

Secondary

Academy
Transformation
Trust

Classroom Support Assistant

Application Pack

The Nicholas Hamond Academy

Brandon Road

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Norfolk

PE37 7DZ

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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.

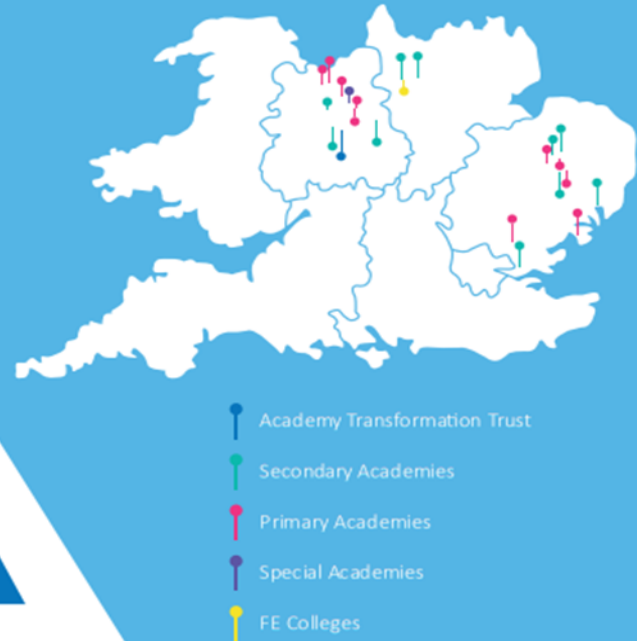
Our Priorities

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

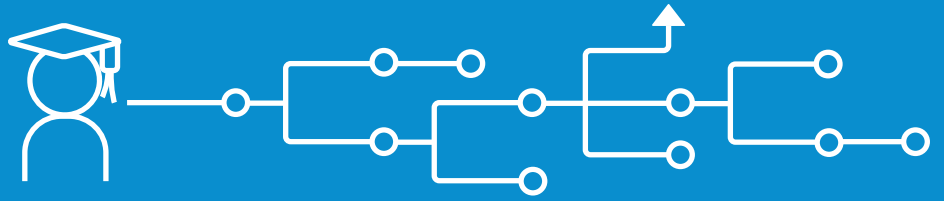
ATT Institute | Offering the very best PD opportunities for all our people & partners



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



Rated as 'Good' by Ofsted in January 2022, here at The Nicholas Hamond Academy, we are "determined to be the best that we can be".

As a team, we are dedicated to delivering a high-quality education that enables students to make rapid progress and achieve transformational academic targets. We have high expectations of our pupils and every student matters to us.

We work closely with our local community, including parents and carers, who actively support the work we are doing to achieve and maintain the highest possible standards. Our academy is

At TNHA we aspire to provide every member of our community with the opportunity to be the 'best that they can be', by offering experiences that encourage the development of high attaining, self-confident, resilient, tolerant and happy young people.

We are 'one team' - students, staff, governors and parents - committed to working together to achieve our aim.

More than just an academy, we're a true community resource, as the only secondary school in the area. We enjoy a genuinely stunning location, close to Norwich and the A1 but surrounded by beautiful countryside and not far from some of the best beaches in Britain.

This is the kind of place where people set down roots, so it's little surprise that our staff turnover is remarkably low.

To find out more, please visit www.tnha@attrust.org.uk



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

Classroom Teaching Assistant

To work in partnership with class teachers to support learning in line with the national curriculum, Code of Practice and academy policies and procedures.

Key Responsibilities:

- Understanding and apply academy policies in relation to health, safety and welfare
- Attending relevant training and take responsibility for own development
- Attending relevant academy meetings as required
- Respecting confidentiality at all times
- Participating in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- Complying with individual responsibilities, in accordance with the role, for health & safety in the workplace.

Specific Responsibilities:

- Establish positive relationships with all pupils
- Support the use of ICT in the classroom and develop pupils' competence and independence in its use
- Implement planned learning activities/teaching programmes as agreed with the teacher or SEND adjusting activities according to pupils' responses as appropriate
- Promote positive pupil behaviour in line with academy policies and help keep pupils on task
- Interact with, and support pupils, according to individual needs and skills
- Promote the inclusion and acceptance of children with special needs and disabilities within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources
- To participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour
- Monitor and record pupil activities as appropriate writing records and reports as required
- To support learning by arranging/providing resources for lessons/activities under the direction of the teacher
- Assist with the development and implementation of IEPs
- To attend to pupils' personal needs including help with social, welfare, physical and health matters, including minor first aid.
- To assist with the preparation, maintenance and control of stocks of materials and resources (in lessons)
- Liaise with other staff and provide information about pupils as appropriate
- To supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities (if applicable)
- To assist with escorting pupils on educational visits.
- To liaise with the attendance officer

Generic Responsibilities:

- Demonstrate a positive commitment to equality and diversity
- Contributing to building the Academy Transformation Trust service culture and team ethos
- Adhere to responsibilities under security information, health & safety legislation and policies
- Observe confidentiality protocol
- To be included in the staff duty rota
- To undertake any other duties that are within the scope of the post as determined by the Principal

06. Person Specification



Classroom Support Assistant

	Essential	Desirable
Professional Qualifications and learning	<ul style="list-style-type: none"> • Good basic education to GCSE level in literacy and numeracy or equivalent. 	<ul style="list-style-type: none"> • Relevant qualification in childcare and/or education.
Experience	<ul style="list-style-type: none"> • Experience of working with young people and children. • Ability to communicate formal with all stakeholders using formal English. • Ability to work well with all other associated professionals. • Able to work with students from a range of academic and social backgrounds. • Ability to work independently and identify areas of need. • Ability to identify gaps in own knowledge and proactively seek training. • Ability to overcome any barriers that might present themselves. • Demonstrate a flexible and professional approach out of the classroom. • Work with guidance but under limited supervision. • Liaise and communicate effectively with others. • Demonstrate good organisational skills • Reflect on and develop professional practice. 	<ul style="list-style-type: none"> •
Knowledge & Understanding	<ul style="list-style-type: none"> • Understand the needs of young people and children. • Understanding child development and the ways in which children learn. • Understand the roles played by various adults in child's education. 	<ul style="list-style-type: none"> • Understanding of behaviour management strategies. • Understanding of equal opportunities and safeguarding. • Knowledge of special educational needs and the code of practice. • Knowledge of a variety of intervention programmes.

07. How to Apply

Classroom Support Assistant

Applying:

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



Status:

Permanent
28.5 hours per week
39 weeks per year (Term Time Only)

Salary:

NJC Scale Point 3 -4
Actual Salary: £15,918 - £16,168
FTE Salary: £24,027 - £24,404



Closing Date:

Thursday 13th March 2025 at 9am or sooner should we receive sufficient applications.

Start Date:

As soon as possible



Interviews:

To be confirmed





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