

Primary

Academy  
Transformation  
Trust

Level 3 SEN Teaching  
Assistant (Funded Post)

# 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.

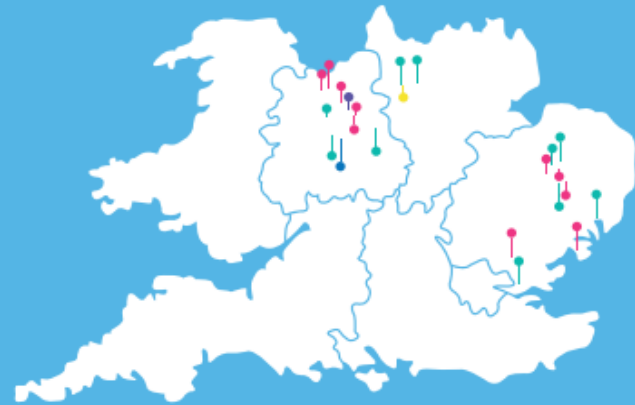
## Our Priorities

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

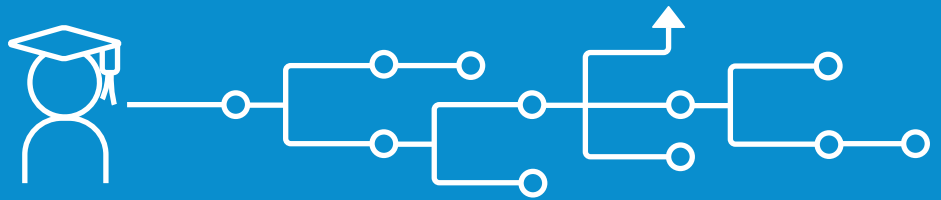
ATT Institute | Offering the very best PD opportunities for all our people & partners



## 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.

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.

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Our PD Curriculum is delivered through three pillars:

Transformational Leadership

Transformational Teaching

Transformational Services

## Professional Development at ATT:

# 04. The ATT Institute

### 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



## Level 3 SEN Teaching Assistant

**This is a funded post for an SEN pupil, if the funding ceases or the pupil leaves the academy the post will cease.**

The Teaching Assistant's (SEN TA) main role is to provide support for a pupil with special educational needs who have an Educational, Health and Care Plan. The TA will ensure that the pupil can integrate as fully as possible in the activities generally undertaken by the other children in the class and make progress with their individual targets.

### Key Responsibilities:

Duties will include running specific programmes and activities to assist the pupil's individual learning needs. The TA will be responsible for implementing the targets on the pupil's Individual plans in liaison with the class teacher and SENCO.

- To provide learning support for the pupil in class or in withdrawal situations, either 1:1 or small groups.
- To develop knowledge of the particular needs of the child and seek advice from the SENCO, class teacher and outside agencies as required.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials and resources as required.
- To deliver interventions advised by other professionals and the SENCO.
- To support and monitor closely the pupil during play times and lunch time, in the dinner hall and playground when appropriate.
- To support the pupil's well being and Social, Mental and Emotional needs.
- To make and modify resources as suggested and advised by the SENCO and other outside agencies for example; Speech and Language and Educational Psychologists.
- To be involved in the planning and preparation of the day to day class activities for the pupil.
- To organise and maintain an inclusive learning environment both in the classroom and outside.
- To support the pupil in the playground and outdoor area and to encourage safe interactive play when appropriate.
- Provide positive reinforcements, praise and rewards.
- Facilitate inclusion in small group activities with peers and support interaction between them.
- To attend in service training and relevant meetings relevant to the post in order to keep up to date with developments in working with children with SEND.
- Provide support and facilitate interaction with peers in the classroom and around school.
- To communicate effectively with parents and carers.

#### Support the Class Teachers and SENCO:-

- To work as part of a team to ensure that the well-being and personal development of the pupil enhances their learning opportunities and life skills.
- To attend planning meetings with the SENCO and class teacher to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning, independence and communication skills.
- To provide regular feedback to the class teacher, SENCO, parents and relevant outside agencies about the pupils' difficulties and progress.
- To contribute to the pupil's annual reviews by writing a brief report and attending the meeting.
- To communicate regularly with the child's parents/carers about the progress of their child.

#### Supporting the school: -

- To foster links between home and school.
- To participate in relevant professional development as deemed appropriate for the needs of the children.
- To understand and apply the school policies on learning and behaviour, and the statutory guidelines relating to disability discrimination and special educational needs.
- To maintain confidentiality and sensitivity to all the pupils' needs but have regard to the safeguarding procedures of the Academy and Walsall Education Authority.
- To carry out duties directed by the SENCo or Principal

# 06. Person Specification



## Level 3 SEN Teaching Assistant

	Essential	Desirable
<b>Professional Qualifications and learning</b>	<ul style="list-style-type: none"> <li>L3 Teaching and Learning NVQ or equivalent</li> <li>5 GCSEs (minimum 4/C) or equivalent, including English and Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of continuous professional development</li> <li>Training and qualifications relating to SEN. An understanding of how to support a variety of SEN needs in young people.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Successful experience of dealing with the needs of SEN children (in particular those with SEMH and Speech, Language and Communication needs)</li> <li>Creating and adapting resources to support the needs and inclusion of children with a special educational need.</li> <li>Demonstrable experience of supporting outstanding teaching and learning including adapting lesson content to support and ensure access for pupils with SEN.</li> </ul>	<ul style="list-style-type: none"> <li>Recent work in a UK primary school / academy</li> <li>Proven ability to effectively work with a range of stakeholders including parents and external organisations</li> <li>Experience of a range of strategies to aid communication and support pupils with social, emotional and mental health.</li> <li>Makaton trained</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>Displays commitment to the protection and safeguarding of children and young people</li> <li>Has up to date knowledge and understanding of relevant legislation and guidance in relation to working with, and the protection of, children and young people</li> </ul> <p>Will co-operate and work with relevant agencies to protect children</p>	<ul style="list-style-type: none"> <li>Holds relevant training and qualifications</li> </ul>
<b>Shaping the future</b>	<ul style="list-style-type: none"> <li>Vision aligned with the Academy's high aspirations and high expectations of self and others</li> <li>Demonstrate commitment to the highest standards of teaching and learning</li> <li>Can articulate the values and mission of the academy</li> <li>Commitment to the safeguarding and welfare of pupils</li> <li>Demonstrate positive commitment to equality and diversity</li> </ul> <p>Demonstrate knowledge of SEN code of practice</p>	<ul style="list-style-type: none"> <li>Ability to produce accurate reports</li> <li>Ability to articulate a good understanding of how children learn to read and write and acquire number skills throughout the primary phase.</li> <li>Able to articulate a good knowledge of the National Curriculum across phases.</li> <li>Able to demonstrate knowledge of planning, curriculum and assessment procedures.</li> </ul>

Personal characterises	<ul style="list-style-type: none"><li>• Highly approachable, very grounded and makes sensible judgements</li><li>• Mature approach to emotionally demanding work</li><li>• Able to be calm, positive and patient under challenging circumstances</li><li>• Relishes accountability and takes personal responsibility for their own actions</li><li>• Able to build trust and mutual respect between pupils, families and staff</li><li>• Strong interpersonal written and oral communication skills</li><li>• Able to work flexibly as a member of the team</li><li>• Adaptable to change</li><li>• Demonstrate good organisational skills</li><li>• Able to use ICT effectively in a professional environment</li><li>•</li></ul>	
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# 07. How to Apply

## Level 3 SEN Teaching Assistant

### Applying:

Please apply by visiting  
[www.academytransformatio  
ntrust.co.uk/vacancies](http://www.academytransformatio<br/>ntrust.co.uk/vacancies)



### Status:

12 Month Fixed Term Contract  
37 hours per week  
Term time only (39 weeks per year)

### Salary:

NJC Scale Points 14-18  
Actual Salary: £24,619-£26,284  
FTE: £28,624-£30,559 FTE per annum



### Closing Date:

Friday 28 February 2025, 09:00am

### Start Date:

As soon as possible



### Interviews:

Wednesday 05 March 2025





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