

Primary



Early Years Teaching Assistant

Application Pack

Caldmore Primary Academy

Carless Street

Walsall

West Midlands



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01. About Academy Transformation Trust



Our Mission

Four Critical Questions

These four critical questions make it clear who we are and what we do. We ask ourselves these questions to guide our work and our improvement.



Why We Exist?

To **transform life chances** by achieving the highest possible standards and preparing all our students to lead successful lives.



How do we Behave?

- **Hard work**
We are determined to see things through to the end and are resilient when faced with challenges.
- **Integrity**
We do the right thing because it is the right thing to do.
- **Teamwork**
We work together to help everyone succeed.



What do we do?

- We educate, safeguard and champion all our learners.
- We set high standards for ourselves and our learners.
- We build the powerful knowledge and cultural capital which stimulate social mobility and lifelong learning.



How will we Succeed?

- Aligned autonomy
- Keeping it simple
- Talent development



Fast Facts

Our cross-phase group of academies was founded in 2011 and since then we've grown to our current family of 22 academies (primary, secondary, special and FE) operating across the Midlands and East of England. We are responsible for the education of over 13,000 learners, for the careers of over 2000 colleagues and for the most effective spending of nearly £100 million of taxpayer income each year.

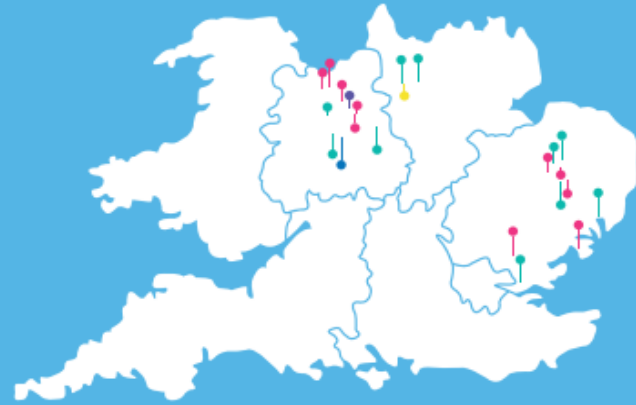
Our Priorities

Achieve greater alignment of culture and routines.

Map processes to achieve greater efficiency.

Improve attendance.

Align curriculum and improve student outcomes.



- Academy Transformation Trust
- Secondary Academies
- Primary Academies
- Special Academies
- FE Colleges



ATT | 22 Academies

Local Authority Areas | 10

Staff | 2014

Primary | 391
Secondary | 1244
FE | 111
Other | 268

Learners | 13,334

Primary | 2711
Secondary | 9280
Special | 45
FE | 1298

Governance

People Engaged | 120+
Trustees | 8
Members | 5

Finance

£99 million in funding and other income

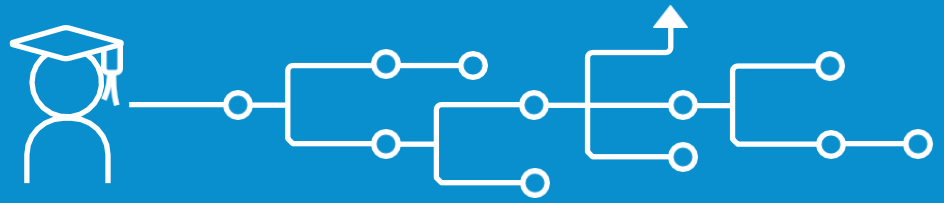
ATT Institute | Offering the very best PD opportunities for all our people & partners



Our Performance: Ofsted

We've achieved a long run of consecutive positive outcomes from Ofsted inspections. Nineteen of our academies are rated **Good**; one is rated **Outstanding**; the academy most recently inspected, after single-word judgements ceased, is **Good** in 3/4 key areas; the final academy has not yet been inspected.

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.

Sarah Tranter | Teacher in Charge of Teaching and Learning for RSE

Bristnall Hall Academy has been a great place for me to work for over 25 years. I started here as a teacher of Music and Religious Education and then progressed to Leading Year 10, Work Experience and taking many whole school rewards trips. I even led the Religious Education department for a while. However, careers do not always have an upwards projection and for the last few years Bristnall Hall Academy has allowed me to take a step back from being a busy Year Leader to focussing on classroom teaching, which I greatly enjoy and becoming teacher in charge of teaching and learning for RSE. As I enter my final years of my teaching career, I find the younger teachers and leadership team are gifted, full of enthusiasm and importantly fun to work with.

Nicola Powling | Vice 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



Caldmore Primary is a learning community in which everybody wants to continuously improve, is expected to continuously improve and has a duty to help others to do so. There is a relentless pursuit by all staff to create a happy, respectful and purposeful learning environment. Our motto, 'Aspire, Believe, Achieve', is central to the inclusivity of the academy; there are strong, nurturing relationships between staff and pupils and an unswerving commitment to help all of our children fulfil their potential.

The image of the rainbow in our school badge depicts the way in which we are all unique, but in the most important ways, we are very much the same. Caldmore Primary Academy serves a richly diverse community, with around 30 different languages being spoken by children who join us from all around the world.

All pupils, regardless of their starting points or backgrounds, are supported and challenged to be the very best that they can be.

The combination of high expectations, an engaging and tailored curriculum and a dedicated, highly skilled team combine to create an ambitious academy that continuously strives for excellence. It is an absolute privilege to work with such wonderful pupils and staff every day. expected to continuously improve and has a duty to help others to do so. There is a relentless pursuit by all staff to create a happy, respectful and purposeful learning environment.

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Our PD Curriculum is delivered through three pillars:



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:

[ATT Institute](#)

05. Job Description

Early Years Teaching Assistant

Main Purpose of the Role:

To cover and lead class teaching as and when appropriate. To work with class teachers to raise the learning and attainment of pupils. To promote pupils' independence, self-esteem and social inclusion. To give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement.

Key Responsibilities:

Teaching and Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase the achievement of all pupils including those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Observe pupil performance and pass observations on to the class teacher
- Undertake any other relevant duties given by the class teacher
- To cover and lead class teaching (under direction) as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities
- Plan how they will support the inclusion of pupils in the learning activities

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents/carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision-making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Develop effective professional relationships with colleagues

Health and safety

- Promote the safety and wellbeing of pupils, and to help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Safeguarding

- Work in line with statutory safeguarding guidance (KCSIE, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school

The Level 3 Teaching Assistant will be required to follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Level 3 Teaching Assistant will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal or line manager

06. Person Specification



Early Years Teaching Assistant

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> GCSE or equivalent level, including at least a Grade 4 (previously grade C) in Maths and English First-aid training, or willingness to complete it. Level 3 TA qualification 	
Experience	<ul style="list-style-type: none"> Experience working in a school environment or other educational setting. Experience working with children/young people. Experience planning and delivery learning activities. Demonstrable experience of planning and leading teaching and learning activities (under direction). 	
Competencies	<ul style="list-style-type: none"> Good literacy and numeracy skills. Good organisational skills. Ability to build effective working relationships with pupils and adults. Skills and expertise in understanding the needs of all pupils. Knowledge of how to help adapt and delivery support to meet individual needs. Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils. Excellent verbal communication skills. Active listening skills. 	<ul style="list-style-type: none"> Experience of leading sports activities.

07.How to Apply

Early Years Teaching Assistant

Applying:

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



Status: Permanent

37 Hours per Week

39 Weeks Per Year, Term Time Only

Salary:

NJC Scale Points 12-17
£23,834 – 25,854 Actual Salary
£27,711-£30,060 FTE Salary



Closing Date:

Wednesday 9th July 9:00am

Start Date:

September 2025



Interviews:

To be confirmed





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