

Secondary

Academy
Transformation
Trust

Faculty Leader of Social Sciences

Application Pack

Mildenhall College Academy

The Hub

Sheldrick Way

Mildenhall

Suffolk

IP28 7JX

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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

Faculty Leader of Social Sciences

Purpose of the Role:

To promote the academy ethos of working together; supporting individuals, work hard; be kind and MCA TRAITS by leading by example and on all aspects of their faculty provision in the academy.

Key Responsibilities:

- To construct a subject curriculum that is ambitious for all and designed to give all students the knowledge, skills, and cultural capital they need to be successful in life.
- To raise standards of student progress and attainment in the faculty.
- 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.

Leadership Responsibilities specific to the role:

Curriculum

- Ensure a high-quality subject curriculum is in place across the faculty.
- Establish common standards of practice within the faculty and develop the effectiveness of teaching and learning styles.
- Evaluate the quality of teaching, learning and standards driving improvement for all staff in the faculty.
- 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.
- Ensure there are opportunities within the curriculum for the development of SMSC, FBV, communication, reading and writing (English) and numeracy (Maths).

Quality Assurance

- Assist in the monitoring of academy effectiveness, efficiency and standards by observing teaching and learning, through regular meetings with the Line Manager, FPB and ensure effective delivery of the academy and faculty improvement plans.
- Keep up to date with and respond to national developments in the subject areas and teaching practice and methodology.
- Ensure all teachers apply academy procedures for planning and delivering lessons that match the abilities of all students.
- Evaluate the quality of teaching, learning and standards driving improvement for all staff.
- Carry out half termly student voice.
- Monitor behaviour including rewards information and act as required to ensure it is in line with academy policy, procedures, and expectations.

Personal Development

- Ensure the curriculum includes, and teaching makes explicit, links to the world outside of the academy relevant now and in the future.
- Promote careers, opportunities, and the presence of FBV within the curriculum.
- Establish behaviour and attitudes across the faculty which promote 'The MCA Way' acting where required. This will include making calls, organising meetings, and supervising detentions and above all ensuring strong partnership with parents/carers and students.

People Development

- Plan and deliver a high-quality faculty training programme for faculty staff.
- Carry out appraisal in accordance with the academy's appraisal policy.
- Identify people development needs/opportunities including coaching and liaise with the Teaching & Learning Lead, Assistant Principal ITT and ECF to ensure appropriate training and development are in place.
- Carry out staff voice to identify key personal training needs/requirements.

General:

Wider contribution as a leader in the academy:

You will

- Lead by example and consistently embody our high expectations as set out in 'The Mildenhall Way'.
- Contribute to the effective safeguarding of students, promoting student welfare and working with the SLT to ensure that students and staff are safe.
- Build positive and strong relationships with our students, valuing their opinions and encouraging the development of MCA TRAITS.
- Promote inclusion, equality of opportunity and diversity in all your work.
- Work in partnership with parents and carers to secure the best outcomes for our students.
- Support the spiritual, moral, social, and cultural development of students ensuring that the promotion of British values is at the heart of the academy's work.
- Teach to a high standard, ensuring that academy expectations and processes are strongly embedded in all lessons.
- Assist in the day-to-day operational running of the academy and maintain a high profile at non-contact times, social times and at the start and end of the day.
- Contribute to and take an active part in your own professional development and the improvement of the academy.
- Value and recognise the work of all staff in the academy empowering them to fulfil their role, encouraging their professional development and supporting their wellbeing.

We particularly welcome applicants from under- represented groups including those based on, ethnicity, gender, transgender, age, disability, sexual orientation or religion or belief.

The job description is not intended to be an exhaustive list of all the duties and responsibilities that may be required. 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.

05. Person Specification

Person Specification

Faculty Leader of Social Sciences

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	<ul style="list-style-type: none"> Degree or equivalent qualification. Qualified Teacher Status A secure knowledge of the National Curriculum for teaching IT/Computing to KS3 and KS4 with opportunity for KS5. 	<ul style="list-style-type: none"> Evidence of CPD training courses. DSL qualification. Middle Leadership CPD Additional qualifications beyond teaching qualifications e.g. NPQ, Masters 	<ul style="list-style-type: none"> Application form/Checking and original copy of evidence
Experience	<ul style="list-style-type: none"> Experience of raising attainment in a challenging classroom environment. Experience of supporting a high achieving department within a large and complex school environment. Experience of coaching and managing staff. Evidence of high attainment in teaching across the Key Stages. Development of Schemes of Work across the Key Stages. Working effectively as a Form Tutor. Effective use of Assessment for Learning to engage pupils as partners in their learning. 	<ul style="list-style-type: none"> Proven track record in raising standards and improving the quality of T&L. Planning, monitoring and evaluating 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. 	<ul style="list-style-type: none"> Application form Interview References
Competencies	<p>Leadership</p> <ul style="list-style-type: none"> Effective team worker and leaver. Demonstrated resilience, motivation, and commitment to driving up standards of achievement. Acts as a role model to staff and pupils. Vision aligned with Bristnall Hall Academy's high aspirations and high expectations of self and others. 	<ul style="list-style-type: none"> To have a full working knowledge of Bromcom. Understanding of National changes in education and how these impact on practice. To have a full working knowledge of SIMS/SISRA. Ability to improve literacy across the academy. 	<ul style="list-style-type: none"> Application form Interview References

	<ul style="list-style-type: none"> • Genuine passion and belief in the potential of every pupil. • Motivation to continually improve standards and achieve excellence. • Commitment to the safeguarding and welfare of all pupils. <p>Leading the Curriculum</p> <ul style="list-style-type: none"> • Able to establish curriculum development, assessment, coordination and coaching. • Has good communication, planning and organisational skills. • High expectations for accountability and consistency. <p>Leading the Learning</p> <ul style="list-style-type: none"> • Excellent classroom practitioner and mentor. • Effective and systematic behaviour management, with clear boundaries, sanctions, rewards and praise. • Teaching and Learning • The ability to use an imaginative range of teaching strategies to promote high expectations and high levels of challenge in the classroom. • The ability to plan for progression in learning, using intervention as necessary. • The ability to use assessment for learning to improve teaching and learning as well as to assess and record student progress. • The ability to establish a safe and purposeful working atmosphere that supports learning and in which students feel secure and confident. • An enjoyment in working with young people. • A commitment to working collaboratively within the faculty. • A commitment to raising achievement. • The ability to make use of ICT to develop teaching resources as well as to enrich the curriculum. • A commitment to teaching the full ability range. 	<ul style="list-style-type: none"> • Ability to develop ICT as a strand in Social Sciences. 	
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Values	<ul style="list-style-type: none"> • Sharing our vision and ethos. • Commitment to continuing personal and professional development. • Commitment to safeguarding and promoting the welfare of children and young people. • Professional presentation and conduct. • Awareness of and respect for, the needs of the individual child and their families, including multi-cultural and inclusive practices. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Interview • References
Other	<ul style="list-style-type: none"> • A secure knowledge and understanding of the concepts and skills essential for success for students. • A good concept of recent curriculum changes. • An ability and willingness to aim inspire and motivate all learners. • Commitment, enthusiasm and energy. • Commitment to own personal and professional development. • The ability to be a reflective and evaluative practitioner who is willing to learn and develop. • Willingness to contribute to faculty extracurricular activities. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Interview • References



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



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

Faculty Leader of Social Sciences

Applying:

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

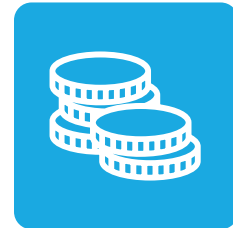


Status: permanent

Full time
32.5 hours per week

Salary:

Scale Points: MPS 1 - 6
Actual Salary: £32,916 - £45,352 per annum
Plus TLR 3 - £2,085 fixed until end of academic year



Closing Date:

Wednesday 11th February 2026 at 9am or sooner should we receive sufficient application.

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.





 @academytransformationtrust

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 academytransformationtrust.co.uk

 office@attrust.org.uk

 0121 354 4000

 Unit 4, Second Floor,
Emmanuel Court, Reddicroft,
Sutton Coldfield, B73 6AZ

