

Academy
Transformation
Trust

Teaching Assistant – Intimate Care

Application Pack

Westbourne Academy

Marlow Road, Ipswich IP1 5JN



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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



WESTBOURNE
ACADEMY

Westbourne Academy in Ipswich isn't just a school – it's a microcosm of the world with students from all around the globe. Between them they speak 50 languages, and their unique perspectives on learning and life make this a very special academy.

During 2025 Ofsted inspected us and although they noted a range of strengths, including that most students are polite, friendly and hardworking, with warm and positive relationships with staff, they highlighted areas for development that led them to be unable to repeat the Good grade that the Academy achieved in both 2019 and 2024. We therefore find ourselves in a unique position where our focus is on rapid improvement. We are resolute in our commitment to improving Westbourne and are confident that the steps we are taking will achieve this.

Many of our students come from deprived backgrounds with 40% qualifying for the pupil premium and they therefore face significant barriers to learning. Our role is to help them to overcome their barriers, so they can achieve their potential and unlock the opportunities life in modern Britain offers.

We welcome fresh ideas from all our staff and actively value their creativity and imagination. We are passionate about improving our practice, and we are always keen to find new ways to do things.

Westbourne Academy offers the satisfaction of transforming disadvantaged young people's futures, in an excellent location amidst attractive countryside, just an hour from London.

Our abiding passion is for all students to "achieve their potential" and to "develop the skills necessary for employment and life" through their learning and the development of their intellectual, creative, physical and emotional capabilities.

We aim to instil our core and aspirational values and for our students to develop moral integrity and become responsible global citizens. We, therefore, encourage them to develop a strong sense of responsibility towards each other and to those beyond their immediate community.

The pursuit of academic excellence is crucially important, but the learning experience for Westbourne students is not confined to the classroom. We are fully committed to the idea of an all-round education where personal development is valued as much as examination success, and we are proud of discrete lessons in enrichment.

The Academy is well served by a team of highly committed teachers and support staff, who frequently "go the extra mile", working in partnership with the Trust, Local Governing Body and parents to provide the very best possible education. We are extremely fortunate to have exceptional staff to support "Team Westbourne" and the pursuit of its vision and strong core and aspirational values.

We are proud of our students and, if you take the opportunity to come and meet with us all, as I sincerely hope you will, we believe you will see why.



04. Job Description

Job Description

Teaching Assistant – Intimate Care

Key elements of the role:

- Support students in the classroom to ensure that they are making progress academically, socially and emotionally.
- Being aware of the needs of students who require support and have a clear awareness of their starting points and targets.
- Support the possible implications of difficulties in a variety of learning situations and liaise with the subject teacher to devise appropriate learning strategies.
- Assisting subject teachers to meet students' needs within the classroom in a variety of ways to support SENCO and Team Leader of EAL in the delivery of targeted interventions, including one to one support and nurture group.
- Liaising with members of the pastoral teams and acting as an extension of the pastoral system providing individual support, as appropriate, for students who are on academy visits or on programmes with external providers.

Specific Responsibilities:

- Help to support teaching and learning by establishing supportive relationships with students and help to raise their self-esteem and develop a positive attitude to learning.
- To support students in the classroom to ensure they make progress academically, socially and emotionally.
- Supporting the student with personal needs as required by the individual child/young person. This may include help with social welfare, care and health matters, including toileting, dressing, feeding, mobility etc.
- To help the student learn effectively on their own and in a group.
- To establish a good working relationship with student.
- To help develop the students' self-esteem.
- To encourage independence and self-reliance.
- To assist with escorting pupils on educational visits, both local and international travel.
- To physically assist pupils during activities e.g. Physical Education.

Standards & Progress:

- Take advantage of opportunities for INSET in order to develop further professionally.

- Keep SENCO and EAL Team Leader up to date with progress, information and concerns of students.
- Collaborate with SENCO in implementing the strategies for Individual Education Plans.
- Contribute to the evaluation of support and intervention programmes through the communication of information used at student reviews.
- Provide individual support, as appropriate, for students who are on academy visits or on programmes with external providers

Assessment & Reporting:

- Pass on information about students gathered in other contexts.
- Liaise with members of the pastoral teams and act as an extension of the pastoral system.

Curriculum Development:

- Support SENCO and EAL Team Leader in the delivery of targeted interventions, including one to one support and nurture groups.
- Be aware of the needs of students who require support and have a clear understanding of their starting points and targets.
- Liaise with the subject teachers to devise appropriate learning strategies.

Resource Management:

- Effectively manage supplies and equipment ensuring that ATT's policy of value for money is adhered to.
- Conduct administrative and clerical tasks as required.
- Arrange, collect and deliver photocopied and laminated materials as required.
- Keep alert to the availability of appropriate resources and bring these to the attention of subject teachers.

Learning Environment:

- Encourage and motivate students providing ongoing feedback.
- Help students use appropriate equipment, including Science and ICT.
- Modify work set to suit a particular student/group by simplifying language or adapting tasks/resources to EAL language.
- Support the improvement of core literacy and numeracy skills.
- Clarify and explain instructions.
- Support SEN pupils in public examinations when required.

Parents/Carers:

- Help to encourage family involvement in, and support, for the Academy, including access to any extended services, extra-curricular opportunities, homework and other educational visits.

Ethos:

- Contribute to our vision to aspire to create a learning community built and sustained by a culture of citizenship, respect, trust, honesty, wellbeing and financial independence.
- Help to create an environment where all members of the academy and its community actively demonstrate their care and concern for everyone and fulfil the requirements of our shared vision.
- Actively help to maintain high morale, with the Principal setting an example in terms of professional standards and leadership.

Other:

- Embrace our vision.
- Help promote a culture that promotes excellence, equality, high expectations and aspirations of all pupils.
- Help promote a culture and systems which ensure that safeguarding and child protection are of the highest priority.
- Help ensure that pupils are offered world class 21st century learning opportunities.
- Be a co-tutor as part of the House System, supporting the tutor with pastoral issues.
- Attend team meetings and contribute to the development of the team.
- Assist with, and attend, any departmental extra-curricular activities.
- Undertake any other duties as required by the Principal.

The job description is not intended to be an exhaustive list of all the duties and responsibilities that may be required. The jobholder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post as directed by the Principal.

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 postholder before any changes are implemented.



05. Person Specification

Person Specification

Teaching Assistant – Intimate Care

| | Essential | Desirable | How will this be demonstrated |
|--|--|---|---|
| Professional Qualifications and learning | <ul style="list-style-type: none"> GCSE Maths and English (Grade 4/C or above). | <ul style="list-style-type: none"> Any relatable qualifications or awards. First Aid Qualification. | <ul style="list-style-type: none"> Application Form/Checking and original copy evidence |
| Experience | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Previous experience in relatable role(s). Have completed or be willing to complete NVQ 2 in Supporting Teaching and Learning | <ul style="list-style-type: none"> Application Form Interview References |
| Knowledge that supports the role | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Awareness of the Code of Practice for SEN students and its implementation within a school setting. | <ul style="list-style-type: none"> Application form References |
| Values | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> Interview References |

| | Essential | Desirable | How will this be demonstrated |
|--------|---|---|---|
| Values | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • N/A | <ul style="list-style-type: none"> • Interview • References |
| Other | <ul style="list-style-type: none"> • Self-motivation and the ability to use own initiative. • Demonstrates enthusiasm, vision and loyalty. • Patient and able to cope with working under pressure. | <ul style="list-style-type: none"> • N/A | <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 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

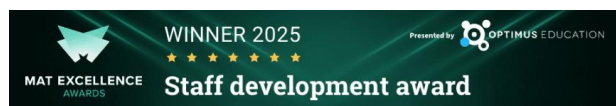
Personal Development (PD) Opportunities for our Colleagues

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 – Intimate Care

Applying:

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



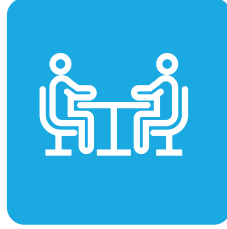
Status: Permanent
28.33 hours per week
Term Time Only (39 weeks per year)

Salary:
NJC Scale Point 4 – 6
£16,585 to £17,115 actual per annum
£25,184 to £25,988 FTE



Closing Date:
Monday 13 July 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.





 @academytransformationtrust

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 academytransformationtrust.co.uk

 office@attrust.org.uk

 0121 354 4000

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

