

Application Pack

Pool Hayes Academy Willenhall



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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.

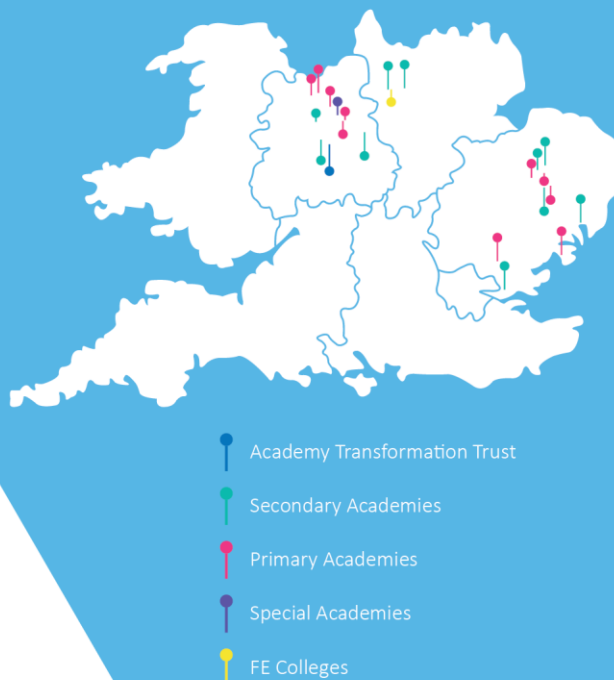
To learn more about our story/journey, please read our [ATT Magazine](#)

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 | 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.

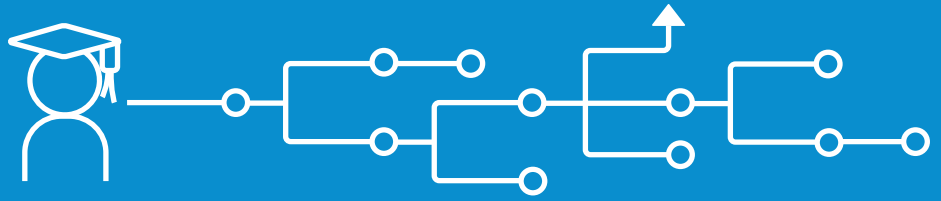
Academy
Ofsted
Ratings

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 | 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



Pool Hayes
Academy

Pool Hayes Academy

Pool Hayes Academy is part of the Academy Transformation Trust family of academies.

Based in Willenhall, in the West Midlands, Pool Hayes Academy is an academy for 11-18 year old students that retains strong links within our local community and beyond.

The academy draws its pupils largely from the Willenhall area. We have experienced substantial growth in recent years and the academy is now a provider of choice in the area and is over-subscribed.

Academy Vision & Values

At Pool Hayes Academy we have a very clear and ambitious vision for our academy. We believe in **“Unlocking your Potential – Empowering through Success”**. Our vision guides our decision and actions across Pool Hayes Academy and means that any child regardless of circumstance can fulfil their potential at our academy. Furthermore, we believe that educational success leads to empowerment for our young people and the freedom to make more choices over their future.

Underpinning our vision are our values. These values clearly set out the behaviours and qualities we expect and instil in our young people. They are:

Aspiration: We work hard consistently to fulfil our ambitions and achieve our potential.

Respect: We show pride in celebrating diversity, keeping each other safe and accepting everyone in our community.

Excellence: We have high expectations of our conduct and lead by example at all times.

Resilience: We embrace challenge, take risks and grow confidently from our mistakes.

Outcomes and Ofsted

In 2022 Pool Hayes Academy secured an Ofsted grading of Good, but there is still so much more that we want to achieve and can achieve to establish Pool Hayes Academy as a truly outstanding provider.

To find out more, please visit www.poolhayes.attrust.org.uk or call the academy to arrange a conversation with our Principal, Andy Lawrence.



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



Teaching Assistant

Main Purpose of 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.

- 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.

Performance Management:

Participation in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

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.

06. Person Specification



Teaching Assistant

| | Essential | Desirable |
|---|---|--|
| Professional Qualifications and learning | <ul style="list-style-type: none"> GCSE grade C+ in a range of subjects including English and maths. Strong literacy and numeracy skills | <ul style="list-style-type: none"> Basic First aid qualification. Evidence of appropriate FE/HE |
| Experience | <ul style="list-style-type: none"> Experience of working with the 11-16 age group Experience of working with young people who are vulnerable or hard to reach. Experience of working with young people in a structured way. Experience of working as part of a team and liaising with colleagues. | <ul style="list-style-type: none"> Experience of a secondary school environment. Experience of working with young people who have barriers to learning. |
| Competencies | <ul style="list-style-type: none"> Knowledge and understanding of the secondary phase of schooling and a range of related subjects. Knowledge and understanding of strategies needed to help and support students with learning. Able to work with students of a range of abilities, particularly those who may be disaffected with school or disengaged from the learning process. Able to work in an independent way Able to show flexibility and resilience in working practice. Good personal organisation and administration. Able to demonstrate unconditional positive regard for young people. | <p>Applicants may be strengthened by knowledge and understanding of:</p> <ul style="list-style-type: none"> Knowledge of the curriculum at KS3 and KS4. Knowledge and understanding of support available through external agencies. <p>Willingness to continually develop knowledge and learn new skills to respond to the varied needs of young people.</p> |
| Values | <ul style="list-style-type: none"> Upholds ethics and values, demonstrates integrity and promotes and defends equal opportunities Commitment to the safeguarding and welfare of all pupils. Willingness to ensure that facilities are kept to a standard that complies with health and safety guidelines. | |
| Other | <ul style="list-style-type: none"> Self-motivated Committed to supporting staff and students. Committed to Equal opportunities. Able to contribute to an inclusive Academy ethos. | <ul style="list-style-type: none"> Flexible working Current full driving licence |

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

Teaching Assistant

Applying:

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



Status:

32.5 hours per week
Term Time only (39 weeks per year)

Salary:

NJC Pt 5-11
Actual Salary: £16,299 - £18,172
FTE Salary: £21,575 - £24,054



Closing Date:

Tuesday 10 October 2023, 9.00am

Start Date:

As soon as possible



Interviews:

To be confirmed



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