

Primary

Academy
Transformation
Trust

Level 3 Teaching Assistant within Early Years

Application Pack

Caldmore Primary Academy

Carless Street

Walsall

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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

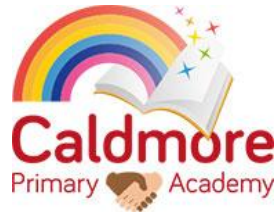
7. Valued and Empowered Individuals – everyone known, valued, and supported to be their best.
8. Leading with Integrity, Celebrating Excellence – values-led leadership and cultures that recognise excellence.
9. Moments That Shape Us – deliberate rites of passage and significant experiences that foster 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



Caldmore Primary is a learning community in which everybody wants to continuously improve, is expected to continuously improve and has a duty to help others to do so. There is a relentless pursuit by all staff to create a happy, respectful and purposeful learning environment. Our motto, 'Aspire, Believe, Achieve', is central to the inclusivity of the academy; there are strong, nurturing relationships between staff and pupils and an unwavering commitment to help all of our children fulfil their potential.

The image of the rainbow in our school badge depicts the way in which we are all unique, but in the most important ways, we are very much the same. Caldmore Primary Academy serves a richly diverse community, with around 30 different languages being spoken by children who join us from all around the world.

All pupils, regardless of their starting points or backgrounds, are supported and challenged to be the very best that they can be.

The combination of high expectations, an engaging and tailored curriculum and a dedicated, highly skilled team combine to create an ambitious academy that continuously strives for excellence. It is an absolute privilege to work with such wonderful pupils and staff every day. expected to continuously improve and has a duty to help others to do so. There is a relentless pursuit by all staff to create a happy, respectful and purposeful learning environment.

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04. Job Description

Job Description

Level 3 Teaching Assistant within Early Years

To cover and lead class teaching as and when appropriate. To work with class teachers to raise the learning and attainment of pupils. To promote pupils' independence, self-esteem and social inclusion. To give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement.

Key Responsibilities:

Duties and responsibilities: Teaching and Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Observe pupil performance and pass observations on to the class teacher
- Undertake any other relevant duties given by the class teacher
- To cover and lead class teaching (under direction) as and when appropriate
- Direct the work, where relevant, of other adults in supporting learning

Duties and responsibilities: Planning

- 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
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons
- 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

Duties and responsibilities: 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

Duties and responsibilities: 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 have had accidents

Duties and responsibilities: 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

Duties and responsibilities: 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 Level 3 Teaching Assistant will be required to follow school policies and the staff code of conduct.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Level 3 Teaching Assistant will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal or line manager.

05. Person Specification

Person Specification

Level 3 Teaching Assistant within Early Years

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	<ul style="list-style-type: none"> GCSE or equivalent level, including at least a Grade 4 (previously grade C) in Maths and English First-aid training, or willingness to complete it. Level 3 TA 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. Experience planning and delivery learning activities. Demonstrable experience of planning and leading teaching and learning activities (under direction). 	<ul style="list-style-type: none"> Experience of leading sports activities. 	
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. Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils. 		

	<ul style="list-style-type: none"> • 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 and whole school context. • Understanding of effective teaching methods. • Knowledge of how to successfully lead learning activities for a group or class of children. • 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. 		
<p>Expectations of Role</p>	<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. 		



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

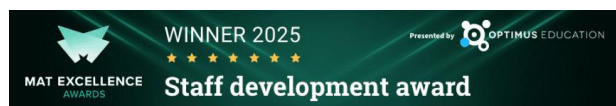
Personal Development (PD) Opportunities for our Colleagues

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

Level 3 Teaching Assistant Within Early Years

Applying:

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

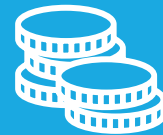


Status:

Fixed Term until 31 August 2027
Term Time Only
32.5 hours per week

Salary:

NJC Point: 12-17
Actual Salary: £21,605 - £23,437
FTE Salary: £28,597 - £31,021



Closing Date:

Thursday 16 July 2026 at 9am

Start Date:

01 September 2026



Interviews:

Tuesday 21 July 2026

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

 @AcademyTrust

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