

Application Pack

Star Academy Sandyford
Stoke on Trent

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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



As Principal at Star Academy, Sandyford I would like to offer you an insight into our Academy and the commitment we have to our community as a whole.

Star Academy, Sandyford opened in April 2013, is set in the heart of a vibrant, diverse community and is part of the Academy Transformation Trust family.

We subscribe to the 7 principles of public life:

Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty and Leadership.

Our shared values are –

Smart/Safe Tolerant Ambitious Resilient

Our Vision is encapsulated by the motto

Desire to learn, learn to achieve

Daily routines work to embed these four values to ensure that our children grow not only academically, but with the strength of character that will lead to a successful future as a valued and healthy member of society.

The academy seeks to ensure that all stakeholders are empowered to achieve the highest of expectations through the provision of a bespoke, lively and exciting, knowledge-based curriculum that promotes enquiry and exploration, risk-taking and resilience. The curriculum nurtures the desire to achieve the very best regardless of the children's different starting points. Our broad curriculum is enriched with a huge variety of experiences which brings learning alive and makes precious memories.

All we do and work for is to ensure our pupils have the best opportunities and are enabled to be successful in whatever realm they choose to enter; they are star lights in the world.



04. Job Description

Job Description

Learning Support Assistant

Job Purpose:

To help children of all abilities, including those with special educational needs and those eligible for Pupil Premium, to learn as effectively and independently as possible, both individually and in small groups.

Key Responsibilities:

- To run a range of interventions to support individuals and small groups.
- To prepare materials and resources to support individuals, small groups, and classroom activities.
- To support children's emotional development and resilience when approaching learning tasks.
- To support children's behaviour in line with the school's vision, values, and positive behaviour policy.
- To assist with children at the beginning and end of the day and at lunchtime.
- To ensure the health and safety of the children and to report any concerns or details of accidents/incidents as necessary to the Principal.
- To assist in the general care of the learning environment by keeping curriculum resources in classrooms and around the school, tidy and in good order.
- To implement and promote the school's equal opportunities policies at all times and to value diversity
- To support the school's wide range of extracurricular activities: including helping to run a club.
- To support the teachers including the following:
 - To report back to class teachers and the SENDCo on the progress of children in English and math's, keeping written records as necessary.
 - To liaise with parents/carers and foster good links between home and school under the guidance of class teachers and the SENDCo.
 - To support class teachers with educational visits including taking responsibility for the care, welfare and learning of individuals and small groups of children.
 - To implement strategies, programmes of work and resources as laid out in Individual Provision Plans (IEPs) under the guidance of the SENDCo and class teachers.
 - To assist with the planning, coordination and assessment of a child's Individual Provision Plan taking into account the recommendations and guidelines set out in the child's Statement of Special Education needs / Educational Health and Care Plan.
 - To make ongoing notes and assessments of children's progress and contribute to statutory meetings such as Annual Reviews.

Pastoral Care

- Deal with or report to the nearest member of the teaching staff, incidents that are seen or reported regarding pupils' welfare.
- Always be mindful of the academy's Equal Opportunities policy.
- Health and Safety
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions. Co-operate with all issues to do with Health, Safety & Welfare.
- Continuing Professional Development
- Take responsibility for personal professional development, keeping up to date with research and developments which may lead to improvements in the clerical services provided.
- To attend relevant training for staff as and when needs are identified.

Health and Safety

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The outlined responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

05. Person Specification

Person Specification

Learning Support Assistant

	Essential	Desirable
Professional Qualifications and learning	GCSE Maths and English (Grade 4/C or above).	- Any relatable qualifications or awards. - First Aid Qualification.
Experience	- Demonstrable ability to perform the tasks on the job description. - Displays commitment to the protection and safeguarding of children and young people. - Patient, sympathetic and enjoys working with young people. - Will co-operate and work with relevant agencies to protect children.	- Previous experience in relatable role(s). - Have completed or be willing to complete NVQ 2 in Supporting Teaching and Learning.
Competencies	- Demonstrable knowledge and understanding of subject and tasks included in job description. - Ability to form and maintain positive relationships with young people. - Ability to communicate effectively. - Demonstrable ability to perform duties in the job description. - Effective communicator both written and oral skills. - Able to use initiative and prioritise.	Awareness of the Code of Practice for SEN students and its implementation within a school setting.
Values	- Flexible approach to supporting children and families. - Ability to maintain a professional manner in challenging situations. - Confidence to challenge difficult behaviour and other professionals. - Personal integrity and loyalty, remaining confidential at all times. - Vision aligned with the academy's high aspirations and high expectations of self and others.	N/A

	Essential	Desirable
Values	• Demonstrate commitment to the highest standards of teaching and learning. • Articulate the values and mission of the academy. • Commitment to the safeguarding and welfares of all students. • Commitment to continuous improvement, both personal and organisational. • Demonstrate positive commitment to equality and diversity.	
Other	• Self-motivation and the ability to use own initiative. • Demonstrates enthusiasm, vision and loyalty. • Patient and able to cope with working under pressure.	• N/A



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 a 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



08. How to Apply

Learning Support Assistant

Applying:

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



Status: Fixed term – 12 months

26.5 Hours per Week

39 Weeks per year (Term time only)

Salary:

NJC Scale Points 4-6
Actual Salary: £15,514 - £16,009
FTE Salary: £25,184 - £25,988



Closing Date:

Friday 28 August 2026 at 9:00am

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.



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