

Primary

Academy
Transformation
Trust

Behaviour Support Teaching Assistant
& Midday Supervisor

Application Pack

Phoenix Academy
Odell Road,
Leamore,
Walsall,
WS3 2ED

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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.

Our Priorities: Big Moves

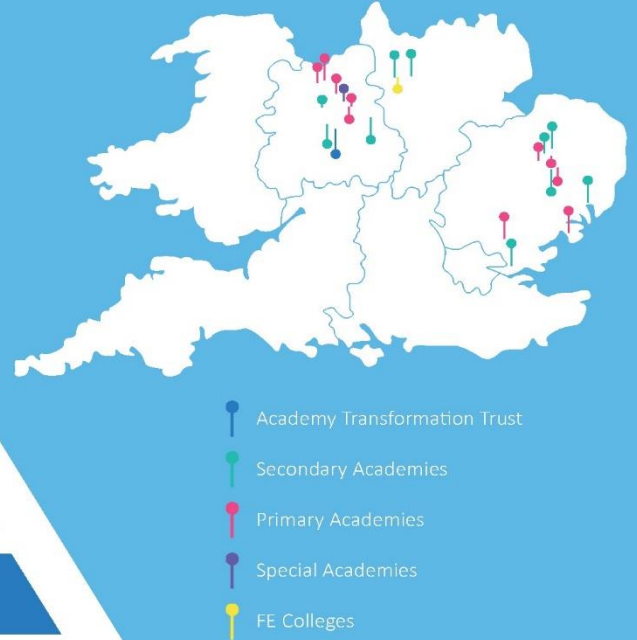
Our Big Moves help solve a problem and achieve a step on our 2-to-5 year plan.

Aligned Autonomy

Shared Services

Improve Outcomes

Grow



ATT | 21 Academies
Local Authority Areas | 10

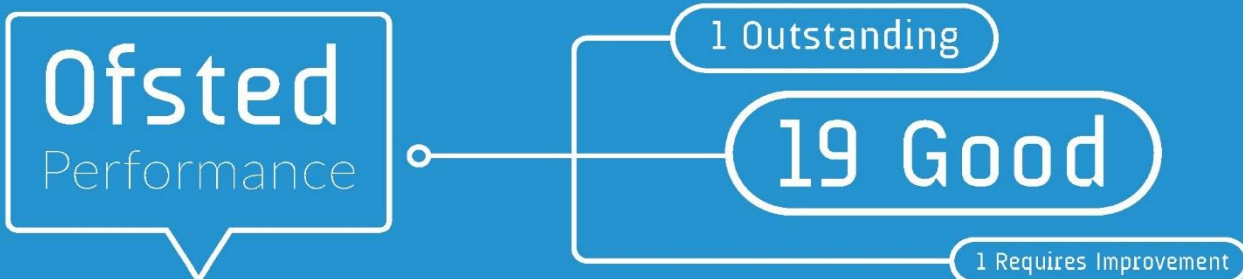
Staff | 1720
Primary | 409
Secondary | 1130
Special | 30
FE | 76
Other | 75

Learners | 13,334
Primary | 2711
Secondary | 9280
Special | 45
FE | 1298

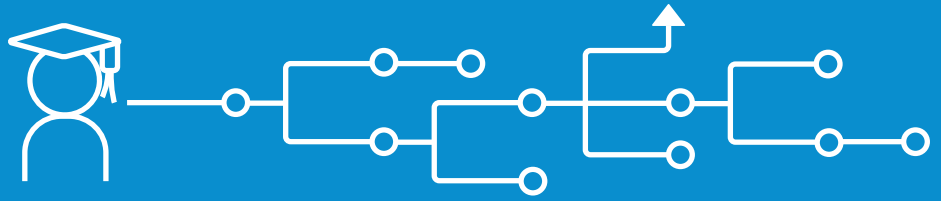
Governance
People Engaged | 120+
Trustees | 10
Members | 4

Finance
£78 million in funding and other income

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



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 | 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.

Janye Sargent | SEND Assistant

My career at Bristnall Hall Academy began in 2004; throughout this time, I have been fully supported in developing my role as a SEND Assistant. The department has continued to grow over this time, with Mental Health and Safeguarding becoming prevalent, therefore I felt it paramount to develop myself within this area. The academy fully supported me in studying a Diploma in Counselling and Mental Health Awareness Course alongside additional courses; my role now incorporates me being a Mental Health Champion and Safeguarding Link for SEND. The professional development offered by the academy has allowed my passion in both SEND and nurturing to continue to support our most vulnerable students.

03. Academy Information



Phoenix Academy is a SEMH special school that supports primary age pupils who have a range of social, emotional and behavioural difficulties. We have a clear ethos which promotes Every Child Matters agenda and a strong sense of Community.

We want our children to develop an enquiring mind, become independent, life-long learners and achieve individual goals to reach their unique potential. We believe it's important that they are self-motivated and able to listen to the views of others.

At Phoenix Academy, we help children be respectful, well- mannered and tolerant citizens of the local and wider community.

Pupils at Phoenix Academy are encouraged to have tolerance of difference - either religious or other - through a broad and balanced curriculum and through assemblies. They are taught to have respect for the law and British institutions and about personal and social responsibility and freedom within the rule of Law.

Phoenix Academy aims to prepare its pupils to become tolerant and law-abiding citizens with respect for themselves, others and the British community as a whole.

As an academy, we want to ensure that the new curriculum is exciting, enjoyable and challenging. Therefore, we have introduced a new Thematic Curriculum with a new topic being introduced each half term. Using a thematic approach will support this vision while still being skill based and knowledge supported.





Our PD Curriculum is delivered through three pillars:

Transformational Leadership

Transformational Teaching

Transformational Services

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

Behaviour Support Teaching Assistant & Midday Supervisor

- Working under the Principal, the post holder will co-lead the management, coordination and implementation of academy wide and individual behaviour management systems.
- To supervise students at lunchtimes and contribute to a safe, calm and orderly environment.

Key Responsibilities – Behaviour Support Teaching Assistant

Support for Pupils:

- To uphold the academy expectations of conduct and behaviour.
- To coordinate the supervision of pupils not working in class.
- To establish constructive relationships with parents/carers.
- To exchange information and facilitate support for their child's access to learning.
- To support school home and community links.
- To liaise effectively with the family intervention and therapeutic intervention workers in school to ensure coordinated approach is in operation with parents and carers.
- To take a lead role in the comprehensive assessment of pupils needs.
- To assess pupils as required, liaising with colleagues as necessary, in order to develop and implement plans which address identified behavioural needs.
- To establish a productive working relationship with pupils, acting as a positive role model.
- To provide information and advice to enable pupils to make choices about their learning, behaviour and attendance.
- To challenge and motivate pupils, promote and reinforce self-esteem.
- To provide feedback to pupils in relation to progress, achievement, behaviour and attendance.

Support for Teachers:

- To manage liaison with feeder schools and other relevant bodies to gather pupil information and coordinate the dissemination of this information.
- To support pupils' access to learning using appropriate strategies and resources.
- To take a lead role in planning, evaluating and adjusting learning activities as appropriate.
- To provide objective and accurate feedback and reports as required, to other staff on pupils' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- To manage the updating of behavioural/incident records as agreed with the Principal, contributing to reviews, reports and analysis of data.

- To take a lead role in the development and implementation of appropriate behaviour management strategies and the behaviour management policy.
- To be a key person in supporting the development, implementation and monitoring of systems relating to integration.
- To manage behavioural record keeping systems and processes.
- To undertake clerical/admin support as required e.g. dealing with correspondence, making phone calls, compilation/analysis/reporting on behaviour, attendance and exclusions.
- To implement and run agreed learning activities/teaching programs, adjusting activities according to pupil responses/needs.
- To determine the need for, and use, specialist equipment, plans and resources to offer bespoke intervention to meet EHCP needs.

Support for the Academy:

- To be aware of, comply with and assist with the development of policies and procedures relating to child protection, behaviour management, health and safety, security, confidentiality and data protection. To report to an appropriate person.
- To ensure all pupils have equal access to opportunities to learn and develop.
- To contribute to the overall ethos/work/aims of the academy.
- To establish constructive relationships and communicate effectively with all stakeholders to support achievement and progress of pupils.
- To attend and participate in regular meetings including the SLT and feedback behavioural issues.
- To deliver training and development of staff as required.
- To supervise pupils on visits, trips and out of school activities as required.
- To work closely with the SLT to support/lead outreach activities and programs.
- To attend and report to SLT meetings when requested.
- To work as part of a team.
- To assist other managers in the day to day running of the site, including on call, gate, break and lunch duties.

Key Responsibilities – Midday Supervisor

- To be a visible presence at allocated areas during the academy lunch time.
- To interact with students and promote a culture of positive relationships.
- To challenge poor behaviour and resolve minor incidents.
- To report more serious incidents to senior duty staff.
- To complete statements where appropriate.
- To undertake litter picking.
- To attend meetings and training where appropriate.
- To be aware of and follow the academy behaviour policy.
- To be aware of their responsibilities for Health & Safety of themselves and others.

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.

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 post-holder before any changes are implemented.

06. Person Specification

Behaviour Support Teaching Assistant & Midday Supervisor

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> • Excellent numeracy and literacy skills. • Higher Level Teaching Assistant status/Level 4 qualification. 	<ul style="list-style-type: none"> • Degree or equivalent qualification.
Experience	<ul style="list-style-type: none"> • Experience of working with children of relevant age in a similar setting. • Experience of working with pupils with additional needs. 	<ul style="list-style-type: none"> • Recent work in a UK Primary SEMH school/academy.
Competencies	<ul style="list-style-type: none"> • Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. • Working knowledge of national curriculum and other relevant learning programs. • Understanding of principles of child development and learning processes and in particular, barriers to learning and behaviour. • Ability to plan effective actions for pupils at risk of underachieving. • Ability to relate well to children and adults. • Ability to self-evaluate learning needs and actively seek learning opportunities. • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position with these. • To have good working knowledge and understanding of how to apply a range of behaviour management strategies to support both groups and individuals. • To have experience of behaviour tracking systems and understand the processes involved in their evaluation and review. 	<ul style="list-style-type: none"> •

	Essential	Desirable
Values	<ul style="list-style-type: none"> • Contribute to a culture of high expectations for self and for others. • Can review own practice, set personal targets and take responsibility for personal development. • Can manage own workload to allow appropriate work/life balance. • Can maintain confidentiality. 	<ul style="list-style-type: none"> •
Other	<ul style="list-style-type: none"> • Demonstrate resilience in an SEMH environment. • Promotes and defends equal opportunities. • his post is subject to an enhanced Disclosure and Barred Service check. 	<ul style="list-style-type: none"> •

07. How to Apply

Behaviour Support Teaching Assistant & Midday Supervisor

Applying:

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

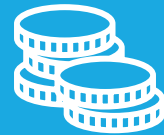


Status:

Behaviour Support Teaching Assistant – 32.5 hours per week / 39 weeks per year
Midday Supervisor - 2.5 hours per week / 38 weeks per year

Salary:

Behaviour Support Teaching Assistant – NJC Scale 17 – 21 / Actual Salary: £21,735 - £23,288 / FTE £28,770 - £30,825
Midday Supervisor – NJC Scale 2 / Actual Salary: £1,266 / FTE £22,366



Closing Date:

Sunday 1st September 2024 at 6pm

Start Date:

As soon as possible



Interviews:

To be confirmed





 @academytransformationtrust

 @AcademyTrust

 academytransformationtrust.co.uk

 office@attrust.org.uk

 0121 354 4000

 Unit 4, Second Floor,
Emmanuel Court, Reddicroft,
Sutton Coldfield, B73 6AZ

