

Subject Leader of Computer Science & IT

# Application Pack

Mildenhall College Academy  
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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



Mildenhall College  
A C A D E M Y

For the past forty years, Mildenhall College Academy has taken a truly holistic view of education.

From an extensive range of academic visits to participation in national STEM challenges, a supportive Mindfulness Club and a varied programme of arts and sports activities, we go the extra mile every day to bring learning to life.

In our most recent Ofsted inspection, the Academy was again rated as Good, with inspectors noting that “pupils achieve well across a range of subjects in both the main school and sixth form”. Mathematics was confirmed as a particular strength, and inspectors were pleased to see that we “know which areas need to be improved to make the quality of education even better”.

The report went on to comment that “teachers know the key priorities for improvement and there are well-considered plans to achieve them” and are “proud to work at the school and feel well supported by the Principal and wider leadership team”.

That support will enable you to become the teacher or support staff you’ve always wanted to be, progressing your career here or anywhere within Academy Transformation Trust – and will help us on our exciting journey towards Outstanding.

To discover our holistic approach for yourself, you need to meet our Principal, teachers and students.

[Mildenhall College Academy](#)



## 04. Job Description

# Job Description

## Subject Leader of Computer Science & IT

### Core Purpose:

- Construct a subject curriculum that is ambitious and designed to give all students the knowledge and cultural capital they need.
- To raise standards of student attainment and achievement within the faculty and to monitor and support student progress.
- To develop and enhance the teaching practice of others.
- To manage and deploy teaching/support staff, financial and physical resources within the faculty effectively to secure continuous improvement.
- Engage with staff and be realistic in managing their wellbeing and workload.

**Reporting to:** Senior Leadership Team

**Responsible for:** Teaching staff and other relevant personnel within the faculty.

**Liaising with:** Governors, Principal/Vice-Principal/Head of Academy/Assistant Principals, Faculty Leaders, relevant staff with cross-academy responsibilities, relevant non-teaching support staff, external agencies, and parents/carers.

### Responsibilities:

#### Quality of Education

- Ensure a high-quality subject curriculum is in place across the faculty.
- Evaluate the quality of teaching and standards of achievement, setting targets for improvement for all staff.
- Establish common standards of practice within the faculty and develop the effectiveness of teaching and learning styles.
- Use performance and assessment information to raise student attainment and achievement.
- Ensure that where students are not making expected progress faculty staff take swift and appropriate action to address the issues (especially those identified as belonging to vulnerable groups).
- Liaise with other staff including Support staff over students needing additional help, including those who are very able, or who have SEND implementing where appropriate EHCPs and monitoring their effectiveness.

- Be responsible for student performance within the faculty, supporting other staff in the pursuit of excellence and the promotion of academy curriculum and behaviour policies.
- Liaise with parents/carers, as necessary and in accordance with Academy reporting policies, regarding the progress and performance of their children.

### **Leadership and Management**

- Promote teamwork and motivate staff to ensure effective working relations.
- Be responsible for the day-to-day management of staff within the faculty and act as a positive role model.
- Ensure that the academy's policies for curriculum, assessment, teaching and learning and behaviour are being followed, interacting as required to ensure continued high standards.
- Maintain the faculty QAF and ensure that intervention, support, and challenge is issued as demand dictates.
- Ensure teaching and learning in the faculty delivers high quality provision including the development of communication, reading and writing, mathematics, and cultural capital and that this is embedded in the schemes of learning and lesson planning.
- Develop and review syllabuses, resources, schemes of learning and teaching and learning strategies in the faculty. This to include significant focus on assessment for learning, homework, and intervention strategies to support individual needs and progress.
- Liaise with the Senior Leadership Team to ensure the delivery of an ambitious, appropriate, and high-quality curriculum which complements the academy Improvement Plan.
- Keep up to date with and respond to national developments in the subject areas and teaching practice and methodology.
- Work with the Senior Leadership Team responsible for Teaching and Learning to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- Be responsible for the efficient and effective deployment of the faculty's support staff.
- Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the faculty, liaising with the cover supervisor/relevant staff to secure appropriate cover.
- Participate in the academy's ITT programme.
- Contribute to the academy procedures for lesson observation.
- Induct newly appointed staff (in conjunction with the appointed member of the SLT with responsibility for the induction of new staff).
- Liaise with the Senior Leadership Team to provide a programme of People Development for individual staff and the faculty team, as and when necessary, in order to improve standards within the faculty.
- Initiate and lead all faculty training and provide accurate minutes which should be distributed to the relevant members of staff.
- Liaise with the examinations officer for the provision of arrangements for examinations.
- Provide information, data and reports on the performance of the faculty to the faculty's Line Manager, Principal, Senior Leadership Team and Local Academy Committee, as required.
- Carry out appraisal in accordance with the academy's appraisal policy.
- Be familiar with the Academy Safeguarding Policy and procedures, advise staff on safeguarding matters and report any concerns using the academy procedures.



### **Behaviour and Safety**

- Be familiar with Health and Safety policy. Ensure that relevant Risk Assessments within the faculty comply with National requirements.
- Ensure that the faculty accommodation is a safe, tidy and attractive working environment with up-to-date displays.

### **NOTE:**

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.

Mildenhall College Academy is 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

## Subject Leader of Computer Science & IT

	Essential	Desirable	How will this be demonstrated
<b>Professional Qualifications and learning</b>	<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> <li>Other relevant awards or qualifications Applicants should have.</li> </ul>	<ul style="list-style-type: none"> <li>Application Form/Checking and Original Copy evidence</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Teaching the subject in a secondary school across the 11-18 age range.</li> <li>Assessing pupils for a variety of purposes using appropriate strategies.</li> <li>Working with whole-school behaviour systems.</li> <li>Supporting pupils in the subject with a SEND or EAL need.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching the subject in a Sixth Form or other Further Education setting.</li> <li>Being a form tutor and supporting the wider personal development of pupils.</li> <li>Examining the subject for an appropriate exam board.</li> <li>Mentoring trainees and early-career teachers.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<b>Knowledge that supports the role</b>	<ul style="list-style-type: none"> <li>Applicants should have knowledge and understanding of:</li> <li>The subject taught, to undergraduate degree level or an equivalent standard.</li> </ul>	<ul style="list-style-type: none"> <li>Applicants should have knowledge and understanding of:</li> <li>The subject taught, to undergraduate degree</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

	<ul style="list-style-type: none"> <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 pupils, including the main responsibilities of a form tutor.</li> <li>• The statutory requirements concerning Equal Opportunities, Health &amp; Safety, SEND and Child Protection.</li> </ul>	<p>level or an equivalent standard.</p> <ul style="list-style-type: none"> <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 pupils, including the main responsibilities of a form tutor.</li> <li>• The statutory requirements concerning Equal Opportunities, Health &amp; Safety, SEND and Child Protection.</li> </ul>	
<b>Expectations of Role</b>	<ul style="list-style-type: none"> <li>• Personal vision is aligned with ATT's high aspirations and expectations of self and others.</li> <li>• Genuine passion and a belief in the potential of every learner.</li> <li>• Motivation to continually improve standards and achieve excellence above norms.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Other requirements</b>	<ul style="list-style-type: none"> <li>• Applicants should have knowledge and understanding of:</li> <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 pupils, including the main responsibilities of a form tutor.</li> <li>• The statutory requirements concerning Equal Opportunities, Health &amp; Safety, SEND and Child Protection.</li> </ul>	<p>Applications may be strengthened by the ability to:</p> <ul style="list-style-type: none"> <li>• Offer extra-curricular and other enrichment activities for pupils.</li> <li>• Use appropriate software and digital platforms to create and share curriculum, teaching and assessment resources.</li> </ul>	<ul style="list-style-type: none"> <li>•</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 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

### Subject Leader of Computer Science & IT

#### Applying:

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

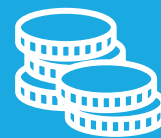


#### Status:

Full time  
Permanent

#### Salary:

Scale: MPS 1 – 6  
Actual Salary: £32,916 - £45,352 per annum  
Plus £2000 Recruitment & Retention allowance fixed term for 12 months



#### Closing Date:

Tuesday 24<sup>th</sup> February 2026 at 9am or sooner should we receive sufficient applications.

#### Start Date:

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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