SEND Learning Support Assistant

Application Pack

Sun Academy

Bradwell

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SEND 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.



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.

As Principal at Sun Academy Bradwell, I would like to offer you an insight into our Academy and the commitment we have to our community as a whole.

02. Sun Academy Bradwell

Sun Academy Bradwell is set in the heart of a vibrant, diverse community and is part of the Academy Transformation Trust family.

We subscribe to the 7 principles of public life:

Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty and Leadership.

Our shared motto is -

‘**A**chieve, **B**elieve, **L**earn and **E**njoy’

Our Vision is underpinned by three key components:

* Having a ‘can do’ attitude
* Developing a love of learning
* Contributing to our wider community

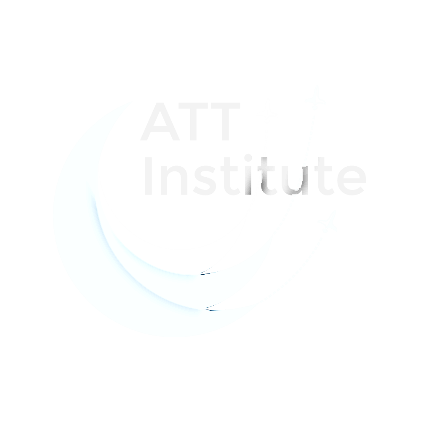
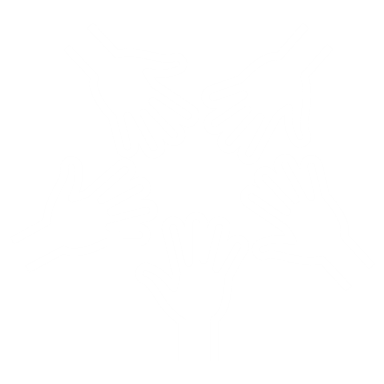
Daily routines work to embed our vision and motto to ensure that our children grow not only academically, but with the strength of character that will lead to a successful future as a valued and healthy member of our community and wider world.

The academy seeks to ensure that all stakeholders are empowered to achieve the highest of expectations through the provision of a bespoke, lively and exciting, knowledge-based curriculum that promotes enquiry and exploration, risk-taking and resilience. The curriculum nurtures the desire to achieve the very best regardless of the children’s different starting points. Our broad curriculum is enriched with a huge variety of experiences which brings learning alive and makes precious memories.

All we do and work for is to ensure our pupils have the best opportunities and are enabled to be successful in whatever realm they choose to enter.

Laura Niemczyk

Principal



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

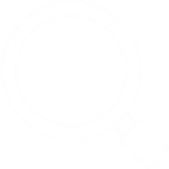
Research is a crucial resource in building knowledge, facilitating learning and renewing our practice. However, it is integral that our research practice does not sit independent to our work in classrooms. Built into our approach is inquiry-based learning. To advance our commitment to research-informed 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

SEND 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:**

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 work in partnership with class teachers to support learning in line with the national curriculum, Code of Practice and academy policies and procedures. Support SEN pupils on a 1 – 1 basis.

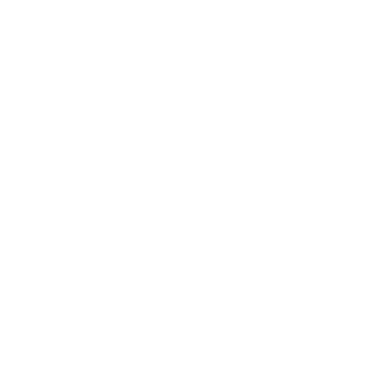
**Responsible to:** Teacher/Assistant Principal.

**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:**

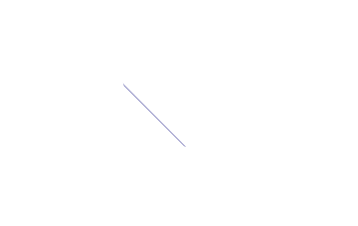
* establish positive relationships with pupils supported
* support the use of ICT in the classroom and develop pupils’ competence and independence in its use
* implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils’ responses as 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 within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources
* 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
* support learning by arranging/providing resources for lessons/activities under the direction of the teacher
* assist with the development and implementation of IEPs
* attend to pupils’ personal needs including help with social, welfare, physical and health matters, including minor first aid.
* 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
* supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities (if applicable)
* assist with escorting pupils on educational visits.



05. Person Specification

SEND Learning Support Assistant

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| **Qualifications** | Good basic education to GCSE level, with a minimum grade of 4 or equivalent in Numeracy and Literacy  Level 3 in Childcare | SEN qualified  Experience of working on a 1-1 basis with SEND pupil |
| **Experience** | Experience of working with young people and children  Experience of working with children with SEMH needs | One year minimum experience of being a **paid worker** in play schemes, crèches or after school clubs |
| **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 behaviour management strategies  Understanding equal opportunities and safeguarding | Knowledge of the SEND code of practice |
| **Skills** | Help professional staff to achieve their objectives  Assist children on an individual basis, in small group and whole class work  Explain tasks simply and clearly and foster independence  Supervise children and adhere to defined behaviour management policies  Accept and respond to authority and supervision  Demonstrate the ability to  learn and adapt from past experiences | Monitor, record and make basic assessments about individual progress  Suggest alternative ways of helping children if they are unable to understand  Describe, in simple terms the process of behaviour management with children  Demonstrate the ability to  learn and adapt from past experiences |



06. How to apply

SEND Learning Support Assistant

Sun Academy

Status:

Part-time, term-time only

31.5 hours; 39 weeks per year

Fixed-term Contract to 31 August 2024

Applying:

Please apply by visiting

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

Salary:

NJC SCP – 4-6

£21,198 - £21,968 FTE

Actual Salary - £15,447.64 - £16,015.57

Closing Date:

Thursday, 5 October 2023

12 Noon

Interview Date:

Monday, 9 October 2023

Start Date:

As soon as possible

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Address:

Academy Transformation Trust

Unit 4, 2nd Floor

Emmanuel Court

Reddicroft

Sutton Coldfield

B73 6AZ

Visit:

academytransformationtrust.co.uk

Call:

0121 354 4000

Email:

office@academytransformation.co.uk

@AcademyTrust

*#TransformingLives*