

Secondary

Academy
Transformation
Trust

Interventions Higher Level Teaching Assistant

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

Interventions Higher Level Teaching Assistant

As Intervention HLTA, the successful candidate will work with a range of SEND and Pupil Premium students to support their cognition and learning needs through targeted intervention. This role has been introduced to ensure section F provisions for EHCP students delivered in a timely manner and are impactful.

Key Responsibilities:

- Work in partnership with the SENCO, SEND team, teachers, faculty leads and external agencies (when required) to meet the needs of individual and small groups of students.
- Lead targeted intervention for core subjects with students with EHCPs, SEND students and pupil premium students to enable students to meet identified outcomes.
- Have the ability to demonstrate a good level of oral and written communication skills with strong attention to detail.
- Demonstrate an informed and efficient approach to leading interventions by adopting relevant strategies to support the work of teachers and increase achievement of all pupils including those with special educational needs and disabilities (SEND).
- Observe pupil performance and pass observations on to the class teacher.
- Undertake any other relevant duties given by the class teacher.
- Direct the work, where relevant, of other adults in supporting learning.
- Contribute to EHCP review and termly support plan meetings.
- Provide feedback to pupils and their parents in relation to progress, engagement and achievement in interventions.
- Foster effective learning habits including pride in presentation, resilience, independence and time management.
- Establish excellent learning relationships with pupils with an awareness of their individual needs.
- Support whole school literacy, reading and SEMH provision.

Planning

- Plan effective intervention sessions for both individual and small groups of students for literacy and numeracy and core subjects.
- Monitor the impact of interventions and student progress.
- Track the impact of interventions through provision mapping on Edukey.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role.

- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities.
- Plan how they will support the inclusion of pupils in the learning activities.

Working with staff, parents/carers and relevant professionals

- Communicate effectively with other staff members and pupils, and with parents/carers under the direction of the class teacher.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision-making can take place on intervention and provision.
- With the class teacher, keep other professionals accurately informed of performance and progress, or concerns they may have about the pupils they work with.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Develop effective professional relationships with colleagues.

Health and Safety

- Promote the safety and wellbeing of pupils, and to help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy.
- Look after children who are upset or need emotional/pastoral support.

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

Safeguarding

- Work in line with statutory safeguarding guidance (KCSIE, Prevent) and our safeguarding and child protection policies.
- Promote the safeguarding of all pupils in the school.
- The HLTA will be required to follow school policies and the staff code of conduct.

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. 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



Person Specification

Interventions

Higer Level

Teaching Assistant

	Desirable	How will this be demonstrated
Professional Qualifications and learning	<ul style="list-style-type: none"> GCSE or equivalent level, including at least Grade 4 (previously Grade C) in English and Maths. Hold HLTA Qualification (or be willing to complete this qualification) 	<ul style="list-style-type: none"> Application Form/Checking and Original Copy evidence
Experience	<ul style="list-style-type: none"> Experience working in a school environment or other educational setting. Experience working with children/young people with a range of SEND needs. Experience planning and delivery learning activities for individuals and small groups. Demonstrable experience of planning and leading teaching and learning activities (under direction). 	<ul style="list-style-type: none"> Application Form Interview References
Knowledge that supports the role	<ul style="list-style-type: none"> Good literacy and numeracy skills. Good organisational skills. Ability to build effective working relationships with pupils and adults. Skills and expertise in understanding the needs of all pupils. Knowledge of how to help adapt and delivery support to meet individual needs. Experience supporting students with SEMH needs and leading interventions (e.g. ELSA, Zones of Regulation, Thrive) Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils. Excellent verbal communication skills. Active listening skills. The ability to remain calm in stressful situations. Knowledge of guidance and requirements around safeguarding children. Good ICT skills, particularly using ICT to support learning. Understanding of roles and responsibilities within the classroom 	<ul style="list-style-type: none"> Application Form Interview References

	<p>and whole school context.</p> <ul style="list-style-type: none"> • Understanding of effective teaching methods. • Knowledge of how to successfully lead learning activities for a group of students. • Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support. • Knowledge of how to support learners in accessing the curriculum in accordance with the SEND Code of Practice. 	
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	Desirable	How will this be demonstrated
Expectations of Role	<ul style="list-style-type: none"> • Enjoyment of working with children. • Sensitivity and understanding, to help build good relationships with pupils. • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school. • Commitment to maintaining confidentiality at all times. • Commitment to safeguarding pupils' wellbeing and equality. • Resilient, positive, forward looking, and enthusiastic about making a difference. • Capacity to inspire, motivate and challenge children and young people. 	<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

- 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

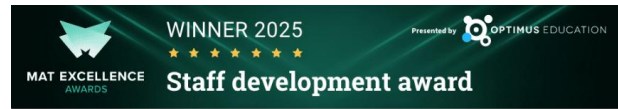
Personal Development (PD) Opportunities for our Colleagues

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

Interventions HLTA

Applying:

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

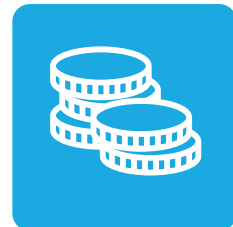


Status:

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

Salary:

NJC Scale Points: 5 - 8
Actual Salary: £20,815 - £21,824 per annum
FTE Salary: £ 25,583 - £26,823 per annum



Closing Date:

Monday 1st June 2026 at 9am or sooner should we receive sufficient applications.

Start Date:

As soon as possible



Candidate



ck

Interviews:

01 September 2026




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