

Secondary

Academy
Transformation
Trust

Team Leader of Design & Technology

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

Team Leader of Design Technology

Main Purpose of the Role:

Academy Transformation Trust believe that all children should receive a first-class education leave well prepared for their life ahead academically, personally, emotionally, and professionally. We are committed to our responsibility to support, challenge, and guide our academies and their staff, to ensure success.

The post holder will be expected to undertake duties in line with and meeting the Teachers' Standards

Professional Responsibilities:

- 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, on the 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 RE & PSHE 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.
- Use relevant data to support and hold the RE & PSHE team to account, enabling them to use data effectively to inform their own planning.
- 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, training the team and supporting them to be effective.
- Ensure that suitable schemes of work are prepared within the department, developing staff to create these across the faculty.
- Prepare students for qualifications and external examinations.
- Support the RE & PSHE faculty to effectively 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 faculty meetings, parents' evening, and whole academy training events.
- Plan and deliver department CPD.
- Undergo regular observations and participate in relevant training 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.
- Undertake any other duties as defined by Teachers' Standards or determined by the Principal as being within the scope of the post.
- To line manage the RE & PSHE team, supporting in the development of literacy across the academy.

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

Team Leader of Design Technology

	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 full engagement in continuous professional development (CPD) opportunities. 	<ul style="list-style-type: none"> Application Form/Checking and original copy evidence
Experience	<ul style="list-style-type: none"> Evidence of successfully motivating students across all abilities, with successful progress and GCSE/KS4 results in relevant subject. Evidence of delivering consistently effective lessons with a variety of learning strategies and activities. Evidence of a wide range of successful behaviour management strategies that motivate students. Evidence of strategic planning, implementing plans and evaluating at a team level. Evidence of sharing strong classroom practice and improving the teaching of other professionals. have a wide and varied knowledge of all areas of product design, with specialist knowledge of timbers, metals and polymers. 	<ul style="list-style-type: none"> Recent experience in a UK secondary school/academy. Experience of inclusion strategies to support students with SEND. Proven ability to effectively work with a range of stakeholders including parents and external organisations. Previous experience as a team leader or key stage coordinator. Experience of leading relevant field trips. Experience of teaching GCSE Design and Technology or 3D Design is highly desirable. 	<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. Ability to engage with learners in a variety of ways. Demonstrable ability to move student learning forward. Ability to effectively evaluate own practice to further improve learning of students. Demonstrate knowledge of behaviour management strategies and approaches. 	<ul style="list-style-type: none"> Able to demonstrate knowledge of curriculum planning, assessment and effective feedback. Able to demonstrate schemes of work that have been developed. Evidence of development of subject specific knowledge. 	<ul style="list-style-type: none"> Application form References

	Essential	Desirable	How will this be demonstrated
Knowledge that supports the role	<ul style="list-style-type: none"> • Demonstrate knowledge of behaviour management strategies and approaches. • Strong knowledge of curriculum, sequencing KS3 national curriculum and its link with KS4 specification. • Ability to analyse, monitor and intervene with progress and achievement data. • Ability to ensure good progress in English for all students including boys, SEN, EAL and disadvantaged. • Strong knowledge of formative and summative assessment, target setting and using marking to improve student outcomes. • Ability to build an effective, high functioning team. • Desire to lead enrichment activities in relevant subject. • Ability to form and maintain positive relationships with young people. • Ability to communicate effectively with students, colleagues, and parents, both verbally and in writing. 		<ul style="list-style-type: none"> • Application form • References
Professional Attributes	<ul style="list-style-type: none"> • Vision aligned with the academy's 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 welfares of all students. • Commitment to continuous improvement, both personal and organisational. • Demonstrate positive commitment to equality and diversity. 	<ul style="list-style-type: none"> • N/A 	<ul style="list-style-type: none"> • References
Other	<ul style="list-style-type: none"> • Highly approachable, well-grounded, and able to make sensible judgements. • Mature approach to emotionally demanding work. • Relishes accountability and takes personal responsibility for their own actions. • Able to build trust and mutual respect between students, families, and staff. • Strong interpersonal, written, and oral communication skills. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

	Essential	Desirable	How will this be demonstrated
Other	<ul style="list-style-type: none"> • Able to work flexibly as a member of a team. • Clear understanding of health and safety requirements. • Adaptable to change. • High standards of organisation. • High level of literacy and numeracy skills. • Ability to use ICT effectively in a professional environment. • Positive outlook on life. 	•	•



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



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

Team Leader of Design & Technology

Applying:

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



Status: Permanent

Full Time (part time considered)

Salary:

M1 – UPS3, £32,916 to £51,048 per annum

Plus TLR 2: £8,083



Closing Date:

Wednesday 29 April 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.




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