

Secondary

Academy  
Transformation  
Trust

Assistant Head of Faculty for Maths

# 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 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](http://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 Faculty for Maths

Under the reasonable direction of the Principal, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

To support the Faculty Leader for Maths and to deputise when and where appropriate.

To be accountable for student progress and development.

To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area, in accordance with the aims of the Academy and the curricular policies.

To act as a Curriculum Lead and be responsible for leading and developing this area.

To develop and enhance the teaching practice of others.

To monitor and support the overall progress and development of students as a manager within the curriculum area and as a Tutor.

### Key Responsibilities and Duties:

#### Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

#### Operational / Strategic Planning

- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies in the faculty.
- The day-to-day management, control and operation of provision within the faculty.
- To assist in monitoring and following up student progress.
- To assist in the implementation of Academy policies and procedures, for example Equal Opportunities, Health and Safety, COSHH, Accommodation Strategy, etc.
- To work with colleagues to formulate aims and objectives for the faculty which have coherence and relevance to the needs of students and to the aims and objectives of the Academy.

- To assist in the management of the business planning function of the faculty, and to ensure that the planning activities of the faculty reflect the needs of the students and the aims and objectives of the Academy.
- To support the relevant manager in the application of ICT in the curriculum area.

## Curriculum Provision

- To liaise with the Faculty Leader to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy's strategic objectives.

## Curriculum Development

- To support curriculum development within the whole faculty.
- To keep up to date with national developments in the subject area and teaching practice and methodology.
- To monitor actively and respond to curriculum development and initiatives at national, regional and local levels.
- To liaise with the Faculty Leader to maintain accreditation with the relevant examination and validating bodies.

## Staffing

- To work with the Faculty Leader and Professional Development Officer to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To engage actively in the performance management review process and act as reviewer for a group of staff within the designated faculty.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the faculty liaising with the Cover Supervisor to secure appropriate cover within the faculty.
- To participate in the Academy's ITT programme.
- To be responsible for the day-to-day management of staff within the designated area and act as a positive role model.
- To ensure the effective efficient deployment of classroom support.

## Quality Assurance

- To ensure the effective operation of quality control systems
- To assist in the process of the setting of targets within the faculty and to work towards their achievement.
- To help to establish common standards of practice within the faculty and develop the effectiveness of teaching and learning styles in all relevant curriculum area within the faculty.
- To contribute to the Academy procedures for lesson observation.
- To implement Academy quality assurance procedures and to ensure adherence to those within the faculty.
- To participate in the monitoring and evaluation of the curriculum area in line with agreed Academy procedures including evaluation against quality standards and performance criteria.

- To seek/implement modification and improvement where required within the relevant curriculum area.

## Management Information

- To ensure the maintenance of accurate and up-to-date information concerning the relevant curriculum area on the management information system.
- To assist in the use of analysis and evaluation of performance data.
- To help to produce reports within the quality assurance cycle.
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- To assist in the production of reports on examination performance, including the use of value-added data.
- To assist in the identification of exam entries within the faculty.

## Communications and Liaisons

- To help ensure that all members of the curriculum area are familiar with its aims and objectives.
- To ensure effective communication as appropriate with the parents of students.
- To liaise with partner academies, higher education, Industry, Examination Boards, Awarding To contribute to the planning and delivery of Academy liaison activities.
- To contribute to the planning and delivery of Academy liaison activities.
- To contribute to the development of effective subject links with partner schools and the community, attending, where necessary, liaison events in partner schools and promoting subjects effectively at liaison events in Academy, partner schools and the wider community.
- To promote actively the development of effective subject links with external agencies.

## Management of Resources

- To assist the Faculty Leader to identify resource needs and to contribute to the efficient /effective use of physical resources.
- To co-operate with other faculties to ensure a sharing and effective usage of resources to the benefit of the Academy and the students.

## Pastoral System

- To monitor and support the overall progress and development of students within the curriculum area.
- To help to monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
- To act as Form Tutor and carry out the duties associated with the role as outlined in the generic job description.
- To contribute to citizenship and enterprise education according to the Academy policy.
- To assist in the implementation of the Behaviour Management system in the faculty so that effective learning can take place.

## 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.
- Support the Academy in meeting its responsibilities for assemblies.
- To promote actively the Academy's corporate policies.
- To comply with the Academy's Health and Safety policy and undertake risk assessments as appropriate.

This role descriptor is not intended to be an exhaustive list of all the duties and responsibilities that may be required.

The job holder 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 role must reflect the expectations within KCSIE (latest version).

The principle responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

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.

# 05. Person Specification

## Person Specification

### Assistant Head of Faculty for Maths

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	<ul style="list-style-type: none"> <li>DfE recognised Qualified Teacher Status</li> <li>Good honours degree</li> <li>Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of CPD training courses</li> </ul>	<ul style="list-style-type: none"> <li>Application Form/Checking and original copy evidence</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Experience of teaching at KS3/KS4</li> <li>Experience of effective management of student behaviour.</li> <li>Experience of marking and feedback to meet faculty expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Experience in the use of ICT as a teaching and learning tool</li> <li>Experience of teaching at KS5</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> <li>Interview</li> <li>References</li> </ul>
Knowledge that supports the role	<ul style="list-style-type: none"> <li>How to use data and information to plan for progress.</li> <li>How to adopt a range of teaching strategies to ensure that students succeed.</li> <li>Can lead, motivate, enthuse and inspire staff and students to achieve.</li> <li>Ability to plan, organise and delegate effectively</li> <li>A commitment to making a positive contribution to the whole school community</li> <li>Is a reflective practitioner</li> <li>Believes passionately that every student can succeed</li> <li>Manages student behaviour effectively and supports others where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>An awareness of the issues related to Literacy Across the Curriculum</li> <li>Awareness of new specifications for GCSE.</li> <li>An awareness of teaching for life without levels.</li> </ul>	<ul style="list-style-type: none"> <li>Application form</li> <li>References</li> </ul>
Values	<ul style="list-style-type: none"> <li>Upholds ethics and values, demonstrates integrity and promotes and defends equal opportunities</li> <li>Commitment to the safeguarding and welfare of all pupils.</li> <li>Willingness to ensure that facilities are kept to a standard that complies with health and safety guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> <li>References</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 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

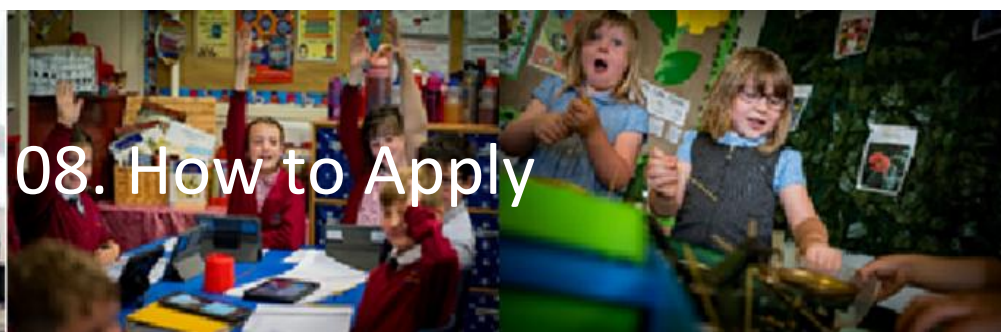
Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

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 Faculty for Maths

### Applying:

Please apply by visiting  
[www.academytransformationtrust.co.uk/vacancies](http://www.academytransformationtrust.co.uk/vacancies)



Status: Permanent

Full time

### Salary:

M1 – UPS 3  
Actual Salary: £32,916 - £51,048  
TLR 1, £10,174



### Closing Date:

Wednesday 13 May 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.

