

# Teaching Assistant Application Pack

The Queen Elizabeth Academy  
Atherstone, Warwickshire



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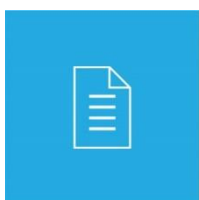
## Teaching Assistant



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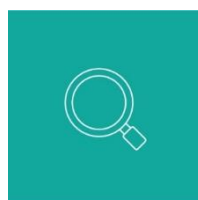
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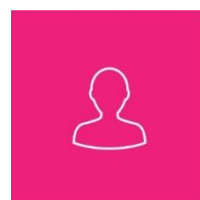
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*#TransformingLives*



# 01. About Academy Transformation Trust

## 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

### 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

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

#### 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.

## 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.

#### 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



## 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.

### 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

## 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



## ATT | 21 Academies

Local Authority Areas | 10



## Staff | 1739

Primary | 429

Secondary | 1145

Special | 28

FE | 67

Other | 70



## Learners | 12,505

Primary | 2711

Secondary | 8451

Special | 45

FE | 1298

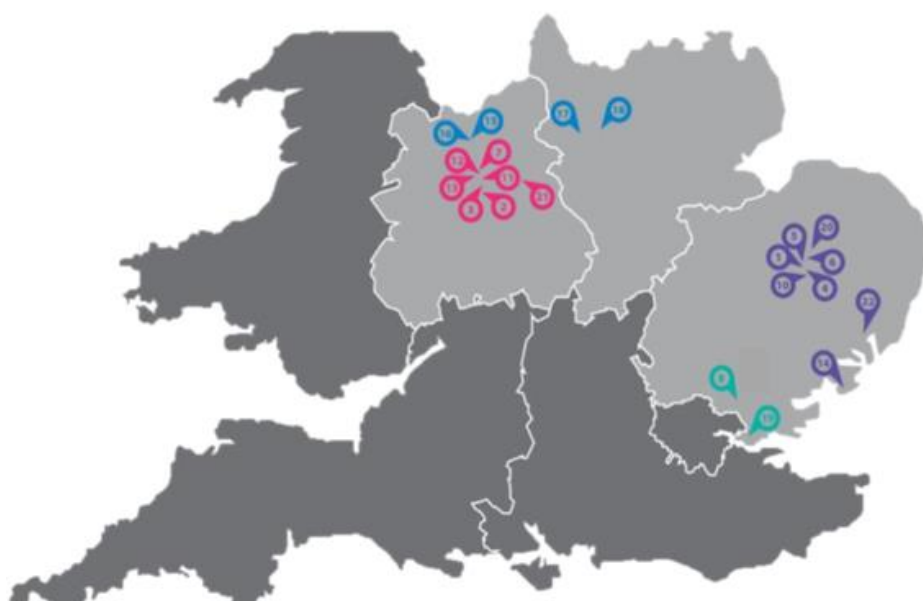


## Governance

People Engaged | Over 120

Trustees | 11

Members | 5





### Laura Craig – Head of Media Studies

I joined TQEA as an English trainee in 2016 and to this day, I still love coming to school every morning. Our pupils are a real pleasure to teach and our staff are a group of fantastic, dedicated individuals who help make the working day just that little bit easier!

Since joining the team, my professional development has gone from strength to strength as it has been bespoke to my own professional goals. Recognising my strengths, TQEA has offered me opportunities that have been both challenging and rewarding.

With our brand new facilities, hard-working students and committed teachers and leaders, I expect our GCSE outcomes will continue to improve.

### Richard Armishaw – Assistant Principal

I joined TQEA in September 2013 as Curriculum Leader of English. After successively improved results, which has seen the department achieve significantly high progress, the faculty grew and included MFL. TQEA continued to develop me as a professional and after giving me experience of being on the extended leadership team, I was made Assistant Principal for Curriculum and Assessment. This has allowed me to share best practice across the school, work with a range of colleagues and shape the excellent broad and balanced curriculum for our students.

TQEA has always supported professional development and I have completed a NPQ qualification as well as a Masters in Education. The internal CPL allows me to be at the vanguard of new ideas working within the school or the academy trust network.

### Angela Parsons – Pastoral and Safeguarding team

I've been at TQEA for over 12 happy years. I started as School Receptionist – a role that gave me a brilliant insight into all the departments in school. I got to know all the children and parents which supported me to move onto a new role as Attendance Manager and Leadership Team PA. I was then Head of Bears College for a year before a restructure and I'm now Student Support Manager and Deputy Safeguarding Lead in the Pastoral Team at school.

Throughout the years I've tried many roles in school, helping out when people have been absent so I've dipped into SIMs and Data on occasion but my heart has always been in the pastoral care of our students. The Senior Leadership Team have been hugely supportive of me throughout my career – they've pushed me to challenge myself professionally including a secondment to the Area Behaviour Partnership for four years. I've made great, lifelong friends here at TQEA, I can't imagine working anywhere else!

### 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 responsibility 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.





## 02. The Queen Elizabeth Academy Information

The Queen Elizabeth Academy is part of the Academy Transformation Trust family of academies.

The Queen Elizabeth Academy is a 11-16 mixed comprehensive academy with a vibrant learning atmosphere, a dedicated and supportive network of staff and exciting plans for the future, following the opening of our brand new school building in November 2017.

The academy's vision is for all students to realise their full potential, equipping them with the skills and qualities required for success in the competitive 21st century. We are committed to raising standards and providing students with exceptional opportunities to support learning.

We look for a number of outstanding qualities in our staff: an innovative and creative approach to their work; enthusiasm, positivity and an unfaltering commitment to our students' success, and an open- minded, proactive attitude to working within a team. We want individuals who want to go the extra mile for our community.

Teamwork is at the heart of everything we do and by working together we aim to secure a successful future for all. We encourage those interested in joining our school to spend some time with us to gain a real understanding of our ethos and what we have to offer.

The dedication of the staff and the enthusiasm of the students, coupled with the support of our parents and carers, makes this a special place.

To find out more, please visit [www.tqea.attrust.org.uk](http://www.tqea.attrust.org.uk)



**The Queen Elizabeth  
Academy**

# 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

### 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.'

### 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.



# 04. Job Description

## Teaching Assistant

34.58 hours per week, Monday to Friday, term time only

### Role:

To work under the guidance/instruction of designated teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area under the guidance of teaching staff.

### Key Responsibilities:

#### Support for Pupils

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

#### Support for Teachers

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- Provide clerical/admin. support e.g. photocopying, typing, filings, money, administer coursework etc.



## 04. Job Description - continued

### Purpose of the role:

### Key responsibilities continued:

#### Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

#### Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the Academy
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required, within normal contractual hours
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Other such duties as commensurate within the grade in order to ensure the smooth running of the Academy.
- Whilst every effort has been made to explain the main duties of the post, each individual task undertaken by the post holder may not be identified.
- The job description is current at the date of issue, but following consultation, may be changed by the Principal to reflect changes in the job which are commensurate with the salary and job title.

# 05. Person Specification

## Teaching Assistant



	Essential	Desirable
Professional qualifications and learning	<ul style="list-style-type: none"> <li>• Good basic level of education, including GCSE English and Maths or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Assistant qualification or unqualified teacher experience</li> <li>• Qualification in supporting Teaching and Learning</li> <li>• Evidence of current SEN specific training</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience of working with children</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in an education setting</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Be able to record basic data.</li> <li>• Support children's learning.</li> <li>• Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence</li> <li>• Have good organisational and time management skills</li> <li>• Have effective oral and written communication skills.</li> <li>• Establish good working relationships with pupils acting as a role model.</li> <li>• Encourage pupils to interact with others and engage in activities led by the teacher.</li> <li>• Support the use of ICT in learning activities and develop pupils' competence and independence in its use.</li> <li>• Work as part of a team appreciating and supporting the role of other people in the team.</li> <li>• Build and maintain successful relationships with pupils.</li> <li>• Ability to improve your own practice</li> <li>• Preparation and clear-up of learning environments and resources, including photocopying, filing, the display and presentation of pupils' work and contribute to maintaining a safe environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to utilise strategies to support pupils in achieving learning goals</li> <li>• Assist with break-time supervision including facilitating games and activities.</li> <li>• Assist with escorting pupils on educational visits.</li> <li>• Support pupils in using basic ICT.</li> <li>• Invigilate exams and tests.</li> <li>• Assist with the development and implementation of Individual Education/ Behaviour Plans and Personal Care programmes where required</li> <li>• Ability and patience to support pupils with behavioural needs</li> </ul>
	Essential	Desirable

## 05. Person Specification - continued

Personal Qualities	<ul style="list-style-type: none"><li>• Ability to relate well to children and adults.</li><li>• General awareness of inclusion within a school setting.</li><li>• Flexibility and adaptability</li><li>• Able to use initiative</li><li>• Enthusiasm and a willingness to learn</li><li>• Ability to work under pressure</li></ul>	
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### Information for candidates

The person specification provides an outline of the experience, skills and abilities we expect the successful candidate to possess. You should match your own skills, experience, and abilities to those listed and provide examples of how you have demonstrated the criteria. People with disabilities will be offered an interview where they meet the Essential Criteria alone.



## 06. How to apply

### Teaching Assistant

### The Queen Elizabeth Academy

#### Status:

34.58 Hours per Week  
Term Time Only

#### Applying:

Please apply by visiting  
[www.academytransformationtrust.co.uk/vacancies](http://www.academytransformationtrust.co.uk/vacancies)

#### Salary:

NJC Scale Points 6 - 10  
Actual Salary £17,581.53 - £18,903.67 per annum  
FTE Salary £21,968 - £23,620 per annum

#### Closing Date:

27<sup>th</sup> January 2023 1pm

#### Start Date:

27<sup>th</sup> February 2023

#### Interviews:

W/C 30<sup>th</sup> January 2023

# *#TransformingLives*

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