

Secondary

Academy
Transformation
Trust

Classroom Support
Assistance

Application Pack

The Nicholas Hamond
Academy, Swaffham

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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.

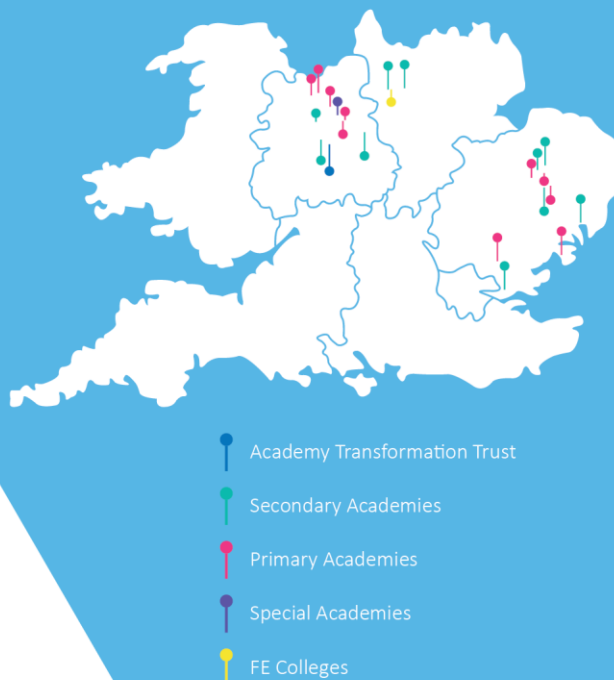


Fast Facts

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 | 38 Leadership Development Pathways across all our directorates

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.

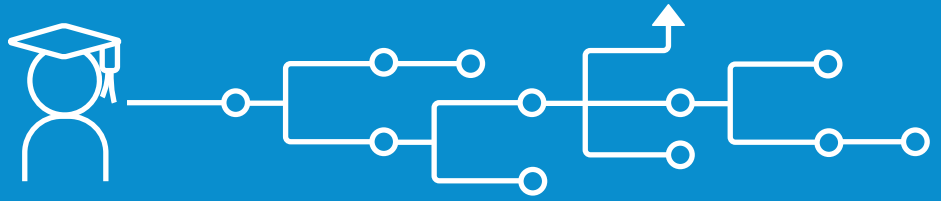
Academy
Ofsted
Ratings

18 Good

2 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.

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



Rated as 'Good' by Ofsted in January 2022, here at The Nicholas Hamond Academy, we are "determined to be the best that we can be".

As a team, we are dedicated to delivering a high-quality education that enables students to make rapid progress and achieve transformational academic targets. We have high expectations of our pupils and every student matters to us.

We work closely with our local community, including parents and carers, who actively support the work we are doing to achieve and maintain the highest possible standards. Our academy is

At TNHA we aspire to provide every member of our community with the opportunity to be the 'best that they can be', by offering experiences that encourage the development of high attaining, self-confident, resilient, tolerant and happy young people.

We are 'one team' - students, staff, governors and parents - committed to working together to achieve our aim.

More than just an academy, we're a true community resource, as the only secondary school in the area. We enjoy a genuinely stunning location, close to Norwich and the A1 but surrounded by beautiful countryside and not far from some of the best beaches in Britain.

This is the kind of place where people set down roots, so it's little surprise that our staff turnover is remarkably low.

To find out more, please visit www.tnha@attrust.org.uk



Selected Courses

- National Professional Qualifications
- SSAT Lead Practitioner Accreditation
- DNA: Teaching, *our flagship course*
- Early Career Teacher Programme

Development Groups

Principals' Development Group | PDG

Allows Principals to develop and share strategies and priorities while addressing their PD needs

Strategic Development Groups | SDGs

PD for senior leaders, linking to areas identified in the Ofsted Education Inspection Framework

Team Network Groups | TNGs

Subject development groups for department heads and colleagues in central directorates

Other Professional Development

- ATTI Fellowships
- Specialised webinars
- Inquiry Questions, *our new PD model*

Professional Development at ATT: 04. The ATT Institute

Our ATT Institute is a dedicated team of colleagues that works hard to create a broad and impressive people development offer, facilitating quality training and networking across all our directorates. This helps our colleagues to stay focused on learning and developing as practitioners as they progress in their careers with our Trust.

Our Vision

We're committed to the very best people development, empower our stakeholders through equal learning opportunities and putting their needs first. We believe we are better together and value collaboration within and beyond our organisation.

Our Institute is a learning eco-system; leadership does not just come from the top but is stakeholder-led. Colleagues across all our directorates- not just teaching staff- help our Trust to transform lives through innovative education. Because of this, we all have a responsibility to engage with people development, ensuring that the education we provide is of the best quality it can be. ATT colleagues use their local leadership to develop and lead others beyond their immediate institution- even beyond our own Institute.

Research Design and Translation

Built into our institute's approach is the concept of *inquiry-based learning*. As part of our commitment to research-informed practice, our action research team contribute to the advancement of research in areas linked to our strategic improvement priorities. The team translates their findings to our development groups, helping to share best practice across our family of academies.

Find Out More Online:

academytransformationtrust.co.uk/institute

05. Job Description



Classroom Support Assistant

Job purpose:

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 for:

- understanding and apply academy policies in relation to health, safety and welfare
- Attending relevant training and take responsibility for own development
- Attending relevant academy meetings as required
- Respecting confidentiality at all times
- Participating in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- Complying with individual responsibilities, in accordance with the role, for health & safety in the workplace.

Specific responsibilities:

- Establish positive relationships with all pupils
- Support the use of ICT in the classroom and develop pupils' competence and independence in its use
- Implement planned learning activities/teaching programmes as agreed with the teacher or SEND adjusting activities according to pupils' responses as appropriate
- Promote positive pupil behaviour in line with academy policies and help keep pupils on task
- Interact with, and support pupils, 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 pupil 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 IEPs

- 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 pupils 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 liaise with the attendance officer

Generic responsibilities:

- Demonstrate a positive commitment to equality and diversity
- Contributing to building the Academy Transformation Trust service culture and team ethos
- Adhere to responsibilities under security information, health & safety legislation and policies
- Observe confidentiality protocol
- To be included in the staff duty rota
- To undertake any other duties that are within the scope of the post as determined by the Principal

06. Person Specification



Criteria	Essential	Desirable
Qualifications	Good basic education to GCSE level in literacy and numeracy or equivalent	Relevant qualification in childcare and/or education
Knowledge and Understanding	Understand the needs of young people and children Understanding child development and the ways in which children learn Understanding the roles played by various adults in a child's education	Understanding of behaviour management strategies. Understanding of equal opportunities and safeguarding Knowledge of special educational needs and the code of practice Knowledge of a variety of intervention programmes
Experience	Experience of working with young people and children	
Skills - the candidate will have the ability to	Help staff to further develop the progress of SEN Children Suggest alternative ways of helping children if they are unable to understand. Describe in simple terms the progress of behaviour management with children Identify gaps in their own experience that they need help in filling Assist children on an individual basis, in small group and whole class work to achieve and learn Explain tasks simply and clearly and foster independence Accept and respond to authority and supervision	Monitor, record and make basic assessments about individual progress Demonstrate the ability to learn and adapt from past experiences Display work effectively and maintain basic teaching resources

Skills continued - the candidate will have the ability to	Ability to communicate formal with all stakeholders using formal English. Ability to work well with all other associated professionals Able to work with students from a range of academic and social backgrounds. Ability to work independently and identify areas of need Ability to identify gaps in own knowledge and proactively seek training Ability to overcome any barriers that might present themselves Demonstrate a flexible and professional approach out of the classroom Work with guidance but under limited supervision Liaise and communicate effectively with others Demonstrate good organisational skills Reflect on and develop professional practice	
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07. How to Apply

Classroom Support Assistant

Applying:

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



Status:

28.5 hours per week
39 weeks per year
Fixed term for 1 year

Salary:

NJC 3-4
£13,727.77 – 13,976.44 Actual
£20,812- £21,189 FTE Salary



Closing Date:

5th June 2023 @ 10am

Start Date:

ASAP



Interviews:

TBC



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