

Academy
Transformation
Trust

Head of Faculty for Science

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

Head of Faculty for Science

Main Purpose of the Role:

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 raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress.

To be accountable for student progress and development within all subjects in the faculty area.
To develop and enhance the teaching practice of others.

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

To be accountable for leading, managing and developing all aspects of the curriculum in the faculty area.

To effectively manage and deploy teaching/support staff, financial and physical resources within the faculty to support the designated curriculum portfolio.

Professional Responsibilities:

Teaching & Learning

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To plan, prepare and deliver stimulating lessons that are challenging, engaging and have high expectations of all students.
- To be responsible for long, medium and short term planning that is based on the National Curriculum (England) and that maximises levels of attainment.
- To set high expectations for student's behaviour and establish a clear framework that creates an effective learning environment in accordance with the school's behaviour policy.
- To model best practice in terms of teaching, learning, marking and assessment that motivates and inspires students, equipping them with the knowledge and skills needed to achieve at the highest levels.
- To coordinate, monitor and assess the achievement of students and to record and report the development, progress and attainment of students in Humanities in accordance with the Trust and academy's assessment policies.

- To promote high standards of numeracy, literacy and oracy in the teaching and learning experience of students.
- To demonstrate effective use of current technology to enhance teaching and learning and for the purposes of management.
- To implement the SEN Code of Practice.
- To seek to provide all students with high levels of confidence and competence and a lasting interest in their learning.

Operational / Strategic Planning:

- To lead the development of appropriate syllabuses, resources, schemes of learning, feedback, policies, assessment and teaching and learning strategies in the faculty.
- To be responsible for the day-to-day management, control and operation of course provision within the faculty, including effective deployment of staff and physical resources.
- To monitor actively and follow up student progress.
- To implement Academy policies and procedures, e.g. Equal Opportunities, Health and Safety, COSHH, Accommodation Strategy, etc.
- To work with colleagues to formulate aims, objectives and strategic plans for the faculty, which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the Academy.
- To lead and manage the business planning function of the faculty, and to ensure that the planning activities of the faculty reflect the needs of students within the subject area, the faculty SEF and DIP and the aims and objectives of the Academy.
- In conjunction with Academy Leaders foster and oversee the application of I.C.T. in Humanities, including the development of materials for personalised learning.
- To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the Academy are in-line with national requirements and are updated where necessary, therefore liaising with the Academy's Health and Safety Manager.

Curriculum Provision:

- To liaise with the Principal and Senior Leaders - to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy Improvement Plan and Academy Evaluation.
- To be accountable for the development and delivery of Humanities subjects.

Curriculum Development:

- To lead curriculum development for 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 Principal and appropriate Senior Leaders to maintain accreditation with the relevant examination and validating bodies.
- To be responsible for the development of Key Skills in Humanities subjects.
- To ensure that the development of Humanities subjects are in line with national developments.

Staffing:

- To work with the Principal and appropriate Senior Leaders to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To continue own professional development as agreed with Reviewer.
- To undertake Appraisal and to act as reviewer for a group of staff within the designated faculty.
- To be responsible for the efficient and effective deployment of the faculty's support staff.

- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the faculty liaising with the Cover Coordinator to secure appropriate cover within the faculty.
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with Academy procedures.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To participate in the Academy's ITT programme.
- To be responsible for the day-to-day management of staff within the designated faculty and act as a positive role model.

Quality Assurance:

- To ensure the effective operation of quality control systems.
- To establish the process of the setting of targets within the faculty and to work towards their achievement.
- To establish common standards of practice within the faculty and develop the effectiveness of teaching and learning styles in all subject areas within the faculty.
- To contribute to the Academy procedures for lesson observation.
- To implement Academy quality procedures and to ensure adherence to those within the faculty.
- To monitor and evaluate the curriculum area/faculty in line with agreed Academy procedures including evaluation against quality standards and performance criteria.
- To seek/implement modification and improvement where required.
- To ensure that the faculty's quality procedures meet the requirements of Self Evaluation and the Strategic Plan.

Management Information:

- To ensure the maintenance of accurate and up-to-date information concerning the faculty on the management information system.
- To make use of analysis and evaluate performance data provided.
- 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 produce reports within the quality assurance cycle for the curriculum area.
- To produce reports on examination performance, including the use of value-added data.
- In conjunction with the relevant member of the Senior Leadership team, to manage the faculty's collection of data.
- To provide the Governing Body with relevant information relating to the faculty performance and development.

Communications and Liaisons:

- To ensure that all members of the faculty are familiar with its aims and objectives.
- To ensure effective communication/consultation as appropriate with the parents of students.
- To liaise with partner Academies, Higher Education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.
- To represent the faculty's views and interests.
- To contribute to the planning and delivery of Academy liaison activities.
- To lead the development of effective subject links with partner schools and the community, 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 manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the faculty budget, acting as a cost

centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.

- To work with the Principal in order that the faculty's teaching commitments are effectively and efficiently time-tabled and roomed.
- 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 faculty.
- 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 a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To contribute to PSHCE, careers and enterprise education according to Academy policy.
- To ensure the Behaviour Policy is implemented in the faculty so that effective learning can take place.

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 anyway possible, in accordance with the role, support Pupils to achieve their potential.
- In anyway 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 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

Head of Faculty for Science

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	• DfE recognised Qualified Teacher Status. • Subject specialist (Science Subject). • Good honours degree.	• Evidence of CPD training courses relevant to the position. • Middle Leadership CPD.	• Application Form/Checking and original copy evidence
Experience	• Successful teaching experience of all abilities in 11 – 18 age range. • Experience of effective management of student behaviour. • Successful experience of leading department initiatives. • Experience in the use of ICT as a teaching and learning tool.	• Proven track record in raising standards and improving the quality of T&L. • Planning, monitoring and evaluation of practice to improve practice. • Experience in liaising with other schools/agencies in order to develop partnerships. • Successful educational leadership experience of staff and the curriculum.	• Application Form • Interview • References
Knowledge that supports the role	Applicants should have knowledge and understanding of: • Ability to teach Humanities subject to GCSE and A-level. • How to use data and information to effect improvement. • An awareness of the full range of Equal Opportunities issues. • Interest & enthusiasm for the full range of Humanities studies and educational developments. • Can lead, motivate, enthuse and inspire staff and students and win the confidence of students.	Applicants may be strengthened by knowledge and understanding of: • Understanding of National changes in education and how these impact on practice. • To have a full working knowledge of BROMCOM/SISRA. • Ability to improve literacy across the academy. • Ability to develop ICT as a strand in Humanities	• Application form • References

	Essential	Desirable	How will this be demonstrated
Knowledge that supports the role	• Can plan, organise and delegate effectively. • A commitment to making a positive contribution to the whole school community. • Is a reflective practitioner, motivated and ambitious. • Believes passionately that every student can succeed.		• Interview • References
Other	Applicants should have the ability to: • Express themselves clearly in written and spoken English • Manage pupil behaviour in line with an academy policy • Build and maintain effective working relationships with colleagues, pupils, parents and the wider community Organise working time effectively to ensure that all requirements of the post are met punctually and to a high standard	Applications may be strengthened by the ability to: • Offer extra-curricular and other enrichment activities for pupils • Use appropriate software and digital platforms to create and share curriculum, teaching and assessment resources	• 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 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

Head of Faculty for Science

Applying:

Please apply by visiting

www.academytransformationtrust.co.uk/vacance



Status: Permanent

Full time

Salary:

M1 – UPS3

Actual Salary: £32,916 - £51,048

TLR £10,174



Closing Date:

Thursday 24 September 2026, 09.00am

Start Date:

As soon as possible / 01 January 2027



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



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