

Primary

Academy
Transformation
Trust

Behaviour Support Teaching Assistant

Application Pack

Pheonix Academy,
Odell Rd, Leamore
Walsall WS3 2ED



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



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.

Within Phoenix Academy, these values are realised through:

- A strong focus on inclusion and equity
- A commitment to meeting individual need
- A relational, trauma-informed approach to behaviour

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.



Behaviour Support Teaching Assistant (Phoenix Academy)

At Phoenix Academy, we believe that **every child can and should become capable, competent and confident**. As part of Academy Transformation Trust (ATT), our work is guided by **ATT2030**, a strategy rooted in **belonging, high expectations and purposeful support**.

The role of a Behaviour Support Teaching Assistant at Phoenix is both **rewarding and demanding**. Our pupils benefit most from adults who are committed, adaptable and compassionate, and who understand that consistency, care and professionalism make a real difference to children's lives.

This role involves working closely with pupils who may need additional support to access learning and regulate emotions, as well as contributing to a busy, active and highly supportive school environment. In return, you will be part of a team that values collaboration, invests in development and recognises the vital contribution of support staff.

If you are motivated by making a meaningful impact, value teamwork and are ready to bring energy and care to your work each day, Phoenix Academy offers a purposeful and supportive place to grow.

Welcome from the Principal

Thank you for your interest in joining Phoenix Academy.

Phoenix is a school built on **strong relationships, clear expectations and deep care for our pupils and staff**. We serve a community of children who need adults they can trust – people who are calm under pressure, committed to inclusion and prepared to meet children where they are while helping them move forward.

As a Level 3 Teaching Assistant, you will play a crucial role in supporting learning, behaviour and wellbeing. The work can be challenging and requires resilience, emotional awareness and physical stamina, but it is also deeply fulfilling. You will never work in isolation; collaboration, professional dialogue and shared responsibility sit at the heart of our culture.

We are proud to be part of Academy Transformation Trust, where staff are supported to develop, to reflect on their practice and to contribute confidently as professionals. If you share our commitment to helping children succeed and believe in the power of consistent, caring adults, we warmly encourage you to apply.



Elyse Phillips, Principal Phoenix Academy



Job Description

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|--------------------------|---|
| Job Title : | Behaviour Support Teaching Assistant |
| Academy: | Phoenix Academy |
| Salary: | NJC Scale 17-21 |
| Hours / Contract: | Term Time Only (39 weeks per year) Hours to be confirmed |
| Responsible To | Class Teacher / Phase Leader (Support and guidance from SENCO and Senior Leaders as appropriate) |

Role Purpose

At Academy Transformation Trust, we believe that **every child and every colleague should leave us more capable, more competent and more confident than when they arrived**. At Phoenix Academy, this belief sits at the heart of everything we do.

The Behaviour Support Teaching Assistant plays a vital role in supporting high-quality teaching, inclusive practice and positive pupil experiences. Working closely with teachers and wider teams, the postholder will help pupils to access learning, develop independence and experience success—academically, socially and emotionally.

This role requires a caring, skilled and reflective professional who is committed to helping children flourish within a safe, inclusive and aspirational learning environment.

Key Responsibilities

1. Supporting Teaching and Learning

- Work in partnership with class teachers to support in identifying the challenging behaviours and implement support strategies that ensures that every student's need is met
 - Provide targeted support for individuals and small groups, adapting approaches to meet pupils' needs.
 - Promote pupils' independence, confidence and motivation to learn.
 - Support children to access the curriculum and experience a strong sense of achievement.
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2. Inclusion and Pupil Development

- Support pupils with a range of learning, social and emotional needs, as directed by the class teacher or SENCO.
 - Help create an enabling learning environment where all pupils feel safe, valued and included.
 - Contribute to the planning of creative and appropriate learning opportunities that reflect pupils' needs, interests and strengths.
 - Provide clear, objective feedback to teachers on pupil progress and engagement.
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3. Relationships and Collaboration

- Build positive, respectful relationships with pupils, colleagues and parents/carers.
 - Work collaboratively as part of the Phoenix Academy team, contributing to a supportive and professional culture.
 - Liaise with staff, leaders and external professionals where appropriate to support pupils effectively.
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4. Safeguarding, Care and Professional Standards

- Actively promote and uphold safeguarding and the welfare of children and young people at all times.
- Work in line with academy and Trust policies, including safeguarding, behaviour, health and safety, inclusion and confidentiality.
- Ensure pupils are supported in a safe, caring and respectful learning environment.

5. Professional Development and Contribution

- Engage positively with training, development and professional learning opportunities, including those offered through the **ATT Institute**.
- Reflect on practice and seek to continually improve skills and expertise.
- Contribute to the wider life of the academy, supporting its values and community ethos.

General Responsibilities

- Carry out other duties appropriate to the role, as agreed with the Principal or Line Manager.
 - Act as a positive role model for pupils, reflecting the values and expectations of Phoenix Academy and Academy Transformation Trust.
 - Support equality, diversity and inclusion in all aspects of work.
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Person Specification

Behaviour Support Teaching Assistant (Phoenix Academy)

| Criteria | Essential | Desirable |
|---|--|--|
| Qualifications & Professional Learning | <ul style="list-style-type: none"> GCSEs (or equivalent) including English and Mathematics at Grade 4/C or above A recognised Level 3 Teaching Assistant qualification (or equivalent) | <ul style="list-style-type: none"> Paediatric First Aid qualification or willingness to undertake training Additional training relating to SEND, inclusion, behaviour or child development |
| Experience | <ul style="list-style-type: none"> Experience of working with children or young people in an educational or care setting Experience of supporting learning activities for individuals and/or small groups Experience of working as part of a team and following agreed plans and routines | <ul style="list-style-type: none"> Experience of working with pupils with SEND, SEMH or additional learning needs Experience of supporting behaviour, wellbeing or inclusion initiatives |
| Skills, Knowledge & Attributes | <ul style="list-style-type: none"> Understanding of how children learn and develop Ability to adapt support to meet differing pupil needs Strong communication skills and ability to build positive relationships with pupils and adults Ability to follow professional direction while exercising appropriate judgement Commitment to safeguarding and child wellbeing A values-led approach aligned with ATT's principles of Belonging & Becoming, Integrity & Excellence, and High Trust, High Accountability | <ul style="list-style-type: none"> Knowledge of strategies to support pupil independence, confidence and self-esteem Ability to contribute ideas that enhance engagement and learning |

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|--|---|---|
| Physical & Emotional Requirements | <ul style="list-style-type: none"> • Ability to carry out the physical demands of the role, which may include supporting pupils in classrooms and across the school site • Ability to undertake frequent movement, including standing, walking, bending and assisting pupils as required • Ability to support pupils with personal care or mobility where this is an identified requirement of the role and appropriate training has been provided | — |
| Personal Qualities | <ul style="list-style-type: none"> • Patient, calm and child-centred approach • Reliable, reflective and willing to learn • Ability to manage emotionally demanding situations with professionalism and care • Commitment to teamwork and contributing positively to academy life | — |
| Safeguarding & Professional Standards | <ul style="list-style-type: none"> • Clear understanding of safeguarding responsibilities • Willingness to uphold Trust and academy policies including safeguarding, behaviour, health and safety, confidentiality and data protection • Commitment to acting as a positive role model for pupils at all times | — |

Equality and Accessibility Statement

Phoenix Academy and Academy Transformation Trust are committed to equality of opportunity. We welcome applications from candidates with disabilities and will give full consideration to **reasonable adjustments**, in line with the Equality Act 2010, to enable the successful candidate to carry out the role effectively.

The physical requirements outlined above relate to the **functional demands of the role and the safe support of pupils**.

Safeguarding Statement

Academy Transformation Trust is committed to safeguarding and promoting the welfare of children and young people. The postholder is expected to share this commitment and to act in accordance with Trust safeguarding policies and statutory guidance.

Recruitment Process

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



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





Behaviour Support TA

Applying:

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

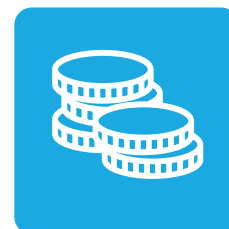


Status:

Permanent
32.5 hours per week
39 weeks per year

Salary:

NJC Scale point 17-21
Actual Salary: £23,437 - £25,039
FTE Salary: £31,021 - £33,142



Closing Date:

Wednesday 08 July 2026 at 9am

Start Date:

01 September 2026



Interviews:

TBC

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.

