

Primary



Learning Support Assistant

Application Pack

Iceni Primary Academy

Main Street

Hockwold

IP26 4LP



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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.

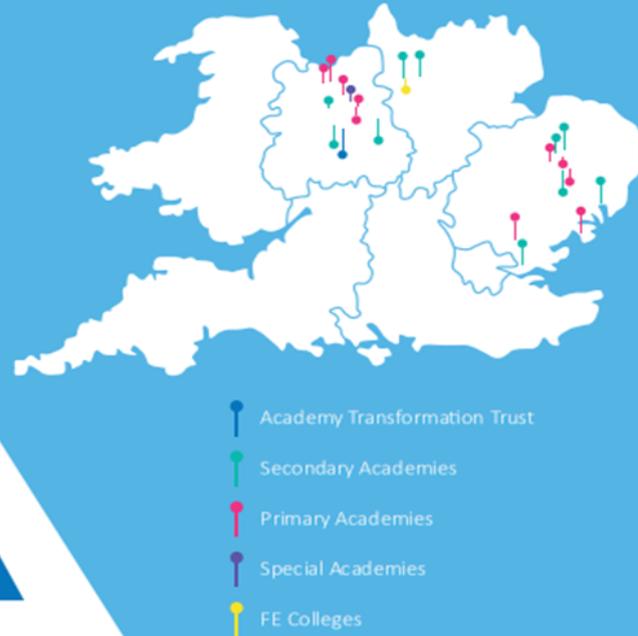
Our Priorities

Achieve greater alignment of culture and routines.

Map processes to achieve greater efficiency.

Improve attendance.

Align curriculum and improve student outcomes.



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

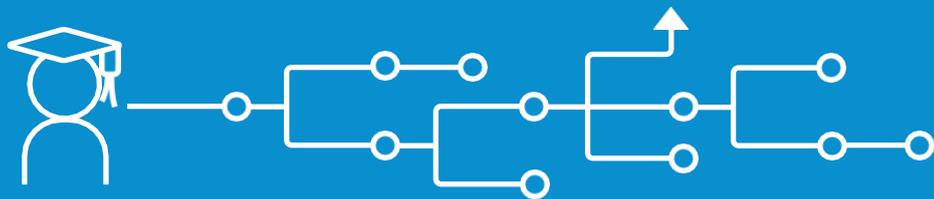
ATT Institute | Offering the very best PD opportunities for all our people & partners



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



Iceni Primary Academy 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).

The pursuit of academic excellence is paramount, but the learning experience for Iceni Primary Academy 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.

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



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

Learning Support Assistant

Academy Transformation Trust believes that all children should receive a first-class education and are well prepared for their life ahead academically, personally, emotionally and professionally. We are committed to our responsibility to support, challenge and guide our academies and their staff to ensure success.

Job Purpose:

To help children of all abilities, including those with special educational needs and those eligible for Pupil Premium, to learn as effectively and independently as possible, both individually and in small groups.

Key Responsibilities:

- To run a range of interventions to support individuals and small groups.
- To prepare materials and resources to support individuals, small groups, and classroom activities.
- To support children's emotional development and resilience when approaching learning tasks.
- To support children's behaviour in line with the school's vision, values, and positive behaviour policy.
- To assist with children at the beginning and end of the day and at lunchtime.
- To ensure the health and safety of the children and to report any concerns or details of accidents/incidents as necessary to the Principal.
- To assist in the general care of the learning environment by keeping curriculum resources in classrooms and around the school, tidy and in good order.
- To implement and promote the school's equal opportunities policies at all times and to value diversity
- To support the school's wide range of extracurricular activities: including helping to run a club.
- To support the teachers including the following:
 - To report back to class teachers and the SENDCo on the progress of children in English and math's, keeping written records as necessary.
 - To liaise with parents/carers and foster good links between home and school under the guidance of class teachers and the SENDCo.
 - To support class teachers with educational visits including taking responsibility for the care, welfare and learning of individuals and small groups of children.
 - To implement strategies, programmes of work and resources as laid out in Individual Provision Plans (IEPs) under the guidance of the SENDCo and class teachers.
 - To assist with the planning, coordination and assessment of a child's Individual Provision Plan taking into account the recommendations and guidelines set out in the child's Statement of Special Education needs / Educational Health and Care Plan.
 - To make ongoing notes and assessments of children's progress and contribute to statutory meetings such as Annual Reviews.

Pastoral Care

- Deal with or report to the nearest member of the teaching staff, incidents that are seen or reported regarding pupils' welfare.
- Always be mindful of the academy's Equal Opportunities policy.
- Health and Safety
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions. Co-operate with all issues to do with Health, Safety & Welfare.
- Continuing Professional Development
- Take responsibility for personal professional development, keeping up to date with research and developments which may lead to improvements in the clerical services provided.
- To attend relevant training for staff as and when needs are identified.

Health and Safety

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with all issues to do with Health, Safety and Welfare.
- Continuing Professional Development.
- Take responsibility for personal Professional Development, keeping up to date with research and developments which may lead to improvements in the clerical services provided.
- To attend relevant training for staff as and when needs are identified

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

Learning Support Assistant

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> GCSE Maths and English, grade C/4 or above. 	<ul style="list-style-type: none"> Relevant professional level 3 qualification.
Experience	<ul style="list-style-type: none"> Experience of working with a range of children. Experience of working as part of a team and liaising with colleagues. 	<ul style="list-style-type: none"> Experience of liaising with parents and external agencies. Knowledge of safeguarding/keeping children safe in education
Competencies	<ul style="list-style-type: none"> Ability to supervise and organise pupils. Willingness to undertake interventions to support children e.g. Learning and social skills. Ability to implement and adapt learning activities. Ability to work as part of a team and independently. Ability to work under pressure and to tight deadlines. 	<ul style="list-style-type: none"> Knowledge of the national curriculum. Understanding of SEN Codes of Practice and Disabilities Legislation. Basic knowledge of First Aid.
Personal attributes	<ul style="list-style-type: none"> Ability to relate well to children and adults. Flexibility and adaptability. Able to use your own initiative. Enthusiasm and willingness to learn. Ability to communicate both orally and in writing. 	
Values	<ul style="list-style-type: none"> Enjoyment of working with children. Sensitivity and understanding, to help build good relationships with pupils. A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school. Commitment to maintaining confidentiality at all times. Commitment to safeguarding pupils' wellbeing and equality. Resilient, positive, forward looking, and enthusiastic about making a difference. Capacity to inspire, motivate and challenge children and young people. 	

07. How to Apply

Learning Support Assistant

Applying:

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



Status: Part time / Permanent

28.15 Hours per week
39 weeks per year (Term Time Only)

Salary:

NJC Scale Points: 2-5
Actual Salary: £15,480 - £16,222 per annum
FTE Salary: £23,656 - £24,790 per annum



Closing Date:

Tuesday 24th June 9:00am

Start Date:

As soon as possible



Interviews:

To be confirmed



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