

# Application Pack

# 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.

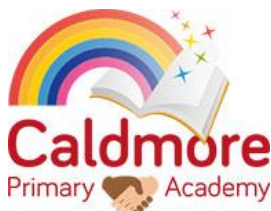
## Our Approach to Working Together

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

## Playworker

### Purpose of the Role

To supervise, support and engage pupils during lunchtime by providing a safe, inclusive and stimulating play environment. The role involves organising and facilitating play activities, promoting positive behaviour, and ensuring the safety and wellbeing of all children.

### Play Provision and Engagement

- Promote and facilitate high-quality, inclusive and imaginative play opportunities.
- Organise and lead games and activities for children.
- Encourage participation, including supporting shy or vulnerable children.
- Set up safe indoor and outdoor play environments.

### Supervision, Safety and Welfare

- Ensure the safety and supervision of all pupils.
- Supervise movement between classrooms, playground and dining areas.
- Carry out visual risk checks of play areas.
- Provide basic first aid and report incidents.
- Follow safeguarding procedures.

### Behaviour and Inclusion

- Promote positive behaviour and respectful relationships.
- Support children in resolving conflicts.
- Ensure inclusive play for all pupils.
- Encourage cooperation and fairness.

### Teamwork and Professional Responsibilities

- Work collaboratively with staff.
- Attend training and meetings as required.
- Maintain confidentiality.
- Undertake reasonable additional duties.

And any other responsibilities' as directed by the Principal of the Academy.

## 05. Person Specification

# Person Specification

## Playworker

|                                          | Essential                                                                                                              | Desirable                                                                                                                                                                     | How will this be demonstrated                                           |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Professional Qualifications and learning | <ul style="list-style-type: none"> <li>Willingness to undertake training</li> <li>Good communication skills</li> </ul> | <ul style="list-style-type: none"> <li>First aid</li> <li>Experience in supporting sport in the community</li> </ul>                                                          | Application and certificates                                            |
| Experience                               | <ul style="list-style-type: none"> <li>Working with children</li> <li>Team work</li> </ul>                             | <ul style="list-style-type: none"> <li>Primary age experience</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Application/interview</li> </ul> |
| Knowledge that supports the role         | <ul style="list-style-type: none"> <li>Safeguarding</li> <li>Play</li> <li>Behaviour</li> </ul>                        | <ul style="list-style-type: none"> <li>Child development knowledge</li> <li>Experience of games and sports personally or facilitating/supporting in the community.</li> </ul> | <ul style="list-style-type: none"> <li>Interview</li> </ul>             |
| Expectations of Role                     | <ul style="list-style-type: none"> <li>Positive behaviour support</li> <li>Communication</li> </ul>                    | <ul style="list-style-type: none"> <li>IT/reporting systems</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>Interview</li> </ul>             |
| Other requirements                       | <ul style="list-style-type: none"> <li>Reliable, adaptable, team player</li> </ul>                                     | <ul style="list-style-type: none"> <li>Skills in sport/arts</li> </ul>                                                                                                        | <ul style="list-style-type: none"> <li>Interview</li> </ul>             |

This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.





## 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



## 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

# Playworker

### Applying:

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



Status: Permanent

10 hours per week

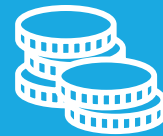
39 weeks per year, Term time only

### Salary:

NJC Scale Point 3

Actual Salary: £5,764

FTE Salary: £24,796



### Closing Date:

Monday 14 September 2026 at 9am

### Start Date:

October 2026



### Interviews:

Week commencing 27 September 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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