Learning Support Assistant

Application Pack

Ravens Academy

Clacton On Sea, Essex.



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Learning Support Assistant



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How do we ensure this across our trust?

In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred

Our Vision

We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

01. About Academy

Transformation Trust

Diversity, Equity & Inclusion

On our journey of *#transforminglives*, we are building a Diverse and Inclusive Community. We are aspiring to promote our Inclusivity, via Curriculum and Employee engagement. Together, we want to break down barriers, enjoy each individual and celebrate the value they bring to our Trust Family.

Our Values

* We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
* We will develop the very best leaders of the future, working to improve education and transform lives.
* We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

What does this look like across our trust?

Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers

to educational success

1. Committed to excellent teaching
2. Determined upon academic excellence for all in our communities
3. Compassionate, ethical and caring advocates for all in our communities
4. Outwardly facing and globally conscious

Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities
4. Demonstrably efficient in all we do

Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

Wellbeing

At Academy Transformation Trust we put our people's welfare and wellbeing at the centre of everything and we know that this is more than just cake in the staff room on a Friday (although that is nice too!)  Our Wellbeing Strategy covers 4 key areas: Working Environment, Personal Growth, Health and Lifestyle Initiatives and Culture.



**ATT Institute**

42 Leadership Development pathways across all our directorates

Strategic Aims

* To plan and deliver a curriculum which enables students to re-integrate 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

**Finance Headline Figures**

* We receive £78 million in funding and other income

FAST FACTS ABOUT OUR TRUST

Our cross-phase group of academies was founded in 2011 and, since that time, we have 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 12,500 learners; for the careers of almost 2,000 colleagues; and for the most effective spending of over £80 million of taxpayer income each year.

Headline Performance Measures

* Record progress scores for many of our primary 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



**Governance**

People Engaged │ Over 120

Trustees │ 11

Members │ 5

**Learners │** 12,505

Primary │ 2711

Secondary │ 8451

Special │ 45

FE │ 1298

**Staff │** 1739

Primary │ 429

Secondary │ 1145

Special │ 28

FE │ 67

Other │ 70

**ATT** │21 Academies

Local Authority Areas │ 10



Amy Bills, Regional Education Director

It is wonderful to be part of an organisation in which people development commands such a high profile. My own career development within ATT from Assistant Principal to Principal, Executive Principal and now Regional Education Director is an example of the wealth of opportunities afforded to us all - whatever our role - and the high quality professional development available when part of a large MAT which has transformation and collaboration at its core.

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.

Abby Bayford, Director of Institute

I started a career with ATT in January 2014 as a Lead Practitioner of English at Bristnall Hall Academy. I was then given the opportunity to take on the role of Assistant Principal of Teaching and Learning as a maternity post. This opportunity was significant in developing my professional capacity to lead. It also helped to develop my leadership competencies and broaden my scope of influence. Fortunately, this became a permanent post. ATT is passionate about mobilising teacher agency and I was encouraged to drive improvement in areas within and beyond my remit. This led to an increase in responsibility and I became responsible for leadership and management and quality of education as Vice Principal. Through ATT's talent management processes, I was then identified as a potential system leader and was given executive portfolio responsibly for people development across our Trust. As such, I was given the opportunity to become Director of Institute, establishing a professional learning Institute as a vehicle to drive people development for all across our ATT family. This is my most rewarding role to date.

Ravens Academy belongs to the Academy Transformation Trust family of academies.

02. Ravens Academy Information

We are very proud of each of our children and we continue to work hard to inspire every pupil in our academy to succeed and develop.

Ravens is a vibrant and inclusive academy welcoming children from across Clacton-on-Sea and the surrounding area. Children are at the heart of all we do and we achieve this through our school motto, Proud to Achieve!

Life at Ravens Academy is fun, enjoyable and enriching. We value and support our families and foster a relationship that shows mutual respect and trust.

Our children thrive here in a happy, safe and nurturing environment. Children and staff enjoy their learning and we work closely with parents to create a sharing community where all feel a sense of value and belonging. Ravens Academy has high expectations for all within our community and a culture of aspiration, to be the best that we can be. We are proud that our children receive a broad and balanced education that promotes excellent academic, personal, social and emotional outcomes that prepare them for their next step in life. High priority is given to quality teaching of English and maths and the use of technologies across the curriculum.

We are committed to providing a safe, friendly learning environment and our dedicated, creative staff team respond to all of our children’s needs enabling them to achieve their full potential.

Valerie Rose

Principal

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

 



03. Our Institute

What is our ATT Institute? Who does it serve?

Our ‘Institute’ is an umbrella term for all people development available to all ATT stakeholders. It serves our whole ATT community: children and young people, parents and carers, employees and the wider community.

Our ATT Institute Vision

We are committed to the very best people development. We empower all stakeholders through equality of opportunity and place the needs of our stakeholders and the communities we serve at the front and centre of all we do. We believe we are better together and value collaboration within and beyond our organisation. ATT People Development activities will be the very best learning our stakeholders have ever had. Through high-quality people development we will all transform lives and communities.

Our Institute is a learning eco-system through which all people within our communities and beyond can thrive. It starts with the belief that we are all leaders of our eco-system. Leadership does not just come from the top; it has to be genuinely stakeholder-led. Irrespective of our role: admin, education, estates, finance, governance and operations, we all have a responsibility to make things better for children and young people and to help ensure that teachers are delivering a top-drawer education. Thus, we have a professional obligation to keep getting better through engagement in people development activities so that the ‘edge’ between schools and communities, where educators work with pupils, parents and carers and communities is the best it can possibly be.

We resolutely believe it is our moral and professional imperative to hear all voices and use our own agency to develop others within and beyond our Trust. ATT employees must use their local leadership to develop and lead others beyond their immediate setting and beyond our own Institute. The advancement of our Institute in this way, will lead to whole of system improvement and transform more lives and more communities.

Available people development opportunities for all employees:

Role Performance Development

Our Institute has established 42 Leadership Development Pathways (LDPs) across all our directorates: Education, Finance, Governance, Trustees and Operations, shared through an Institute brochure. The purpose of each LDP is to explain available people development experiences that will support role performance development. Through this menu of opportunities, colleagues can design their own people development journey.

ATT Institute is also a provider of the following people development courses:

* The National Professional Qualification for Middle Leaders
* The National Professional Qualification for Senior Leaders
* ATT Institute Learning Leaders Course & the SSAT Lead Practitioner Accreditation

Research design and its translation

Research is a crucial resource in building knowledge, facilitating learning and renewing our practice. However, it is integral that our research practice does not sit independent to our work in classrooms. Built into our approach is inquiry-based learning. To advance our commitment to research-informed practice, we have established an action research team. The action research team contribute to the advancement of research in areas linked to our strategic improvement priorities and have responsibility for translating their research findings through Strategic Development and Subject Team Network Groups.

Strategic collaboration

Collaboration is the oxygen of an improving and self-sustaining Trust. This is facilitated through the following strategic collaboration groups:

* Principals’ Development Group
* Strategic Development Group
* Subject Team Network Group

These groups have been described as the ‘engine room’ of our organisation and the colleagues that lead them, the ‘learning brain.’



04. Job Description

Learning Support Assistant

Academy Transformation Trust believes that all children should receive a first class education and are well prepared for their life ahead academically, personally, emotionally and professionally. We are committed to our responsibility to support, challenge and guide our academies and their staff to ensure success.

**Job Purpose:** To help children of all abilities, including those with special educational needs and those eligible for Pupil Premium, to learn as effectively and independently as possible, both individually and in small groups

**Responsible to: SENDCo for day to day Supervision and instruction**

 **The Principal who has overall responsibility for the academy and /. Or Vice Principal.**

* To run a range of interventions to support individuals and small groups
* To prepare materials and resources to support individuals, small groups and classroom activities
* To support children’s emotional development and resilience when approaching learning tasks
* To support children’s behaviour in line with the school’s vision, values and positive behaviour policy
* To assist with children at the beginning and end of the day and at lunchtime.
* To ensure the health and safety of the children and to report any concerns or details of accidents/incidents as necessary to the Principal
* To assist in the general care of the learning environment by keeping curriculum resources in classrooms and around the school, tidy and in good order
* To implement and promote the school’s equal opportunities policies at all times and to value diversity
* To support the school’s wide range of extra - curricular activities; including helping to run a club
* To support the teachers including the following:
	+ To report back to class teachers and the SENDCo on the progress of children in English and maths, keeping written records as necessary
	+ To liaise with parents/carers and foster good links between home and school under the guidance of class teachers and the SENDCo
	+ To support class teachers with educational visits including taking responsibility for the care, welfare and learning of individuals and small groups of children.
	+ To implement strategies, programmes of work and resources as laid out in Individual Provision Plans (IEPs) under the guidance of the SENDCo and class teachers
	+ To assist with the planning, coordination and assessment of a child’s Individual Provision Plan taking into account the recommendations and guidelines set out in the child’s Statement of Special Education needs / Educational Health and Care Plan
	+ To make ongoing notes and assessments of children’s progress and contribute to statutory meetings such as Annual Reviews
* Pastoral Care
	+ Deal with or report to the nearest member of the teaching staff, incidents that are seen or reported regarding pupils’ welfare.
	+ Be mindful, at all times, of the academy’s Equal Opportunities policy.
	+ Health and Safety
	+ Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions. Co-operate with all issues to do with Health, Safety & Welfare.
	+ Continuing Professional Development
	+ Take responsibility for personal professional development, keeping up to date with research and developments which may lead to improvements in the clerical services provided.
	+ To attend relevant training for staff as and when needs are identified.
* Health and Safety
	+ Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
	+ Co-operate with all issues to do with Health, Safety & Welfare.
	+ Continuing Professional Development
	+ Take responsibility for personal professional development, keeping up to date with research and developments which may lead to improvements in the clerical services provided.
	+ To attend relevant training for staff as and when needs are identified

These duties are neither exclusive nor exhaustive and the post holder may be required by the Principal to carry out appropriate duties within the context of the job, skills and grade



05. Person Specification

Learning Support Assistant

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| Qualifications  | GCSE Math’s and English at Grade C or Above | NVQ Level 3 Or Equivalent |
| Experience | Experience of working with a range of children | Experience of working in an education setting |
| Knowledge and understanding | Ability to supervise and organize pupilsWillingness to undertake interventions to support children e.g Learning and social skillsAbility to implement and adapt learning activitiesAbility to work as part of a team and independentlyAbility to work under pressure and to tight deadlines | Knowledge of the national curriculumUnderstanding of SEN Codes of Practice and Disabilities LegislationBasic Knowledge of First Aid |
| Personal attributes | Ability to relate well to children and adultsFlexibility and adaptabilityAble to use own initiativeEnthusiasm and willingness to learnAbility to communicate both orally and in writing |  |



Status:

35 hours per week

39 Weeks per Year, Term Time Only

06. How to apply

Learning Support Assistant

Ravens Academy

Applying:

Please apply by visiting

[www.academytransformationtrust.co.uk/vacancies](http://www.academytransformationtrust.co.uk/vacancies)

Salary:

SCP 3 - 6

£18,562 - £19,698 Full Time,

Part Time Pro Rata Accordingly

Closing Date:

28.01.22

Start Date:

ASAP

Interviews:

TBC



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*#TransformingLives*