

Primary

Academy
Transformation
Trust

1-2-1 Teaching Assistant – Fixed term

Application Pack

Beck Row Primary Academy
The Street
Beck Row
Bury St Edmunds
Suffolk

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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.

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.



We aim to inspire all our pupils regardless of their starting points, to achieve well and enjoy learning, with an exciting and enriching topic-based curriculum. Visits, visitors and memorable experiences build cultural capital in our pupils, helping them to experience and appreciate human creativity and achievement. Our values of thoughtfulness, co-operation, morality and respect are lived by us all in myriad ways each day as the Beck Row family, preparing our pupils for life as active citizens in Modern Britain. We support each other in times of need and celebrate success together. We want our pupils to be ambitious and aim for their best and we reward and celebrate this. Reading is the key to unlocking our knowledge-rich curriculum so we give our youngest pupils the best possible start in learning to read and then continue developing our children as readers as they move through the school. 'As one pupil commented, 'At Beck Row, everyone is part of a family.' (Ofsted 2020)

The academy enjoys an enviable location in the small but growing village of Beck Row, close to historic Mildenhall, which was settled by the Romans and mentioned in the Domesday Book. In recent years, we have undergone a complete transformation via Suffolk's Academy Reorganisation process – from a small first academy to a fast - expanding primary academy with around 250 pupils.

Our growth has been accelerated by our membership of Academy Transformation Trust, giving us all the specialist support we need to enhance our teaching and stimulate our students to develop a lifelong love of learning that will serve them well when they leave us in year 6.

To find out more, please visit www.beckrow.attrust.org.uk



Job Description

1-2-1 Teaching Assistant – fixed term

To work in partnership with class teachers to support learning in line with the national curriculum, Code of Practice and academy policies and procedures.

Responsible to: Teacher/Assistant Principal.

Key Responsibilities:

- Establish positive relationships with pupils supported.
- Understand and apply academy policies in relation to health, safety, and welfare.
- Attend relevant training and take responsibility for own development.
- Attend relevant academy meetings as required.
- Respect confidentiality at all times.
- Participate in the performance and development review process, taking personal responsibility for identification of learning, development, and training opportunities in discussion with line manager.
- Comply with individual responsibilities, in accordance with the role for health & safety in the workplace.

Specific Responsibilities:

- Establish positive relationships with pupils supported.
- Support pupils with activities which support literacy & Numeracy Skills.
- Support the use of ICT in the classroom and develop pupils' competence and independence in its use.
- Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate.
- Promote positive pupil behaviour in line with academy policies and help keep pupils on task.
- Interact with, and support pupils, according to individual needs and skills.
- Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation, and resources.
- Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour.
- Monitor and record pupil activities as appropriate writing records and reports as required.

- Support learning by arranging/providing resources for lessons/activities under the direction of the teacher.
- Assist with the development and implementation of IEPs.
- Attend to pupils' personal needs including help with social, welfare, physical and health matters, including minor first aid.
- Assist with the preparation, maintenance, and control of stocks of materials and resources (in lessons).
- Liaise with other staff and provide information about pupils as appropriate.
- Supervise pupils for limited and specified periods including break-times when the post holder should facilitate games and activities (if applicable).
- Assist with escorting pupils on 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.
- Undertake any other duties as required by the Principal.
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NOTE:

The duties and responsibilities of this post may vary from time to time according to the changing demands of the academy. This job description may be reviewed at the reasonable discretion of the Principal in the light of those changing requirements and in consultation with the postholder. In any event the Principal reserves the right to review and amend the job description.

The Job Description is a description of the job to be undertaken and performed to the satisfaction of the Principal by the postholder. It does not form part of the contract of employment.

Beck Row Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment by observing the academy's Safeguarding policies and procedures.



Person Specification

1-2-1 Teaching Assistant – Fixed term

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	<ul style="list-style-type: none"> • Good basic education to GCSE level in literacy and numeracy or equivalent. 	<ul style="list-style-type: none"> • Relevant qualification in childcare and/or education. 	<ul style="list-style-type: none"> • Application Form/Checking and Original Copy evidence
Experience	<ul style="list-style-type: none"> • Experience of working with young people and children. 	<ul style="list-style-type: none"> • Being a paid worker in play schemes, crèches, midday supervision or after school clubs. 	<ul style="list-style-type: none"> •
Knowledge that supports the role	<ul style="list-style-type: none"> • Understand the needs of young people and children. • Understanding child development and the ways in which children learn. • Understand the roles played by various adults in a child's education. • Understand behaviour management strategies. • Understand equal opportunities and safeguarding. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Expectations of Role	<ul style="list-style-type: none"> • Help professional staff to achieve their objectives. • Assist children on an individual basis, in small groups and whole class work. • Explain tasks simply and clearly and foster independence. 	<ul style="list-style-type: none"> • Monitor, record, and make basic assessments about individual progress. • Suggest alternative ways of helping children if they are unable to understand. • Describe, in simple terms the process of behaviour 	<ul style="list-style-type: none"> •

	<ul style="list-style-type: none"> • Supervise children and adhere to defined behaviour management policies. • Accept and respond to authority and supervision. • Work with guidance but under limited supervision. • Liaise and communicate effectively with others. • Demonstrate good organisational skills. • Reflect on and develop professional practice. • Display work effectively and make and maintain basic teaching resources. 	<p>management with children.</p> <ul style="list-style-type: none"> • Identify gaps in own experience that need filling. • Demonstrate the ability to learn and adapt from past experiences. 	
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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



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





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Applying:

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



Status: Fixed term ending 18 December 2026

32.5 Hours per Week

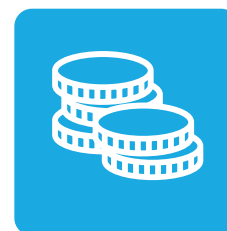
39 weeks per year (Term Time Only)

Salary:

NJC Scale Point: 3 - 4

Actual Salary: £18,733 - £19,027 per annum

FTE Salary: £24,795 - £25,184 per annum



Closing Date:

Wednesday 13th May 2026 at 9am or sooner should we receive sufficient applications.

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.

