

Secondary

Academy  
Transformation  
Trust

Teaching Assistant fixed term

# Application Pack

Mildenhall College Academy

The Hub,  
Sheldrick Way

Mildenhall

Suffolk

IP28 7JX

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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.



## 03. Academy Information



Mildenhall College  
A C A D E M Y

For the past forty years, Mildenhall College Academy has taken a truly holistic view of education.

From an extensive range of academic visits to participation in national STEM challenges, a supportive Mindfulness Club and a varied programme of arts and sports activities, we go the extra mile every day to bring learning to life.

In our most recent Ofsted inspection, the Academy was again rated as Good, with inspectors noting that “pupils achieve well across a range of subjects in both the main school and sixth form”. Mathematics was confirmed as a particular strength, and inspectors were pleased to see that we “know which areas need to be improved to make the quality of education even better”.

The report went on to comment that “teachers know the key priorities for improvement and there are well-considered plans to achieve them” and are “proud to work at the school and feel well supported by the Principal and wider leadership team”.

That support will enable you to become the teacher or support staff you’ve always wanted to be, progressing your career here or anywhere within Academy Transformation Trust – and will help us on our exciting journey towards Outstanding.

To discover our holistic approach for yourself, you need to meet our Principal, teachers and students.

[Mildenhall College Academy](#)



## 04. Job Description

# Job Description

## Teaching Assistant – fixed term

The following job description serves to indicate the range of duties and responsibilities involved and does not mean that all the duties must be undertaken. Agreement is reached between the SENCO and the Teaching Assistant on which of the duties he/she will perform.

### Core Purpose:

To provide support to child(ren) with special needs within the care of the Teaching Assistant to enable them to:

- Gain maximum benefit from the curriculum alongside their peers.
- Integrate with other children.
- Adjust to and cope with the day-to-day experiences of life in a large secondary academy.

### Key Responsibilities:

#### Student Progress

- Use data to inform targets for development.
- Work with children to assist with the development of communication, reading and writing skills, manual dexterity skills, basic educational skills and general curriculum activities as directed by the teacher or SENCO.
- Assist children to communicate with the teacher and to carry out the teacher's instructions.
- Reinforce what has been communicated during a lesson as agreed with the teacher.
- Assist with programs of physiotherapy, speech therapy etc. under the direction of the appropriate specialist.
- Liaise with members of staff to be able to plan appropriate interventions to make sure pupils make progress during specified times.
- Track and keep records of what the pupils are doing in the intervention.
- Report back to SEND team on progress made by pupils or any concerns they may have about the lack of progress being made.

#### Welfare Duties

- Assist students with feeding, toileting, changing clothes and cleaning up where appropriate.
- Receive children from and deliver them to transport.
- Accompany students when moving within the building, and be present during breaks, where appropriate.
- Assist students with specific needs, including intimate care (training provided).

### **Involvement in meetings**

- Attend Learning Support department meetings to discuss and provide information on children's progress and meet with parents where necessary.

### **Preparation duties**

- Prepare teaching resources and materials for children, class, and intervention groups.
- Assist teachers who are devising individual teaching programs.
- Ensuring all work is prepared and in place for students with a Visual impairment or other disability that require work to be modified.

### **Supervision of children**

- Assist with the supervision of children during breaks, school trips and when the teacher is temporarily out of the classroom (normally no longer than 10 minutes) or when working with an individual group of children.

**Any such other duties consistent with the overall level, nature, and grading of the post.**

**NOTE:** The duties and responsibilities of this post may vary from time to time according to the changing demands of the academy. This job description may be reviewed at the reasonable discretion of the Principal in the light of those changing requirements and in consultation with the postholder. In any Event, the Principal reserves the right to review and amend the job description.

The Job Description is a description of the job to be undertaken and performed to the satisfaction of the Principal by the postholder. It does not form part of the contract of employment.

Mildenhall College Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment by observing the academy's Safeguarding policies and procedures.



# 05. Person Specification

## Person Specification

### Teaching Assistant – fixed term

	Essential	Desirable	How will this be demonstrated
<b>Professional Qualifications and learning</b>	<ul style="list-style-type: none"> <li>GCSE qualification or equivalent in English and Maths.</li> </ul>	<ul style="list-style-type: none"> <li>TA/HLTA qualifications.</li> </ul>	<ul style="list-style-type: none"> <li>Application Form/Checking and Original Copy evidence</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience of working or desire to work with children in an educational setting.</li> <li>Knowledge of special educational needs.</li> <li>Proven experience of working under pressure and to deadlines.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of educational psychology, educational counselling, or another equivalent field.</li> <li>Knowledge of using IT and other methods of recording work.</li> </ul>	
<b>Knowledge that supports the role</b>	<ul style="list-style-type: none"> <li>Ability to keep calm under pressure.</li> <li>Good communication skills.</li> <li>Good time management.</li> <li>Organisational skills.</li> <li>Ability to work as part of a team.</li> <li>Ability to assist children with special needs, including intimate care.</li> </ul>	<ul style="list-style-type: none"> <li>De-escalation/crisis management skills.</li> <li>Ability to prioritise work tasks and to be flexible.</li> <li>Ability to be resourceful and adaptable within the constraints of resources and time available.</li> </ul>	
<b>Expectations of Role</b>	<ul style="list-style-type: none"> <li>A professional approach to students, parents, and staff.</li> <li>An understanding of and commitment to the academy's Equalities and Safeguarding Policies.</li> <li>An understanding of and respect for the confidentiality required by the post.</li> <li>Willing to work outside of the post in times of emergency.</li> </ul>	<ul style="list-style-type: none"> <li>A multi-tasker.</li> <li>Pays attention to detail.</li> <li>An understanding and empathy for the students you are working with considering their level of need and difficulties.</li> </ul>	



## 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 you 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

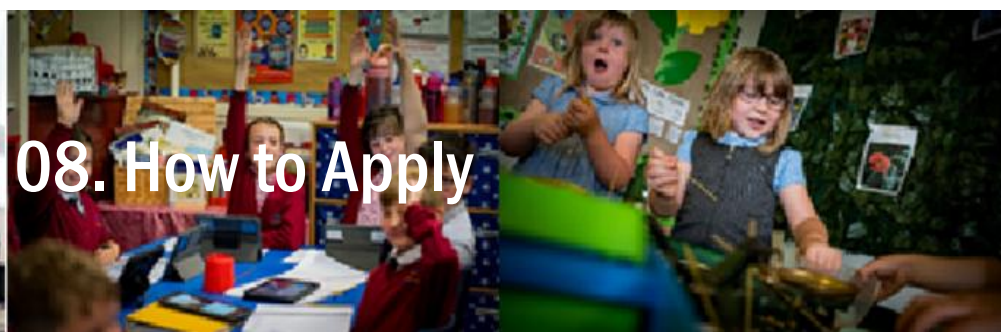
Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

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

## Teaching Assistant – fixed term

### Applying:

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

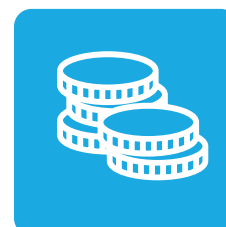


Status: fixed term ending October 2027

19 hours per week  
Term time only (39 weeks per year)

### Salary:

NJC Scale Points: 3 - 4  
Actual Salary: £10,951 - £11,123 per annum  
FTE Salary: £ 24,795 - £25,184 per annum



### Closing Date:

Tuesday 28<sup>th</sup> July 2026 at 9am or sooner should we receive sufficient applications.

### Start Date:

01 October 2026



### 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.

