

SEN Teaching Assistant Application Pack

The Dukeries Academy
New Ollerton, Newark,
Nottinghamshire



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01.Welcome from the CEO

Welcome from the Chief Executive

Thank you for your interest in joining Academy Transformation Trust. Choosing the right next step in your career is an important decision, and I am delighted that you are considering doing so with us.

At ATT we are driven by a simple but profound belief: every child can and should become capable, competent, and confident. Our purpose is to transform lives through education, and our strategy, ATT2030, sets out how we will achieve this for every pupil, every colleague, and every community we serve.

We know that people are at the heart of everything we do. Our trust thrives because of the talent, dedication, and values of our colleagues. If you choose to join us, you will become part of a high-trust, high-accountability organisation where principals are empowered to lead, colleagues are supported to grow, and everyone is united in the moral purpose of education.

We are ambitious for our pupils and ambitious for our people. Across the trust you will find a culture of collaboration, professional excellence, and deep care for one another. We celebrate hard work, integrity, and teamwork, and we create opportunities for everyone to flourish.

I wish you every success with your application. Whether or not you go on to join us, I hope you will recognise that ATT is a community committed to excellence, to belonging and becoming, and to ensuring that all of us – pupils and adults alike – leave more capable, more competent, and more confident than when we arrived.

With best wishes,



Mark McCourt
Chief Executive Officer



02. About Academy Transformation Trust

About Academy Transformation Trust

At Academy Transformation Trust (ATT), our ambition is that every person who passes through our schools and colleges becomes an educated person – able to take a rightful place in the community of educated people and to join what Robert Maynard Hutchins called “the Great Conversation.” An ATT education stresses history, the scientific mode of thinking, the disciplined use of language, a wide-ranging knowledge of the arts and religion, and the continuity of human enterprise. We aspire for everyone, regardless of their starting point, to leave us capable, competent, and confident.

Our Values

ATT2030 sets a values-driven culture that is explicit about how we work and lead:

- **Belonging & Becoming:** we meet each child where they are and refuse to leave them there – giving them both roots and wings.
- **Integrity & Excellence:** we act ethically, celebrate excellence, and pursue high standards in all that we do.
- **High Trust, High Accountability:** decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people – pupils and adults – we are forming:

- **Capable:** equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.
- **Competent:** possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.
- **Confident:** feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.



Our Nine Aims (by 2030)

These goals translate into nine aims that define success for ATT by 2030:

Capable

1. Professional Excellence – skilled professionals delivering consistently high standards.
2. Fluent Learners and Thinkers – confident, curious learners fluent in communication and technology.
3. Multiple Pathways to Success – diverse routes that recognise varied talents and passions.

Competent

4. Purposeful, Knowledge-Rich Learning – rigorous, meaningful learning that enriches lives.
5. Unwavering Focus – purposeful use of time and energy on what matters most.
6. Strength Through Challenge – resilience built by tackling challenge and learning from it.

Confident

7. Valued and Empowered Individuals – everyone known, valued, and supported to be their best.
8. Leading with Integrity, Celebrating Excellence – values-led leadership and cultures that recognise excellence.
9. Moments That Shape Us – deliberate rites of passage and significant experiences that foster growth and self-discovery.

Our Approach to Working Together

We are building a high-trust, high-accountability organisation. Principals are empowered as strategic leaders of their academies; the central team provides expert challenge, support, tools, and evidence; accountability is reframed as professional dialogue aimed at continuous improvement, not blame. This is how we ensure that every child leaves us capable, competent, and confident.



Develop more courageous engagement in bolder visions of education that will help young people become change makers in their own and other people's lives.'

Andy Hargreaves

Our Purpose

To be a beacon of inclusive educational excellence which fosters ambition, facilitates great learning and enables outstanding progress for every student irrespective of their starting point.

To be the trusted Academy of choice at the heart of our community.

To be recognised as an exceptional place to work which attracts, retains and develops the very best staff and leaders.

To develop ambitious knowledge, character and cultural capital to empower our students to be bold and courageous change-makers who are equipped to thrive in, and make a positive contribution to, a rapidly changing world.

Our Values



We have the courage to act with moral and ethical intent. We aspire to be honest and to treat ourselves and others with respect and kindness.



We are passionate about working hard and are optimistic and persistent as we overcome barriers to achieving our aspirations.



We are resolute in our desire to be the very best in everything that we do.

To find out more, please visit www.dukeries.attrust.org.uk/



04. Job Description

Job Description

SEN Teaching Assistant

Purpose of the Role:

To improve the social, emotional and mental wellbeing of identified vulnerable students in order to increase their academic outcomes.

The role will include working with students with special educational needs and also includes working with students who are hard to reach and may have difficulties with attendance.

To deliver elements of the academic curriculum, with guidance from subject leaders, to enable students to achieve exam success.

Key Responsibilities and Duties:

- To work as a team with the relevant staff (Inclusion Manager, SENDCO, Head of Years and Faculty Leaders) on devising and delivering relevant subject content.
- To develop a one-to-one/small group tutoring relationship with students identified as needing support and to devise, implement and evaluate programmes of study in conjunction with teachers.
- To advise on the adjustment of individual programmes of study based on the needs of individual students.
- To support students with their emotional wellbeing by providing targeted small group and one to one interventions.
- To have knowledge of a range of activities, courses, teaching strategies and opportunities that could be drawn upon to improve students learning and well-being.
- To produce appropriate resources for curriculum delivery.
- To maintain regular contact and/or conduct meetings with families/carers of children in need of extra support, to keep them informed of the child's needs and progress, and to secure positive family support and involvement.
- To maintain records, assess areas of need and monitor students' progress.
- To support additional sessions that are linked to the promotion of the curriculum and positive wellbeing.
- To support assessment procedures and processes (including exam invigilation).
- To support the work of students and staff in the pastoral curriculum.
- Any other duties within the grade and nature of the job.

The above main tasks are not exclusive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by their line manager and/or the Senior Leadership Team.

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.

Other:

All staff are part of the whole Trust team. All staff are required to support the values and ethos of our Trust and Trust priorities. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a demanding environment.

The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly.

Our Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain his/her personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

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.



05. Person Specification

Person Specification

SEN Teaching Assistant

| | Essential | Desirable | How will this be demonstrated |
|--|--|--|---|
| Professional Qualifications and learning | <ul style="list-style-type: none">GCSE grade 4/C+ in a range of subjects including English and maths.Strong literacy and numeracy skills | <ul style="list-style-type: none">Basic First aid qualification.Evidence of appropriate FE/HE | <ul style="list-style-type: none">Application Form/Checking and Original Copy evidence |
| Experience | <ul style="list-style-type: none">Experience of working with the 11-16 age groupExperience of working with young people who are vulnerable or hard to reach.Experience of working with young people in a structured way.Experience of working as part of a team and liaising with colleagues. | <ul style="list-style-type: none">Experience of a secondary school environment.Experience of working with young people who have barriers to learning. | <ul style="list-style-type: none">Application FormInterviewReferences |
| Knowledge that supports the role | <ul style="list-style-type: none">Knowledge and understanding of the secondary phase of schooling and a range of related subjects.Knowledge and understanding of strategies needed to help and support students with learningAble to work with students of a range of abilities, particularly those who may be disaffected with school or disengaged from the learning process.Able to work in an independent wayAble to show flexibility and resilience in working practice.Good personal organisation and administration.Able to demonstrate unconditional positive regard for young people. | <p>Applicants may be strengthened by knowledge and understanding of:</p> <ul style="list-style-type: none">Knowledge of the curriculum at KS3 and KS4.Knowledge and understanding of support available through external agencies.Willingness to continually develop knowledge and learn new skills to respond to the varied needs of young people. | <ul style="list-style-type: none">Application FormInterviewReferences |

| | Essential | Desirable | How will this be demonstrated |
|--------|--|--|---|
| Values | <ul style="list-style-type: none"> • Upholds ethics and values, demonstrates integrity and promotes and defends equal opportunities • Commitment to the safeguarding and welfare of all pupils. • Willingness to ensure that facilities are kept to a standard that complies with health and safety guidelines. | <ul style="list-style-type: none"> • N/A | <ul style="list-style-type: none"> • Interview • References |
| Other | <ul style="list-style-type: none"> • Self-motivated • Committed to supporting staff and students • Committed to Equal opportunities • Able to contribute to an inclusive Academy ethos | <ul style="list-style-type: none"> • Flexible working • Current full driving licence | <ul style="list-style-type: none"> • Interview • References |



06. Onboarding

Recruitment & Selection

You can expect the following from the Recruitment & Selection process:

Prior to Interview

- Adverts & Candidate packs that give the full detail of the role (responsibilities, pay, development etc)
- A point of contact for the vacancy within the Trusts recruitment team to advise on each step of the recruitment process
- A full and comprehensive vetting process, that meets and exceeds the requirements of Keeping Children Safe in Education 2025 [Keeping children safe in education 2025](#)
- An applicant tracking system that allows you to enter details with ease and receive updates to the progress of your application and or pre-employment checks
- Selection for Interview based upon the Job Description and Person Specification

Interviews

- The opportunity to prepare with enough notice for interview processes
- A meet and greet at the place of work (Academy or Office) with members of the panel. If the Interview is held on Teams an opportunity to meet at later date
- The opportunity to ask questions and have a full interview with discussion around the role

Following the Interview

- You will receive notification as to whether you were or were not successful
- You will be given an opportunity to obtain feedback
- If successful further safer recruitment checks will take place
- You will receive a conditional offer of employment and contracts of employment will not be issued until all checks are received and are satisfactory

Induction

- You will receive a Trust Induction and a localised induction which will give you further information on policies, process and procedures that impact your role
- You should expect regular opportunities to meet with your line manager to address any issues or concerns you may have or to plan any required training you may need
- You should expect to have all the equipment you need to begin your role
- You will have access to the Trusts benefit platform VivUp from day one of employment



07. 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

Personal Development (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





08. How to Apply

SEN Teaching Assistant

Applying:

For all our Trust Vacancies, please follow the link here: [Vacancies - Academy](#)



Status: Permanent

37 Hours per week
39 Weeks per year (Term Time Only)

Salary:

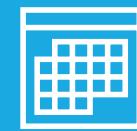
NJC Pt 8 – 14

Actual Salary Paid: £23,071 to £25,407 per annum
FTE Salary: £26,823 to £29,539 per annum



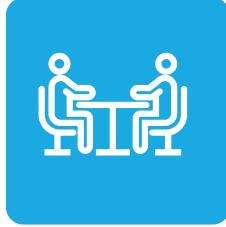
Closing Date:

Friday 06 March 2026, 09:00am



Start Date:

As soon as possible



Interviews:

To be confirmed

We utilise an application tracking system which will require data from you in order to complete the application process. If you are struggling to access this system or wish to have an informal conversation regarding the role, please reach out to the contact on the advert and they will be able to support you.



Academy Transformation Trust

 [@academytransformationtrust](https://www.facebook.com/academytransformationtrust)

 [@AcademyTrust](https://twitter.com/AcademyTrust)

 academytransformationtrust.co.uk

 office@attrust.org.uk

 0121 354 4000

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

