

Assistant Head of Year – Non-teaching

Application Pack

Pool Hayes Academy
Willenhall



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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



Pool Hayes
Academy

Pool Hayes Academy

Pool Hayes Academy is part of the Academy Transformation Trust family of academies.

Based in Willenhall, in the West Midlands, Pool Hayes Academy is an academy for 11-18 year old students that retains strong links within our local community and beyond.

The academy draws its pupils largely from the Willenhall area. We have experienced substantial growth in recent years and the academy is now a provider of choice in the area and is over-subscribed.

Academy Vision & Values

At Pool Hayes Academy we have a very clear and ambitious vision for our academy. We believe in **“Unlocking your Potential – Empowering through Success”**. Our vision guides our decision and actions across Pool Hayes Academy and means that any child regardless of circumstance can fulfil their potential at our academy. Furthermore, we believe that educational success leads to empowerment for our young people and the freedom to make more choices over their future.

Underpinning our vision are our values. These values clearly set out the behaviours and qualities we expect and instil in our young people. They are:

Aspiration: We work hard consistently to fulfil our ambitions and achieve our potential.

Respect: We show pride in celebrating diversity, keeping each other safe and accepting everyone in our community.

Excellence: We have high expectations of our conduct and lead by example at all times.

Resilience: We embrace challenge, take risks and grow confidently from our mistakes.

Outcomes and Ofsted

In 2022 Pool Hayes Academy secured an Ofsted grading of Good, but there is still so much more that we want to achieve and can achieve to establish Pool Hayes Academy as a truly outstanding provider.

To find out more, please visit www.poolhayes.attrust.org.uk or call the academy to arrange a conversation with our Head of Academy, Lisa Macey.



04. Job Description

Job Description

Assistant Head of Year – Non-teaching

The Role:

- To enable every student to fulfil their potential as individual learners, effective citizens and well-rounded individuals.
- To lead a team of tutors and influence all staff, as well as parents/carers and all stake holders, in raising aspiration and improving outcomes for all.

Key Responsibilities:

- To co-ordinate and manage the quality of progress across the Year Group and identify students who need further support with accessing the curriculum or those who would benefit from greater academic challenge i.e. to monitor the progress of students within the year group, identifying and monitoring the progress and provision for those who are High ability, Special Educational Needs, Emotional/Behavioural Difficulties, English as an Additional Language and academically underachieving. Skilled use of data will be essential to the element of the job
- To work with a wide range of professionals and stakeholders to combat underachievement.
- To supervise and co-ordinate the success centre / behaviour room as directed by the Lead Achievement coordinator.
- In line with the Academy behaviour policy, to endeavour to praise and reward for all positive behaviours in the year group.
- In line with the Academy behaviour policy, to use appropriate sanctions in response to wrong doing in the year group.
- To develop links and positive relationships with parents of students within the year group.
- To investigate incidents fairly and without prejudice. Ensuring that all investigations are fully recorded on the appropriate forms/ systems.
- To develop links and positive relationships with other professionals and agencies.
- To lead a team of tutors towards the Academy's agreed purpose, vision, values and beliefs.
- Ensure tutorial time is structured and the Tutor base is a positive environment.
- To develop and coordinate the delivery of Reward Trips.
- To be aware of curriculum developments and how this affects the Year Group.
- To support staff in engaging individual students and in ensuring the effectiveness of intervention strategies.
- To co-ordinate the 'alternative provision' made for individual students.
- To help co-ordinate and promote the extra-curricular programme – focusing on both 'catch up' and 'enrichment'.

- To liaise closely with all inclusion staff working with the Year Group ensuring appropriate and effective intervention is employed.
- To work in partnership with external providers around projects which enhance students' opportunities and to seek further such relationships.
- To attend meetings of parents and form tutors as required. 04. Person Specification 9 #TransformingLives.

- Take an active part in the assembly rota, encouraging a sense of community and celebrating achievement.
- Ensure the home-academy communication is prompt and thorough.
- Ensure that all year group student records and monitoring systems are maintained appropriately in order and are kept up-to-date.
- Induct and admit new students, liaising with Area Leaders as required.
- To ensure presence around the academy throughout the day

General:

- Take responsibility for promoting and safeguarding the welfare and protection of children and young people within the school.
- Working to and within school policies and procedures, including safeguarding, child protection and health and safety.
- Taking care of own and other people's health and safety.

The above main tasks are not exclusive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by their line manager and/or the Senior Leadership Team.

The jobholder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post. The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

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 pupils 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

Assistant Head of Year – Non-teaching

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	<ul style="list-style-type: none"> GCSE English at Maths at Grade C or above (or equivalent). Relevant courses such as coaching/mentoring/study support whilst working with young people. Be first aid at work trained (or a willingness to undertake the training) and to carry out first aid duties. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Application Form/Checking and original copy evidence
Experience	<ul style="list-style-type: none"> Previous experience of working with students in areas of challenging behaviour, special needs and achievement. Working with students, parents and staff. Evidence of using data to inform planning and put in place successful intervention strategies to raise achievement. The ability to use a differentiated approach to provide appropriate support and challenge for all learners. Evidence of pastoral experience. 	<ul style="list-style-type: none"> N/A 	<ul style="list-style-type: none"> Application Form Interview References
Knowledge that supports the role	<ul style="list-style-type: none"> Excellent leaders of students, earning and maintaining respect and raising an effective visible profile within the academy. At the heart of this should be the ability to build student self-esteem, imbue moral values and motivate staff and students to give of their best in all aspects of school life. Focus should be on the progress within the year group. 	<p>Applicants may be strengthened by knowledge and understanding of:</p> <ul style="list-style-type: none"> Relevant safeguarding qualifications. Can manage own workload to ensure appropriate work/life balance. 	<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"> • Excellent communicators with a high degree of emotional intelligence. • The ability to inspire, enthuse, develop and support colleagues. 	<ul style="list-style-type: none"> • Has a variety of interests. 	<ul style="list-style-type: none"> • Interview • References
Other	<ul style="list-style-type: none"> • Creative thinker and be prepared to take risks in order to innovate. • Energiser, demonstrating positive mental attitude in all areas of their work. • Resilience and a sense of humor. • A desire to make difference to the lives of young people. • A willingness to learn and develop new skills. • Knowledge of the secondary phase of schooling. <p>Understanding of relevant policies, codes of practice and legislation</p>	<ul style="list-style-type: none"> • Knowledge of the curriculum at KS3 and KS4. • Knowledge and understanding of assertive discipline techniques. • Current full driving licence 	<ul style="list-style-type: none"> • Interview • References

This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.



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

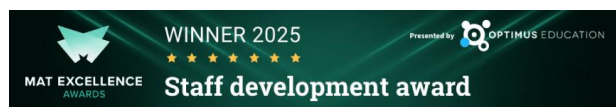
Personal Development (PD) Opportunities for our Colleagues

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

Assistant Head of Year

Applying:

Please apply by visiting
www.academytransformationtrust.co.uk/vacancies

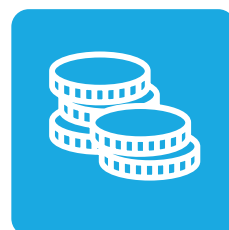


Status: Permanent

37 hours per week
39 weeks per year – Term Time Only

Salary:

NJC Pt 18-22
Actual Salary: £27,125 - £28,984
FTE Salary: £31,536 - £33,698

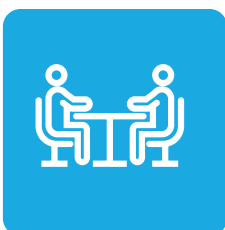


Closing Date:

Tuesday 26 May 2026, 09.00am

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.

