

Secondary

Academy
Transformation
Trust

Teaching Assistant

Application Pack

Westbourne Academy

Marlow Road, Ipswich IP1 5JN



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01. About Academy Transformation Trust

Our Mission

Transforming lives by *putting education first*.

Our Vision

Transforming Lives of **Our Learners**:

We seek to ensure that all our learners receive a high-quality education from expert staff and aspire to achieve the best they possibly can, no matter their background or ability. Our learners have a safe, supportive learning environment in which they develop, grow, and challenge themselves. We are determined that our learners will receive the very best enrichment and opportunities to help them reach their full potential and ensure they are prepared for the future, wherever it might take them.

Transforming Lives of **Our Colleagues**:

Our colleagues are supported with the very best professional development through our innovative ATT institute, allowing them to stay focused on learning and developing as practitioners whilst they progress in their careers. We share the very best practice across our community of academies to help build systems and processes that really work.

Transforming Lives of the **Communities We Serve**:

We are committed to actively engaging with and addressing inequality in our local areas. We understand that every one of our academies and their diverse communities are different, so we aim to build a supportive, collaborative, and nurturing relationship with each whilst sharing our key values across our Trust.

Our Values

Commitment to Education

Our core purpose is to positively impact the lives of all our learners. Education will always be at the heart of everything we do.

Transparency and Integrity

We are proud of our success whilst being open and honest about our areas for improvement. Our actions are always ethical and in the best interests of all our stakeholders.

Innovation and Improvement

We are committed to innovative education- always moving forward and never standing still. Our learners are ambitious and prepared for a future that is constantly changing and developing.

Dedication to Inclusivity

Our learners are all different and all important to us. We aspire to support, challenge, and help each one of them reach their full potential, regardless of their background or level of ability.

To learn more about our story/journey, please read our [ATT Magazine](#)

Fast Facts

Our cross-phase group of academies was founded in 2011 and since then we've grown to our current family of 21 academies (primary, secondary, post 16 and FE) operating across 10 English local authority areas. We are responsible for the education of over 13,000 learners, for the careers of almost 2000 colleagues and for the most effective spending of nearly £80 million of taxpayer income each year.

Our Priorities: Big Moves

Our Big Moves help solve a problem and achieve a step on our 2-to-5 year plan.

Aligned Autonomy

Shared Services

Improve Outcomes

Grow



ATT | 21 Academies

Local Authority Areas | 10

Staff | 1720

Primary | 409
Secondary | 1130
Special | 30
FE | 76
Other | 75

Learners | 13,334

Primary | 2711
Secondary | 9280
Special | 45
FE | 1298

Governance

People Engaged | 120+
Trustees | 10
Members | 4

Finance

£78 million in funding and other income

ATT Institute | Offering the very best PD opportunities for all our colleagues.

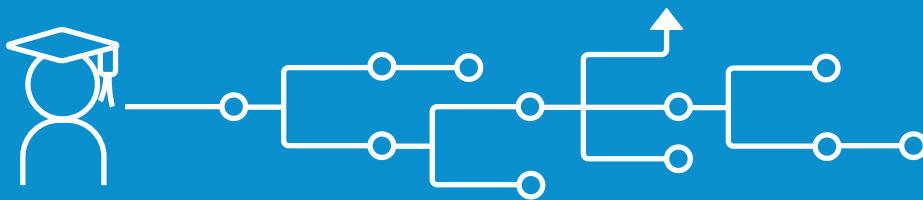


1 Outstanding

19 Good

1 Requires Improvement

02. Career Testimonials



Peter Webster | Team Leader for Drama

I joined Westbourne Academy initially as a maternity cover, but pretty soon after sought to stay in a permanent position after loving the school's passion for Performing Arts and the potential I saw in the ability to create some amazing productions.

Soon after joining, I signed up for the NPQ for Behaviour and Culture provided by ATT and this has been a fantastic learning experience for me in developing my own skill set and collaborating with other teachers in the trust.

I take pride in my position as Team Leader of Drama and the opportunities that await me here.

Martin Sexton | Faculty Leader for Business, Health and Computer Science/ STEM Co-ordinator

Working for ATT has given me many opportunities to progress my career. A move from Westbourne Academy to Mildenhall College Academy 5 years ago gave me my first step up from teacher to leading Computer Science. I received an ATT award for STEM which led to me becoming the STEM coordinator. To help develop my career further I now lead Team Network Group meetings with other Computing teachers from across the trust. ATT has also allowed me to develop my skills knowledge through attending a range of CPD with Computing at School, Barefoot, and Digital Schoolhouse all of which are helping to develop my practice.

Nicola Powling | Teacher of Learning Lead/Assistant Principal

Since joining Mildenhall College Academy three years ago, I have been well-supported in my development as a middle leader and with the guidance and advice of senior leaders in the academy I have been able to demonstrate significant impact on the quality of teaching and learning in the Humanities subjects. Last academic year I chaired the Eastern TNG for History, which has given me the opportunity to work with colleagues across the Trust and share best practice. Most recently, I have been seconded to the senior leadership team with a responsibility for teaching and learning; this is an opportunity to continue my career development and to gain insight and experience in senior leadership.

Donovan Stansbury | Teaching Assistant

ATT has helped my career from the very beginning of my adult life. I started my career at Mildenhall College Academy on a Teaching Assistant Apprenticeship, provided by ATT FE. Now with my knowledge and understanding of my role I can succeed further with the support of ATT. I have completed my apprenticeship and now have a full-time role as Teaching Assistant at the academy. My next step is to start an OU degree, again something I will do with the full support of ATT.



03. Academy Information



WESTBOURNE ACADEMY

Westbourne Academy in Ipswich isn't just a school – it's a microcosm of the world with students from all around the globe. Between them they speak 32 languages, and their unique perspectives on learning and life make this a very special academy. Since 2016, our Ofsted rating has gone from Requires Improvement to Good in 2019 – an incredible transformation that we are keen to continue. In particular, inspectors noted that “students enjoy positive relationships with their teachers” and that teachers “benefit from a comprehensive training programme in a range of areas that is bespoke to the needs of individuals.”

We regard this as an enormous achievement, as many of our students come from deprived backgrounds and face significant barriers to learning.

We welcome fresh ideas from all our staff and actively value their creativity and imagination. We are passionate about improving our practice, and we are always keen to find new ways to do things.

Westbourne Academy offers the satisfaction of transforming disadvantaged young people's futures, in an excellent location amidst attractive countryside, just an hour from London.

Our abiding passion is for all students to “achieve their potential” and to “develop the skills necessary for employment and life” through their learning and the development of their intellectual, creative, physical and emotional capabilities.

We aim to instil our core and aspirational values and for our students to develop moral integrity and become responsible global citizens. We, therefore, encourage them to develop a strong sense of responsibility towards each other and to those beyond their immediate community.

The pursuit of academic excellence is crucially important, but the learning experience for Westbourne students is not confined to the classroom. We are fully committed to the idea of an all-round education where personal development is valued as much as examination success, and we are proud of discrete lessons in enrichment.

The Academy is well served by a team of highly committed teachers and support staff, who frequently “go the extra mile”, working in partnership with the Trust, Local Academy Committee Members and parents to provide the very best possible education. We are extremely fortunate to have exceptional staff to support “Team Westbourne” and the pursuit of its vision and strong core and aspirational values.

We are proud of our students and, if you take the opportunity to come and meet us all, as I sincerely hope you will, we believe you will see why.



Our PD Curriculum is delivered through three pillars:

Transformational Leadership

Transformational Teaching

Transformational Services

Professional Development at ATT:

04. The ATTI 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.

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.

Find Out More Online:

academytransformationtrust.co.uk/institute

05. Job Description

Teaching Assistant

Key elements of the role:

- Support students in the classroom to ensure that they are making progress academically, socially and emotionally.
- Being aware of the needs of students who require support and have a clear awareness of their starting points and targets.
- Support the possible implications of difficulties in a variety of learning situations and liaise with the subject teacher to devise appropriate learning strategies.
- Assisting subject teachers to meet students' needs within the classroom in a variety of ways to support SENCO and Team Leader of EAL in the delivery of targeted interventions, including one to one support and nurture group.
- Liaising with members of the pastoral teams and acting as an extension of the pastoral system providing individual support, as appropriate, for students who are on academy visits or on programmes with external providers.

Specific Responsibilities:

- Help to support teaching and learning by establishing supportive relationships with students and help to raise their self-esteem and develop a positive attitude to learning.
- To support students in the classroom to ensure they make progress academically, socially and emotionally.

Standards & Progress:

- Take advantage of opportunities for INSET in order to develop further professionally.
- Keep SENCO and EAL Team Leader up to date with progress, information and concerns of students.
- Collaborate with SENCO in implementing the strategies for Individual Education Plans.
- Contribute to the evaluation of support and intervention programmes through the communication of information used at student reviews.
- Provide individual support, as appropriate, for students who are on academy visits or on programmes with external providers

Assessment & Reporting:

- Pass on information about students gathered in other contexts.
- Liaise with members of the pastoral teams and act as an extension of the pastoral system.

Curriculum Development:

- Support SENDCO and EAL Team Leader in the delivery of targeted interventions, including one to one support and nurture groups.

- Be aware of the needs of students who require support and have a clear understanding of their starting points and targets.
- Liaise with the subject teachers to devise appropriate learning strategies.

Resource Management:

- Effectively manage supplies and equipment ensuring that ATT's policy of value for money is adhered to.
- Conduct administrative and clerical tasks as required.
- Arrange, collect and deliver photocopied and laminated materials as required.
- Keep alert to the availability of appropriate resources and bring these to the attention of subject teachers.

Learning Environment:

- Encourage and motivate students providing ongoing feedback.
- Help students use appropriate equipment, including Science and ICT.
- Modify work set to suit a particular student/group by simplifying language or adapting tasks/resources to EAL language.
- Support the improvement of core literacy and numeracy skills.
- Clarify and explain instructions.
- Support SEN pupils in public examinations when required.

Parents/Carers:

- Help to encourage family involvement in, and support, for the Academy, including access to any extended services, extra-curricular opportunities, homework and other educational visits.

Ethos:

- Contribute to our vision to aspire to create a learning community built and sustained by a culture of citizenship, respect, trust, honesty, wellbeing and financial independence.
- Help to create an environment where all members of the academy and its community actively demonstrate their care and concern for everyone and fulfil the requirements of our shared vision.
- Actively help to maintain high morale, with the Principal setting an example in terms of professional standards and leadership.

Other:

- Embrace our vision.
- Help promote a culture that promotes excellence, equality, high expectations and aspirations of all pupils.
- Help promote a culture and systems which ensure that safeguarding and child protection are of the highest priority.
- Help ensure that pupils are offered world class 21st century learning opportunities.
- Be a co-tutor as part of the House System, supporting the tutor with pastoral issues.
- Attend team meetings and contribute to the development of the team.
- Assist with, and attend, any departmental extra-curricular activities.
- Undertake any other duties as required by the Principal.

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 as directed by the Principal.

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 postholder before any changes are implemented.

06. Person Specification



Teaching Assistant

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> GCSE Maths and English (Grade 4/C or above). 	<ul style="list-style-type: none"> Any relatable qualifications or awards. First Aid Qualification.
Experience	<ul style="list-style-type: none"> Demonstrable ability to perform the tasks on the job description. Displays commitment to the protection and safeguarding of children and young people. Patient, sympathetic and enjoys working with young people. Will co-operate and work with relevant agencies to protect children. 	<ul style="list-style-type: none"> Previous experience in relatable role(s). Have completed or be willing to complete NVQ 2 in Supporting Teaching and Learning
Competencies	<ul style="list-style-type: none"> Demonstrable knowledge and understanding of subject and tasks included in job description. Ability to form and maintain positive relationships with young people. Ability to communicate effectively. Demonstrable ability to perform duties in the job description. Effective communicator both written and oral skills. Able to use initiative and prioritise 	<ul style="list-style-type: none"> Awareness of the Code of Practice for SEN students and its implementation within a school setting.
Values	<ul style="list-style-type: none"> Flexible approach to supporting children and families. Ability to maintain a professional manner in challenging situations. Confidence to challenge difficult behaviour and other professionals. Personal integrity and loyalty, remaining confidential at all times. Vision aligned with the academy's high aspirations and high expectations of self and others. Demonstrate commitment to the highest standards of teaching and learning. Articulate the values and mission of the academy. Commitment to the safeguarding and welfares of all students. Commitment to continuous improvement, both personal and organisational. Demonstrate positive commitment to equality and diversity. 	

Other	<ul style="list-style-type: none">• Self-motivation and the ability to use own initiative.• Demonstrates enthusiasm, vision and loyalty. <p>Patient and able to cope with working under pressure.</p>	
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Applying:

Please apply by visiting

www.academytransformationtrust.co.uk/vacancies

07. How to Apply

Teaching Assistant



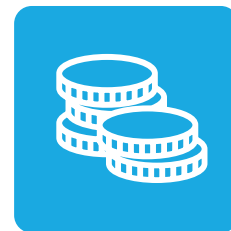
Status:

28.33 hours per week

Term Time Only (39 weeks per year)

Salary:

NJC Scale Point 4 – 6
£15,222 to £15,735 actual per annum
£23,114 to £23,893 FTE



Closing Date:

Monday 08 July 2024, 09.00am

Start Date:

As soon as possible



Interviews:

To be confirmed



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