

Secondary

Academy
Transformation
Trust

HLTA responsible for Dyslexia

Application Pack

Iceni Academy
Methwold, Norfolk



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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.

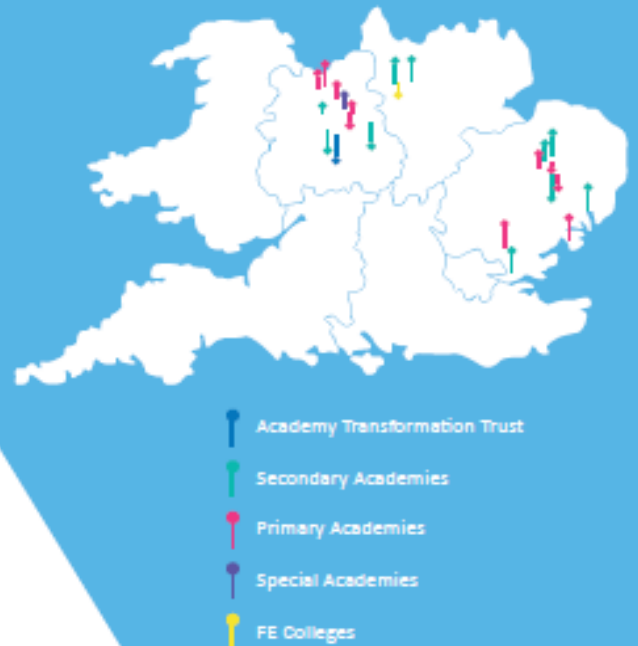
To learn more about our story/journey, please read our [ATT Magazine](#)

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 | Offering the very best PD opportunities for all our colleagues.

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

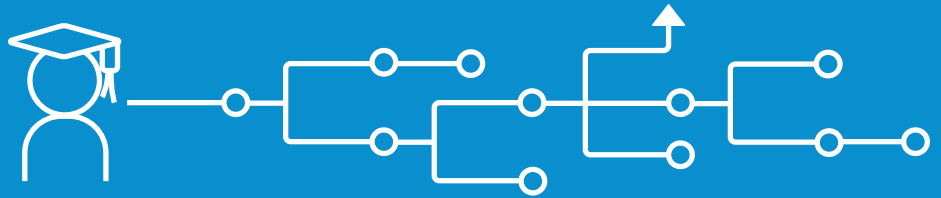
1 Outstanding

18 Good

1 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



Iceni Academy Methwold is on a journey to transform the lives of all students

and staff with whom we work. We are determined to give our students the very best education possible so they can realise their full potential and succeed in their later lives, by offering them a broad and balanced knowledge-rich curriculum, rooted in strong pedagogy, throughout their time studying with us. We hold this as the gold standard for all our students, with Ofsted inspectors particularly noting that 'Leaders....have high expectations of pupils with special educational needs and/or disabilities (SEND).'

We are fortunate, too, to work with external agencies and charities to provide opportunities not available to all schools and academies, including the Duke of Edinburgh Award and access to a Combined Cadet Force. The pursuit of academic excellence is paramount, but the learning experience for Iceni Academy Methwold students extends far beyond the classroom. Personal development is valued in the same way as achievements in examinations, and we relentlessly celebrate success in all its forms. We support our students to develop a strong sense of responsibility as global citizens, underpinned by our academic motto: 'individually strong, unstoppable together.'

Iceni Academy Methwold is part of Iceni Academy, an all-through school set across two sites. We work closely with our colleagues at our Iceni Academy Hockwold site (Primary) on curriculum and personal development, sharing values, foundations and community names with them. Our communities of Mandela, Attenborough, Pankhurst and Nightingale reflect the attributes we teach our students to have, and the values we wish them to hold throughout their lives. We teach behaviour and self-regulation as a curriculum, knowing that these skills will help our students excel in later life.

We care passionately for our staff, and place people development at the heart of our offer to them. From an in-house coaching programme for teaching staff and research-led project groups for all, and from a well-stocked CPD library to access a wealth of opportunities afforded by the ATT Institute, we are committed to supporting all colleagues develop to be the best that they can be. We work closely with the Trust and colleagues at other ATT academies to share shining examples of best practice in all of our teams.

Iceni Academy Methwold is set in the heart of beautiful Norfolk in a tranquil, rural village, just 15 minutes from the A11 and 20 minutes from the A47.



Our PD Curriculum is delivered through three pillars:



[Click to Learn More](#)



[Click to Learn More](#)



[Click to Learn More](#)

Professional Development at ATT:

04. The ATT

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

HLTA responsible for Dyslexia

As Dyslexia HLTA, the successful candidate will work as the Dyslexia support TA within Icen Academy, working with multi-agency services to raise standards of literacy throughout the school.

Key elements of the role:

- To be an expert in a Dyslexia and to support students and staff to ensure that students are making progress academically, socially and emotionally.
- Being aware of the needs of students who require support and have a clear awareness of their starting points and targets.
- Support the possible implications of difficulties in a variety of learning situations and liaise with the subject teacher to devise appropriate learning strategies.
- Assisting subject teachers to meet students' needs within the classroom in a variety of ways to support SENCO in the delivery of targeted interventions, including one to one support and nurture group.
- Liaising with members of the pastoral teams and acting as an extension of the pastoral system providing individual support, as appropriate, for students who are on academy visits or on programmes with external providers.

Specific Responsibilities:

The post holder will:

- Work in partnership with teachers, subject leads and external agencies to meet the needs of individual students.
- Have experience of working with children and young people with literacy needs
- Have literacy/dyslexia specific qualifications e.g. Levels 2+ dyslexia support award or equivalent
- Be able to plan and deliver 1:1 and small group interventions to enable children to meet literacy outcomes, measuring progress and providing feedback to colleagues as required.
- Be able to support whole-school literacy provision
- Have the ability to demonstrate a good level of oral and written communication skills, with strong attention to detail
- Establish excellent learning relationships with pupils with an awareness of their individual needs.
- Contribute to and create learning support plans for children with literacy needs.
- Foster effective learning habits including pride in presentation, resilience, independence, and time management.
- Promote good attendance and punctuality for all pupils.
- Contribute to reviews of EHCPs and termly pupil support plans
- Provide feedback to pupils and their parents in relation to progress and achievement.

Standards & Progress:

- Take advantage of opportunities for INSET in order to develop further professionally.
- Keep SENCO up to date with progress, information, and concerns of students.
- Collaborate with SENCO in implementing the strategies for Individual Education Plans.
- Contribute to the evaluation of support and intervention programmes through the communication of information used at student reviews.
- Provide individual support, as appropriate, for students who are on academy visits or on programmes with external providers.

Assessment & Reporting:

- Pass on information about students gathered in other contexts.
- Liaise with members of the pastoral teams and act as an extension of the pastoral system.

Curriculum Development:

- Support SENDCO in the delivery of targeted interventions, including one to one support and nurture groups.
- Be aware of the needs of students who require support and have a clear understanding of their starting points and targets.
- Liaise with the subject teachers to devise appropriate learning strategies.

Resource Management:

- Effectively manage supplies and equipment ensuring that ATT's policy of value for money is adhered to.
- Conduct administrative and clerical tasks as required.
- Arrange, collect and deliver photocopied and laminated materials as required.
- Keep alert to the availability of appropriate resources and bring these to the attention of subject teachers.

Learning Environment:

- Encourage and motivate students providing ongoing feedback.
- Help students use appropriate equipment, including Science and ICT.
- Modify work set to suit a particular student/group by simplifying language or adapting tasks/resources.
- Support the improvement of core literacy and numeracy skills.
- Clarify and explain instructions.
- Support SEN pupils in public examinations when required.

Parents/Carer:

- Help to encourage family involvement in, and support, for the Academy, including access to any extended services, extra-curricular opportunities, homework, and other educational visits.

General Responsibilities

- Lead by example and consistently embody our high expectations embodied in 'The Iceni Way'
- Contribute to the effective safeguarding of students, promoting student welfare and working with the SLT to ensure that students and staff feel safe.
- Build positive and strong relationships with our students, valuing their opinions and encouraging the development of Iceni value and ethos.
- Promote inclusion, equality of opportunity and diversity in all of your work.
- Work in partnership with parents and carers in order to secure the best outcomes for our students.
- Support the spiritual, moral, social and cultural development of students ensuring that the promotion of British values is at the heart of the academy's work.
- Assist in the day-to-day operational running of the academy and maintain a high profile at non-contact times, social times and at the start and end of the day.
- Contribute to and take an active part in your own professional development and the improvement of the academy.

The job description is not intended to be an exhaustive list of all the duties and responsibilities that may be required. The jobholder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post as directed by the Head of Academy/ Principal.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the postholder before any changes are implemented.

06. Person Specification



HLTA responsible for Dyslexia

	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> ➤ Excellent numeracy/literacy skills/GCSE (or equivalent NVQ 2 level) Maths and English ➤ Meet Higher Level Teaching Assistant standards or equivalent qualification or experience
Experience	<ul style="list-style-type: none"> ➤ Trained in the literacy/numeracy strategy ➤ Specialist skills/training in curriculum or learning area ➤ Experience of working with pupils of relevant age in a learning environment ➤ Can use ICT effectively to support learning ➤ Can work at NVQ 4 level overall
Competencies	<ul style="list-style-type: none"> ➤ Full working knowledge of relevant policies/codes of practice/legislation ➤ Working knowledge and experience of implementing National Curriculum and other relevant learning programmes ➤ Good understanding of child development and learning processes ➤ Understanding of statutory frameworks relating to teaching ➤ Ability to relate well to children and adults ➤ Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
Other	<ul style="list-style-type: none"> ➤ Constantly improve own practice/knowledge through self-evaluation and learning from others

07. How to Apply

HLTA responsible for Dyslexia

Applying:

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

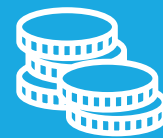


Status:

32 hours per week
39 weeks per year

Salary:

NJC Scale Point 12 - 17
Actual Salary £19,654.04 - £21,401.41
FTE Salary £26,421 - £28,770



Closing Date:

Friday 26 April 2024 at 9am

Start Date:

ASAP



Interviews:

TBC

