

Application Pack

Walsall

WS3 2SQ

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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](#)

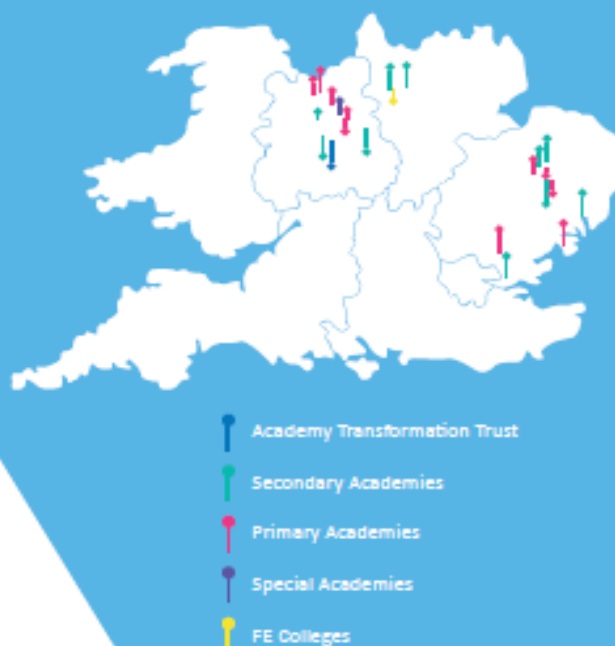


Fast Facts

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.

Academy
Ofsted
Ratings

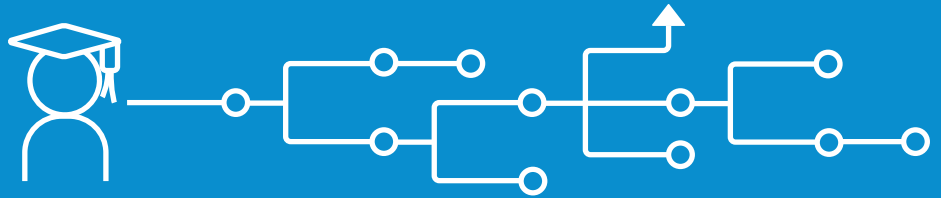
1 Outstanding

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 | 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.

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



Jubilee Academy Mossley

Jubilee Academy Mossley strongly believe that every child is important and deserves a first-class education. The academy believes everyone has hidden potential to be uncovered and nurtured.

Situated in Walsall, this academy for 4–11-year-olds became part of the Academy Transformation Trust family on 1st August 2012. The academy is extremely proud of their children – aiming to inspire every child in the academy to succeed and seeking to provide them with the opportunities to develop to their full potential. Staff take pride in offering a varied, enriched curriculum and in the confidence and achievements of our pupils.

The children who attend Jubilee Academy Mossley leave us in Year 6 with the skills and positive thinking needed to achieve their ambitions and to lead happy, successful lives.

The academy offers an exciting, hands-on learning experience that is tailored to the needs of all our children. The most recent OFSTED inspection rated the academy as 'Good' in all areas. This reflects the hard work of all our staff and is a positive step on our journey to be rated 'Outstanding'. The inspectors were highly impressed with all that our children, parents, staff, Governors, and our sponsor have achieved.

The academy is similar in size to an average primary school, but with a higher-than-average proportion of pupils eligible for additional support from pupil premium. A higher-than-average proportion of pupils who are eligible for free school meals attend the academy, and the proportion of SEN students is in line with the average. Most pupils are of white British heritage, and almost all pupils speak English as their first language.

Please visit our website for more information at <https://jubilee.attrust.org.uk>



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



Apprentice Teaching Assistant

The Role:

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

Key Responsibilities:

- Establish positive relationships with all students.
- Support the use of ICT in the classroom and develop students' competence and independence in its use.
- Implement planned learning activities/teaching programs as agreed with the teacher, SENCO or Assistant SENCO, adjusting activities according to students' responses as appropriate.
- Promote positive student behaviour in line with academy policies and help keep students on task.
- Interact with, and support students, according to individual needs and skills.
- Promote the inclusion and acceptance of children with special needs and disabilities within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources.
- To participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour.
- Monitor and record student activities as appropriate, writing records and reports as required.
- To support learning by arranging/providing resources for lessons/activities under the direction of the teacher.
- Assist with the development and implementation of pupil passports and pen portraits.
- To attend to pupils' personal needs including help with social, welfare, physical and health matters, including minor first aid.
- To assist with the preparation, maintenance and control of stocks of materials and resources (in lessons).
- Liaise with other staff and provide information about students as appropriate.
- To supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities (if applicable).
- To assist with escorting pupils on educational visits.
- To support with examinations and assessments as required.
- To liaise in a professional manner with parents.
- To liaise with attendance officer.
- To maintain confidentiality at all times.

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.

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.

The above main tasks are not exclusive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by their line manager and/or the Senior Leadership Team.

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.

06. Person Specification



Apprentice Teaching Assistant

	Essential
Professional Qualifications and learning	- GCSE English at Maths at Grade C/4 or above (or equivalent). - Good general standard of education with strong literacy and numeracy skills.
Experience	Previous experience would be an advantage, however, training and enrolment onto an NVQ will be provided.
Competencies	Applicants should have knowledge and understanding of: - Excellent interpersonal skills - Good communication skills, oral and written - Good ICT skills
Values	- Inclusive - Ambitious for all learners - Dedicated to raising the life chances of students
Other	Applicants should have the ability to: - Excellent attendance and punctuality - Hard working, flexible and reliable. - Honesty and integrity - Good personal presentation. - Able to cope under pressure, meet deadlines and deal with stressful situations. - Able to operate in a professional and tactful manner. - Ability to self-evaluate learning needs and actively seek learning opportunities. - Highly motivated and able to use own initiative. - A genuine commitment to and liking for young people, and high expectations for their progress and welfare.

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.

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 – Term Time Only
Fixed term – 16 months

Salary:

National Apprenticeship wage (currently £5.29 per hour)



Closing Date:

Thursday 29 February 2024, 9.00am

Start Date:

As soon as possible



Interviews:

To be confirmed



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