

Secondary

Academy
Transformation
Trust

Apprentice Teaching Assistant
Temporary Contract

Application Pack

The Queen Elizabeth
Academy

Witherley Road
Atherstone
CV9 1LZ

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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 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.

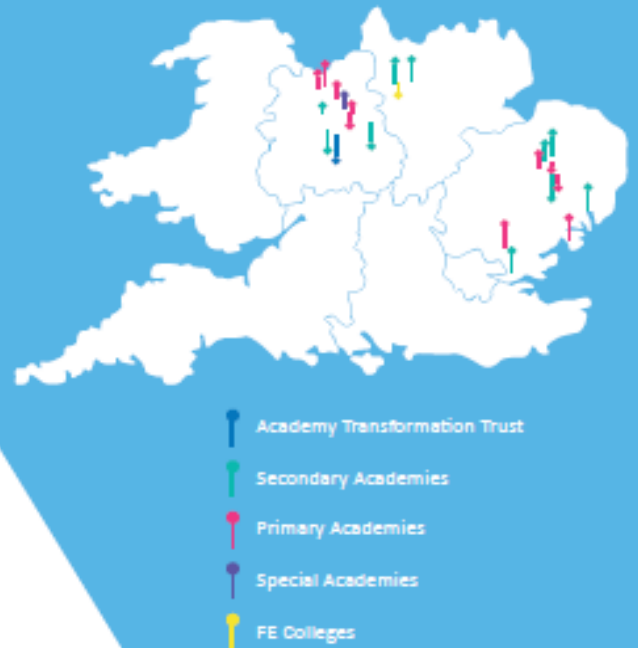
To learn more about our story/journey, please read our [ATT Magazine](#)

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

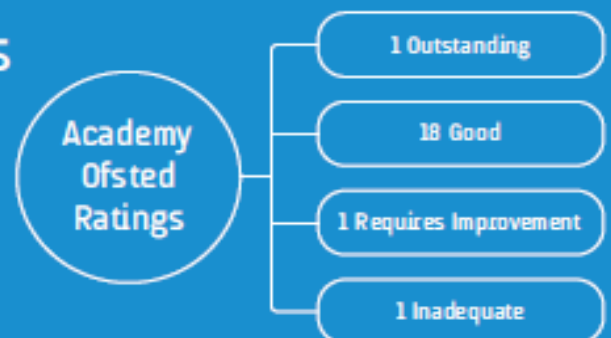
Finance

£78 million in funding and other income

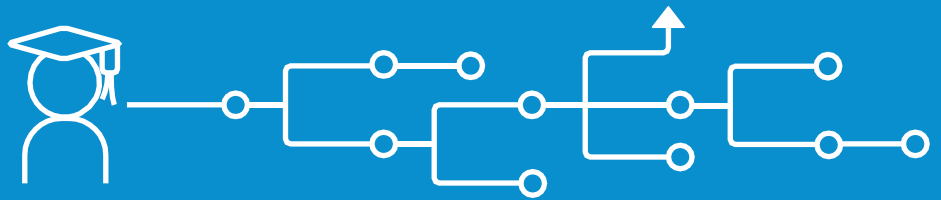
ATT Institute | Offering the very best PD opportunities for all our colleagues.

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.



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.

Cat Rushton | Director of ATT Institute

ATT has offered me the exciting opportunity to experience a wider scope of influence over academies, to collaborate with other leaders, and to work with a range of colleagues and stakeholders in various contexts.

03. Academy Information



The Queen Elizabeth
Academy

The Queen Elizabeth Academy

Based in Atherstone, Warwickshire, The Queen Elizabeth Academy is part of the Academy Transformation Trust family of academies.

TQEA is an 11-16 mixed comprehensive academy with a vibrant learning atmosphere, a dedicated and supportive network of staff and exciting plans for the future. With a brand new school building, which opened in November 2016, this really is a great place to work.

The academy's vision is for all students to realise their full potential, equipping them with the skills and qualities required for success in the competitive 21st century. We are committed to raising standards and providing students with exceptional opportunities to support learning. We look for a number of outstanding qualities in our staff: an innovative and creative approach to their work; enthusiasm, positivity and an unfaltering commitment to our students' success, along with an open-minded, proactive attitude to working within a team. We want individuals who want to go the extra mile for our community and have an absolute commitment to safeguard our students.

Teamwork is at the heart of everything we do and by working together we aim to secure a successful future for all. We encourage those interested in joining our school to spend some time with us to gain a real understanding of our ethos and what we have to offer. The dedication of the staff and the enthusiasm of the students, coupled with the support of our parents and carers, makes this a very special place.

To find out more, please visit: tgea.attrust.org.uk



Our PD Curriculum is delivered through three pillars:



[Click to Learn More](#)



[Click to Learn More](#)



[Click to Learn More](#)

Professional Development at ATT:

04. The ATT

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

Apprentice Teaching Assistant - 37 hours per week, Monday to Friday, term time only – 14 month contract

Role:

To work under the guidance/instruction of designated teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area under the guidance of teaching staff.

Key Responsibilities:

Support for Pupils

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

Support for Teachers

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- Provide clerical/admin. support e.g. photocopying, typing, filings, money, administer coursework etc.

Purpose of the role:

Key responsibilities continued:

Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and 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 Academy
 - Appreciate and support the role of other professionals
 - Attend and participate in 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, including before and after school and at lunchtime
 - Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
 - Other such duties as commensurate within the grade in order to ensure the smooth running of the Academy.
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- Whilst every effort has been made to explain the main duties of the post, each individual task undertaken by the post holder may not be identified.
 - The job description is current at the date of issue, but following consultation, may be changed by the Principal to reflect changes in the job which are commensurate with the salary and job title.

06. Person Specification



Apprentice Teaching Assistant

The person specification provides an outline of the experience, skills and abilities we expect the successful candidate to possess. You should match your own skills, experience, and abilities to those listed below and provide examples of how you have demonstrated the criteria. People with disabilities will be offered an interview where they meet the Essential Criteria alone.

	Essential	Desirable
Professional qualifications and learning	<ul style="list-style-type: none"> • Good basic level of education, including GCSE English and Maths or equivalent 	<ul style="list-style-type: none"> • Unqualified teacher experience • Evidence of current SEN specific training
Experience	<ul style="list-style-type: none"> • Experience of working with children 	<ul style="list-style-type: none"> • Experience of working in an education setting
Skills	<ul style="list-style-type: none"> • Be able to record basic data. • Support children’s learning. • Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence • Have good organisational and time management skills • Have effective oral and written communication skills. • Establish good working relationships with pupils acting as a role model. • Encourage pupils to interact with others and engage in activities led by the teacher. • Support the use of ICT in learning activities and develop pupils’ competence and independence in its use. • Work as part of a team appreciating and supporting the role of other people in the team. • Build and maintain successful relationships with pupils. • Ability to improve your own practice • Preparation and clear-up of learning environments and resources, including photocopying, filing, the display and presentation of pupils’ work and contribute to maintaining a safe environment. 	<ul style="list-style-type: none"> • Ability to utilise strategies to support pupils in achieving learning goals • Assist with break-time supervision including facilitating games and activities. • Assist with escorting pupils on educational visits. • Support pupils in using basic ICT. • Invigilate exams and tests. • Assist with the development and implementation of Individual Education/ Behaviour Plans and Personal Care programmes where required • Ability and patience to support pupils with behavioural needs

	Essential	Desirable
Personal Qualities	<ul style="list-style-type: none"> • Ability to relate well to children and adults. • General awareness of inclusion within a school setting. • Flexibility and adaptability • Able to use initiative • Enthusiasm and a willingness to learn • Ability to work under pressure 	

07. How to Apply

Apprentice Teaching Assistant

Applying:

Please apply by visiting www.academytransformationtrust.co.uk/vacancies

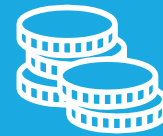


Status:

37 hours per week, 39 weeks per year, temporary 14-month contract

Salary:

Apprentice National Minimum Wage



Closing Date:

12pm Monday 1st July 2024

Start Date:

September 2024



Interviews:

Wednesday 3rd July 2024





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