for leaders and has shown sustained improvement over time, supported by well-established systems and close partnership with families.

At the heart of our work is an ambitious and carefully sequenced curriculum, designed to build knowledge progressively and equip pupils for the next stage of their education and beyond. Leaders are relentless in their drive to strengthen teaching and ensure consistently high-quality learning experiences across all subjects. Staff benefit from strong professional development and a culture that encourages collaboration, reflection and continuous improvement.

Inclusion is a real strength of the school. Effective systems ensure that pupils who face barriers to learning are quickly identified and well supported, enabling them to access the curriculum and take a full and active part in school life. Alongside this, a rich programme of personal development provides pupils with opportunities to grow in confidence, develop leadership skills and broaden their horizons through clubs, enrichment activities and wider experiences.

This is a school with momentum, ambition and a clear sense of direction. We are proud of how far we have come and equally focused on where we are heading next. If you are passionate about making a meaningful difference, committed to high standards and eager to be part of a forward-thinking and supportive team, we would love to hear from you.



04. Job Description

Job Description

Assistant Head of Year

Job Purpose

To establish positive relationships with students, parents, staff and external agencies in line with the school's vision and values

Key Responsibilities and Duties:

- To support the Head of Year to excellence through leading and implementing high quality pastoral and safeguarding support, ensuring high attendance, identifying behavioural issues and finding strategies to intervene.
- To support students in their learning, and encourage positive attitudes and behaviour in and around school through the promotion of SCA values
- To enable the Head of Year to advise teachers and departments in relation to behaviour and safeguarding
- To have the overview of punctuality and attendance, liaising with Form Tutors, the Family Liaison Officer and outside agencies as appropriate
- To work with the FLO to implement measures necessary to improve year group attendance including holding attendance panels and rewarding good attendance
- Monitor students' welfare including the creation/maintenance of Behaviour Logs, Pastoral Support Plans, and referrals to internal and external agencies
- To attend and chair meetings regarding the welfare of students in your allocated or another year group e.g. Child Protection Child in Need reviews
- Take a lead in managing the behaviour of the year group, leading detentions and establishing and implementing other sanctions as appropriate and supporting or managing that of other year groups
- To know the vulnerable students within the year group and act as a champion for them, supporting in 1:1s or small groups as necessary
- To encourage and develop positive parental relationships between Heads of Year, Form Tutors, staff and relevant agencies
- Be on call and available to students (and parents) in the year group throughout the day
- Act as lead practitioner in matters of students' welfare and to support the student support leader in developing these skills

- Uphold standards within the school regarding uniform and equipment • Facilitate the transfer or placement of students to and from other schools
 - To work with outside agencies and make appropriate referrals in conjunction with the Head of Year
 - To provide ongoing information/reports for outside agencies on students
 - To prepare reports on students, including PSPs, EHAs and Access Plans
 - To help organise/be present at the Parents' Consultation and Information evenings
 - To be available for students during lunch and break duty as required each day
 - To patrol the school buildings and grounds on a regular basis to ensure all students are fully engaged in lessons
 - To work with the link Assistant Principal in writing and reviewing the Risk Register and risk assessments for the year group and other year groups
 - To undertake learning walks and drop ins as required
 - To undertake other duties under the direction of the Principal, Vice Principal or Assistant Principals
- Key Area: Personnel**
- To be a point of contact for parents after Form Tutors in relation to student behaviour, barriers to learning and safeguarding and to support others in these duties
 - To be an exemplary leader in dealings with staff, students, parents and all stakeholders and outside agencies
 - To work alongside the Head of Year to ensure that members of the Leadership Team are kept updated on matters pertaining to the year group
 - To lead any initiatives to engage students in demonstrating the SCA values
- Key Area: Curriculum**
- Support the Head of Year / Assistant Principal to review and implement personalised curricula for vulnerable students. Provide necessary information to tutors and teachers regarding the implications of any personalised curricula
 - Take responsibility for the design, research, implementation and reviewing of projects, school policies and procedures centred on attendance and behaviour with the link Assistant Principal
 - To provide emergency lesson cover for your own year group or other year groups in the event of teacher absence, with training General
 - To be the day to day Safeguarding activity lead for the Year group(s) and be part of the Safeguarding team
 - To have due regard for the School's Health and Safety and safeguarding policies
 - To take part in the annual professional development review for support staff being aware that job descriptions are subject to regular review
 - To undertake training as and when appropriate, including Child Protection training
 - To work positively and inclusively with colleagues
 - To be a trained and active first aider for the academy
 - To share any of the duties above with other senior and student support leaders
 - To undertake other reasonable duties as assigned by the Principal, in line with the postholder's skills and experience
- Contacts Regular: Students, school staff, parents, stakeholders, external agencies.**

Safeguarding

- Individuals have a responsibility for promoting and safeguarding the welfare of children.
- To have due regard for safeguarding and promoting the welfare of children and to follow the child protection procedures adopted by the academy.

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.
- Promote actively the Academy's corporate policies.
- Comply with the Academy's health and safety policy and undertake risk assessments as appropriate.

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. Academy Transformation Trust are 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

Assistant Head of Year

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	- Education to degree level or equivalent relevant experience - Knowledge and understanding of education systems - Literacy and Numeracy to GCSE A-C, or equivalent	- First Aid qualification - Other relevant qualifications e.g. foundation degree in education - Qualification in supporting Teaching and Learning	Application Form/Checking and Original Copy evidence
Experience	- Experience of working in a secondary school setting - Experience of working with children and families - Experience of communicating with a wide range of professionals - Experience of using data as a performance management tool	- Previous experience in education - Experience supporting students from wider vulnerable groups including EAL and PP	- Application form - Interview - References
Competencies	- Excellent interpersonal skills - Good communication skills, oral and written - Good ICT skills - Knowledge of issues related to children and families, including child protection and safeguarding	Coaching and mentoring skills with young people	- Application form - Interview - references
Values	- Inclusive - Ambitious for all learners - Dedicated to raising the life chances of students	N/A	- Interview - References
Other Requirements	- Committed to own personal development - Flexibility to working practices - Enthusiastic - Positive	N/A	- 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 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



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

Assistant Head of Year

Applying:

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



Status: Permanent

37 hours per week
39 weeks per year (term time only)

Salary:

NJC Scale Point 15 - 21
£25,823 - £28,506 actual salary per annum
£30,023 - £33,142 FTE salary per annum



Closing Date:

Friday 28 August 2026, 9:00am

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.



@academytransformationtrust



@AcademyTrust



academytransformationtrust.co.uk



office@attrust.org.uk



0121 354 4000



Unit 4, Second Floor,
Emmanuel Court, Reddicroft,
Sutton Coldfield, B73 6AZ

