

Primary

Academy
Transformation
Trust

1:1 SEND Teaching Assistant

Application Pack

Kingsmoor Academy

Ployters Road,

Harlow,

Essex,

CM18 7PS

Contents

01	About ATT	Page 3
02	Career Testimonials	Page 5
03	Academy Information	Page 6
04	ATT Institute Information	Page 7
05	Job Description	Page 8
06	Person Specification	Page 9
07	How to Apply	Page 10



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 environments 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.

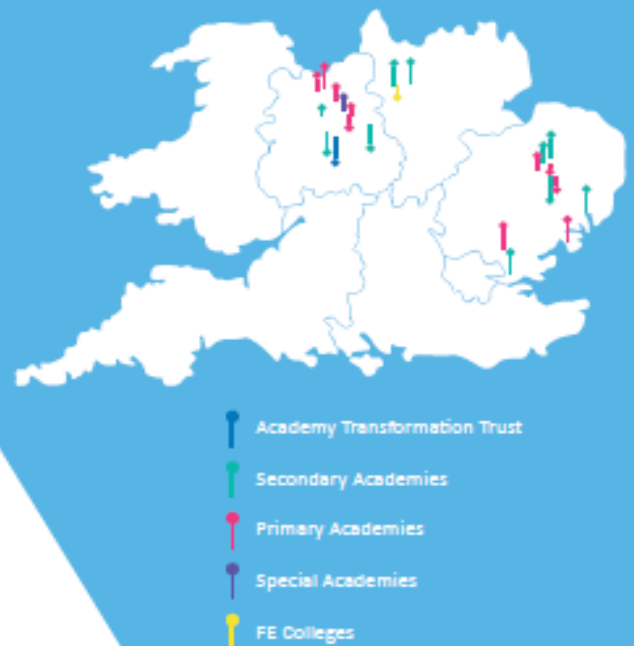
To learn more about our story/journey, please read our [ATT Magazine](#)

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.

Strategic Aims

- To plan and deliver a curriculum which enables students to reintegrate with learning, delivers improving progress and outcomes for all learners and demonstrates that lessons have been learned from the pandemic experience.
- To create the conditions in which our people can demonstrate independent, thoughtful and confident behaviours in pursuit of our vision and aims.
- To continue to improve our financial performance alongside an enhanced reputation in business operations and governance.



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.

Headline Performance Measures

- Record progress scores for many of our academies in 2019.
- Rising Attainment 8 and Progress 8 rates for three years running across all secondary academies.
- Rising Key Stage 5 average points scores across all academies for three years.

Academy Ofsted Ratings

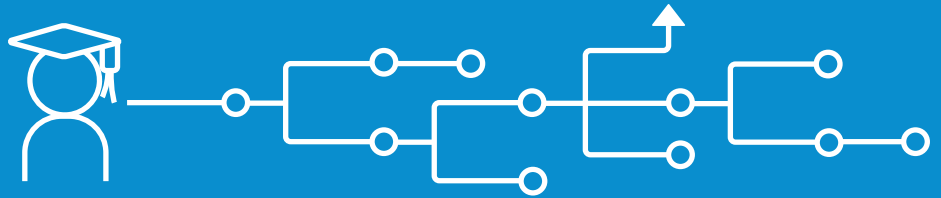
1 Outstanding

18 Good

1 Requires Improvement

1 Inadequate

02. Career Testimonials



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.

Martin Sexton | Lead for Computer Science and STEM Coordinator

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 | Faculty Leader, Humanities

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.

Janye Sargant | SEND Assistant

My career at Bristnall Hall Academy began in 2004; throughout this time, I have been fully supported in developing my role as a SEND Assistant. The department has continued to grow over this time, with Mental Health and Safeguarding becoming prevalent, therefore I felt it paramount to develop myself within this area. The academy fully supported me in studying a Diploma in Counselling and Mental Health Awareness Course alongside additional courses; my role now incorporates me being a Mental Health Champion and Safeguarding Link for SEND. The professional development offered by the academy has allowed my passion in both SEND and nurturing to continue to support our most vulnerable students.

03. Academy Information



The Academy Transformation Trust sponsors Kingsmoor Academy. We are a caring, inclusive Academy with high expectations for all our pupils, whereby we aim to provide a calm and stimulating learning environment, rooted in mutual respect and where everyone is valued.

Our last Ofsted inspection in February 2020, confirmed that we continue to be a good Academy. They highlighted that: ‘Pupils feel proud to attend Kingsmoor Academy and they enjoy learning. Staff have high expectations. The school’s mission for every child to be ‘equipped with the knowledge, skills and understanding they need to be the best they can be’ is a reality for all pupils.’

We take pride in the wider curriculum that we provide for our children which offers enriching opportunities throughout their learning journey at our Academy. Our pupils are encouraged to explore and be inquisitive learners both in the classroom as well as in our Forest school. The wellbeing of our children is paramount at Kingsmoor, and we provide children with ‘circle time’ opportunities to talk freely. We provide a range of clubs to support character building and to enable them to develop life skills. We provide all our pupils with meaningful opportunities to understand how to be responsible, active citizens who contribute positively to society. Pupils also have opportunities to take part in talent shows, sporting events and residential trips.

At Kingsmoor Academy, we are very proud of the excellent relationships that exist between our pupils, parents, staff, governors, and the wider community.

We look forward to welcoming you to Kingsmoor.



Our PD Curriculum is delivered through three pillars:

Transformational Leadership

[Click to Learn More](#)

Transformational Teaching

[Click to Learn More](#)

Transformational Services

[Click to Learn More](#)

Professional Development at ATT:

04. The 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.

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



1:1 SEND Teaching Assistant

To work in partnership with class teachers to support learning in line with the national curriculum, Code of Practice and academy policies and procedures.

Responsible to: Teacher/Assistant Principal.

Key Responsibilities:

- To provide learning support for the pupil in class or in withdrawal situations, either 1:1 or small groups.
- To develop knowledge of the needs of the child and seek advice from the SENCO, class teacher and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials and resources as required e.g. Cause and effect games, visual prompt cards etc.
- To make or modify resources as suggested and advised by the SENCO, Educational Psychologist or other outside agencies.
- To be involved in the planning and preparation of the day-to-day class activities.
- To organise and maintain an inclusive learning environment both in the classroom and outside.
- To support the pupil in the playground and outdoor area and to encourage safe interactive play.
- Motivate and encourage the pupil to have a go at activities they may be unsure of.
- Provide positive reinforcements, praise and rewards.
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and relevant meetings relevant to the post to keep up to date with developments in working with children with complex needs.
- Provide support and facilitate interaction with peers in the classroom and around school.
- To work as part of the team to ensure that the well-being and personal development of the pupil enhances their learning opportunities and life skills.
- To attend planning meetings with the SENCO and class teacher to develop learning programmes and to assist in the delivery of the individual learning programmes daily to promote learning, behaviour and communication skills.
- To provide regular feedback to the class teacher, SENCO and relevant outside agencies about the pupil's difficulties and progress.
- To contribute to the pupil's annual reviews by writing a brief report and attending the meeting.
- To communicate regularly with the child's parents/carers about the progress of their child.
- To foster links between home and school.
- To participate in relevant professional development as deemed appropriate for the needs of the child.
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- To maintain confidentiality and sensitivity to the pupil's needs but have regard to the safeguarding procedures of the Academy and the Local Authority.
- To carry out duties as directed by the SENCO or Principal.

Specific Responsibilities:

- Attend to the pupil's personal needs, and implement related personal programmes including social, health, hygiene, first aid and welfare matters.
- Supervise and support pupils whilst ensuring their safety and access to learning.
- Establish good relationships with pupils, acting as a role model by being aware of and responding appropriately to the pupil's individual and complex needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage the pupil to interact with others and engage in activities led by the teacher.
- Encourage the pupil to act independently as appropriate.
- Prepare classroom as directed for lessons and clear afterwards.
- Assist with the display work of pupils.
- Be aware of pupil problems/progress/achievements and report to the teacher and SENCO as agreed.
- Undertake pupil record keeping as requested.
- Gather/report information from and to parents or carers as directed.
- Provide clerical/admin support e.g. photocopying, filing etc.
- Support the pupil to understand instructions.
- Support the pupil in respect of local and national learning strategies and interventions e.g. EAL G&T, literacy, numeracy, as directed by the teacher or SENCO.
- Support the pupil in using basic ICT as directed.
- Prepare and maintain equipment/resources as directed by the teacher and assist the pupil in their use.
- Be aware of and comply with policies and procedures related to child protection, health, safety, security, confidentiality and data protection – reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required, within normal contractual hours.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times.
- Promote equality as an integral part of the role and to treat everyone with fairness and dignity
- Recognise health and safety is a responsibility of every employee by taking responsibility for the care of self and others by complying with the academy's H&S policy and any academy specific procedures/rules that apply to this role.
- Other ad hoc duties.

06. Person Specification



1:1 SEND Teaching Assistant

Job Purpose: The Teaching Assistant’s (SEND TA) main role is to provide support for a pupil with complex needs who has an Education, Health and Care Plan. The TA will ensure that the pupil can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress with their individualised targets. Duties will include running specific programmes and activities to assist the pupil’s individual learning and social needs. The TA will be responsible for implementing the targets on the pupil’s Individual Plan in liaison with the class teacher and SENCO.

Please note this post is linked to external funding and would cease if the pupil were to leave the academy or the funding arrangement changed.

	Essential	Desirable
Professional qualifications and learning	<ul style="list-style-type: none"> • L2 Teaching and Learning NVQ or equivalent. • 5 GCSEs (minimum C) or equivalent, including English and Mathematics. 	<ul style="list-style-type: none"> • Evidence of a continuous professional development.
Experience of	<ul style="list-style-type: none"> • Successful experience of dealing with the complex needs of SEND children (in particular Speech, language and Communication). • Creating and adapting resources to support the needs and inclusion of children with SEND and those with complex needs. • Demonstrable experience of supporting outstanding teaching and learning including adapting lesson content to support and ensure access for pupils with SEND/complex needs. • Proven ability to deal with a wide range of student behaviours. 	<ul style="list-style-type: none"> • Recent work in a UK primary school/academy. • Proven ability to effectively work with a range of stakeholders including parents and external organisations. • Experience of a range of strategies to aid communication and inclusion for children with complex SEN Eg: Makaton. • Understanding and knowledge of pupils who may be on the Autistic spectrum.
Safeguarding	<ul style="list-style-type: none"> • Displays commitment to the protection and safeguarding of children and young people. • Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people. • Will co-operate and work with relevant agencies to protect children. 	<ul style="list-style-type: none"> • Holds relevant training and qualifications.

	Essential	Desirable
Shaping the future	<ul style="list-style-type: none"> • 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. • Can articulate the values and mission of the academy. • Commitment to the safeguarding and welfare of pupils. • Demonstrable positive commitment to equality and diversity. 	<ul style="list-style-type: none"> • Commitment to continuous improvement, both personal and organisational.
Leading, Learning and Teaching	<ul style="list-style-type: none"> • Demonstrable understanding of a variety of strategies to support the learning of children with complex needs. • Demonstrable ability to engage with learners in a variety of ways. • Demonstrable ability to move pupils' learning forwards. • Able to effectively evaluate own practice to further improve learning of pupils. • Able to effectively articulate the importance of healthy living in early childhood. • Demonstrable knowledge of good or outstanding behaviour management. • Demonstrable knowledge of SEN code of practice. 	<ul style="list-style-type: none"> • Ability to produce accurate reports. • Ability to articulate a good understanding of how children learn to read, write and acquire number skills in Early Years. • Able to articulate a good knowledge of the National Curriculum and EYFS requirements. • Able to demonstrate knowledge of planning, curriculum and assessment procedures.

07. How to Apply

1:1 SEND Teaching Assistant

Applying:

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



Status:

32.5 hours per week
Term time only (39 weeks per year)

Salary:

NJC Scale Points: 2 - 4
Actual Salary: £17,418 - £17,983
FTE Salary: £23,055 - £23,803



Closing Date:

Friday 19th July 2024 at 9am
Or sooner should we receive sufficient applicants.

Start Date:

As soon as possible



Interviews:

To be confirmed




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