



ACHIEVING MORE TOGETHER

A black and white photograph of a teacher and a student. The teacher, on the left, is wearing glasses and a dark t-shirt with 'Parrun Gorlesn Ci' visible. She has a lanyard with 'STAFF' written on it. The student, on the right, is also wearing glasses and is looking down at a book or paper. They are both focused on their work.

Support staff career pathways

Ormiston Academies Trust

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Get in touch



LMP Education is a national apprenticeship training provider that was graded "Good" by Ofsted in March 2020 (**read the full Ofsted report here**). LMP Education have been supporting OAT with our apprenticeship strategy since 2017 and we have seen over 150 staff members carry out training since our partnership.

We have worked closely with LMP to develop career pathways that incorporate apprenticeship training. We hope you find the booklet useful and that you are able to access these pathways as our ongoing support and investment in your personal development and growth.



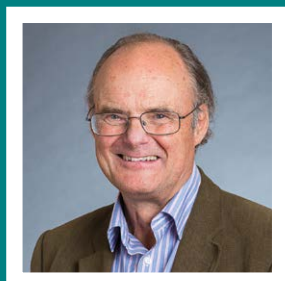
To apply for any of these programmes our staff can express their interest by sending your full name and the programme you would like more information on to **ormiston@lmpeducation.org**. Once you have done this a member of the LMP team will be in contact within 24 hours. We can enrol you onto any of these programmes at any point throughout the year.

For further information about any of the courses outlined in this booklet, please contact **Tuesday Humby, OAT's National Director of Teaching and Training**.

Email: **tuesday.humby@ormistonacademies.co.uk**

Tel: **07949 351 501**

Ormiston's background



My sister, Fiona Ormiston Murray was a young woman with her whole life ahead of her. Tragically, both Fiona and her husband were killed in a car crash on their honeymoon in 1969. Fiona very much wanted to have her own children, so our family set up Ormiston Trust in her name. Very simply, then and now, our objective has been to help the life chances of children. Since we originally founded the Trust, Ormiston's invests in grant-funding programmes in our schools and continues to support thousands of children, young people and their families all over the UK. Our very first school was sponsored by Ormiston Trust in 2009. Very shortly after, Ormiston Academies Trust (OAT) was established, and we have since grown to a family of 40 schools.

Our mission at both Ormiston Trust and Ormiston Academies Trust has remained unchanged. We seek to improve the life-chances of children and young people so they can fulfil their potential and lead happy and productive adult lives. We want to make the biggest difference to the lives of our young people, both inside and outside the classroom. In order to achieve this aim, we look to recruit staff into our Trust who are committed to this mission.

We also want to ensure that our staff get the opportunities to develop into our next generation of leaders of our mission. This is what our career pathways programmes are all about; developing our great people to continue our important work.

I hope you will join us on that journey.

Peter Murray, OBE – Founding Chairman, Ormiston Trust

Why work for us?



Ormiston Academies Trust (OAT) is now one of the largest not-for-profit multi-academy trusts in England. Multi-academy trusts are charities that run schools to give local children a great education. We educate over 30,000 pupils across six English regions, in 32 secondary schools, seven primary schools and one special school. When we think about what kind of difference we want to make, this is defined by our three core purposes, which are to teach and develop our pupils, while we effect change so that we can create schools where no one is disadvantaged.

As members of the most important profession for our nation's future, teachers as well as other school staff, need considerable knowledge and skill, which need to be developed as their careers progress. For our staff, effective professional development for both teaching and support staff is a core part of securing effective outcomes for our children. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for staff to support one another to develop so that pupils' benefit from the highest quality teaching and care. The thousands of professional decisions that must be made every day need to be informed by the best evidence, knowledge and professional wisdom.

In recognising the importance of this vital work, we ensure that both our teaching and support staff have access to a comprehensive training package at every level and this will continually adapt to ever changing needs.

Our people are our greatest asset and at Ormiston Academies Trust you can be assured that if you invest in our children and our mission, we will invest in you and your career development.

Nick Hudson – Chief Executive Officer, Ormiston Academies Trust



The Ormiston family of academies

NORTH

- 4 Ormiston Bolingbroke Academy
- 24 Ormiston Chadwick Academy
- 9 Ormiston Horizon Academy
- 17 Ormiston Ilkeston Enterprise Academy
- 8 Ormiston Maritime Academy
- 33 Ormiston Meridian Academy
- 39 Sandymoor Ormiston Academy
- 5 Ormiston Sir Stanley Matthews Academy

EAST

- 36 Broadland High Ormiston Academy
- 25 City of Norwich School, An Ormiston Academy
- 21 Cliff Park Ormiston Academy
- 16 Ormiston Denes Academy
- 12 Ormiston Endeavour Academy
- 34 Flegg High Ormiston Academy
- 18 Stoke High School - Ormiston Academy
- 14 Ormiston Sudbury Academy
- 6 Ormiston Venture Academy
- 7 Ormiston Victory Academy

SOUTH

- 1 Ormiston Bushfield Academy
- 26 Cowes Enterprise College, An Ormiston Academy
- 2 Ormiston Park Academy
- 10 Ormiston Rivers Academy
- 19 Ormiston Six Villages Academy

WEST

- 40 Brownhills Ormiston Academy
- 13 Ormiston Forge Academy
- 11 George Salter Academy
- 32 Ormiston NEW Academy
- 3 Ormiston Sandwell Community Academy
- 27 Ormiston Sheffield Community Academy
- 31 Ormiston SWB Academy
- 28 Tenbury High Ormiston Academy
- 20 Wodensborough Ormiston Academy

PRIMARIES AND SPECIAL SCHOOLS

- 37 Ormiston Cliff Park Infant Academy
- 38 Ormiston Cliff Park Junior Academy
- 30 Edward Worlledge Ormiston Academy
- 22 Ormiston Herman Academy
- 23 Ormiston Meadows Academy
- 29 Packmoor Ormiston Academy
- 15 Ormiston South Parade Academy
- 35 Thomas Wolsey Ormiston Academy

Correct as of September 2020
Academies numbered by order of joining



So you want to work in **school finance?**

Every school, no matter what its size, needs finance experts to manage their complicated budgets and ensure all those figures add up. In schools this role is so diverse, from keeping heads of department on track with their spend, to ensuring we have all the grants and funds we are entitled too, to finding innovative ways to help get the best from every penny – the role is never dull.

Getting qualified

We have a 21-month intense programme for anyone looking to start a career within school finance. As part of this programme you will be integral to routine financial activities for your organisation at school or trust-wide level. During the programme you will cover business awareness, financial accounting and reporting, management accounting, finance analysis and how to add value.

This programme is made up of a series of exams as well as workshops throughout the year as you work towards gaining a Level 3 ATT qualification, a Level 2 Bookkeeping and a Level 3 Advanced Diploma in Accounting. 40% of the assessment is made up of synoptic testing with the other 60% being the creation of your portfolio which is all online through LMP's e-portfolio technology.

By completing this programme, you are ensuring full competency as an assistant accountant, this standard provides the foundation for progression into a number of career paths in the accounting sector including audit trainee, corporate recovery analyst, credit controller or tax accountant.

aat





Spotlight on...

Ellie Johnson



- **Ellie Johnson**
- **Cowes Enterprise College, An Ormiston Academy**
- **Finance and Data Assistant**

I started my apprenticeship through Ormiston Academies Trust in 2018, working at Cowes Enterprise College on the Isle of Wight. Prior to this role I had never worked in finance, but I was interested in pursuing a career in this area. I had just finished my A-levels and I wasn't sure that the University pathway was for me. I was fortunate to be taken on at Cowes Enterprise College where I could learn 'on the job' and be supported through my Level 3 Business Administration qualification.

At the end of my first year I achieved a distinction in my apprenticeship and have gained the experience and confidence to fulfil my current professional role. All of which I could not have achieved without the fantastic support of LMP, OAT and the staff at Cowes Enterprise College.

Within a year of starting with OAT, I was ecstatic to be offered a full-time position as a finance and data administrator, it showed that my hard work had paid off. After just a short time in my new role, I felt that I had found my career path. I thoroughly enjoy all aspects of my job and no two days are ever the same! I am fully supported by the staff and management at OAT and I look forward to furthering my studies in conjunction with my role. My experience has shown me that working for OAT is a career path and not just a job, if you work hard, you can excel in whichever role you choose to step into.



So you want to be a **school business manager/ operations manager?**

Often called their “right hand”, our principals truly rely on the expertise of their school business managers/operations managers. As the expert in the school on all financial matters, you will help steer and guide decision making at a strategic level.

Operations managers take on an even wider remit, looking after functions outside of finance. These leadership positions are critical to the smooth and effective running of our schools.

Getting qualified.

We have a 17-month Level 4 School Business Professional Programme for any existing school business professional or those aspiring to become a school business professional. During the programme you will gain a thorough understanding of how to carry out administer and manage the financial, site and support services within a school. Some other core skills that will be developed are finance and procurement, human resources, governance and risk, marketing/communications, project and change management, as well as relationship building.

You will be assessed through a variety of methods including professional discussion, assessment of your portfolio and a knowledge-based test.

By completing this programme candidates will be eligible to become a full member of the Institute of School Business Leaders (ISBL), formerly known as National Association of School Business Management (NASBM)





Spotlight on...

Melanie Sherratt



- **Melanie Sherratt**
- **Packmoor Ormiston Academy**
- **School Business Manager**

I have worked as a school business manager for the last nine years at Packmoor Ormiston Academy. Packmoor Primary became part of Ormiston Academies Trust in August 2016 and as a member of the senior leadership team and governing body, I had involvement in each step of the academy conversion process. I knew from the start that being part of the Ormiston Academies Trust family would provide the best education and enrichment opportunities for our pupils.

The role of a school business manager is key to setting the strategic direction of a school, as a non-teaching member of the senior leadership team, I bring a diverse set of skills including finance, premises, procurement, marketing, recruitment, health and safety and the management of non-teaching staff.

The biggest advantage I have noticed since joining Ormiston Academies Trust, is a better access to resources and provisions for both our pupils and staff, in many different areas, covering academic, extracurricular and operational functions.

The Trust provides inclusive continued professional development opportunities across all of their academies, building staff confidence and credibility. I attend the termly forums for HR, finance, facilities and GDPR and utilise the opportunity to network and share best practice with other operational/school business managers. The specialist support and expertise provided by OAT head office has assisted in strengthening my own skill set and broadening my range of attributes. These skills have been recognised as transferable at a regional level, as in the last 12 months I have provided support and training to new employees in OAT schools within the north and west regions.



So you want to be a **laboratory technician?**

Ask any good science department what is critical to their success and they will point you to the person in the white lab coat and say their technician! From stocking the labs without blowing anything up, ensuring that the teaching staff have the right equipment, tools and chemicals to undertaking demonstrations that bring out awe and wonder in children like nothing else - the lab technicians make science in our schools safe and fun.

Getting qualified

If you have a passion for science and want to become a lab technician then we have a 21-month programme just for you! During the programme you will learn to work safely in a laboratory which maintain safety and risk management systems, understand and follow quality procedures, prepare for laboratory tasks using the correct scientific techniques, procedures and methods, demonstrate technical competence in the use of specialist equipment, develop and apply theoretical knowledge of relevant science and technology required for schools.

During the programme you will gain a Level 3 Certificate in Laboratory Technical Skills as well as an IOSH working safely certificate.

You will be assessed through a variety of assessment methods including the completion of exams, a portfolio and a project as well as gaining an employer reference and carrying out a structured interview with your assessor.





So you want to work in **school IT?**

There is never a dull day in school IT. Technical skills are of course important, but you will also quickly learn that speed and patience are essential when faced with the teacher whose projector has just died at a critical point in their lesson. From managing the suite of hardware in the school, to finding innovative IT solutions to help enhance the teaching and learning, school IT is a deeply rewarding career.

Getting qualified

We have a 15-month programme for anybody looking to support our IT infrastructure within schools. During the programme you will work towards completing your technical competencies such as communication across the school, IT security, remote infrastructure, data management, problem solving, how to create workflow management systems as well as optimising the performance of existing hardware, software and network systems.

You will be assessed by completing a portfolio and a project which will be backed up by a reference from your line manager as well as a recorded discussion with your assessor at the end of your programme.

This apprenticeship is recognised for entry onto the register of IT technicians confirming SFIA Level 3 Professional Competence and those completing the apprenticeship are eligible to apply for registration.

RITech 


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“Read, the more things you will know.
You learn, the more places you’ll go.”

- Dr. Seuss



So you want to be a **school librarian?**

A school librarian is responsible for a variety of tasks within the library and wears multiple hats. Actively choosing materials to add to the library collection is not a small task and they must keep up to date not only with new literature but must understand their school’s curriculum and how the library can support it. It is a fascinating role for those who love learning themselves. Connecting individuals with the books they need for class work or recreational purposes can be transformational for some of our pupils who come to us without that joy of reading. School librarians also play a crucial role in our enrichment curricula, whether it be arranging author visits or coordinating world book day, this is a role for someone that loves to be involved in the wider life of the school and very much enjoys that day to day contact with children.

Getting qualified

We have a 20-month programme for any member of staff who is looking to support the needs of existing and potential users for access to information in an ethical and fair or appropriate manner. If you have aspirations to run a school library, then this programme is for you. During the programme you will cover the following core skills; Interpreting and implementing policies, undertaking regulation and compliance checking to ensure data is not breached, solving user problems and issues, using teamwork and collaboration to achieve goals, developing information and digital skills to support users to identify and , find, access and evaluate knowledge and to promote self-help. You will be assessed through a project report, a presentation and a professional discussion with your assessor. Once you have completed this apprenticeship you will be able to apply to the following: Certified Member of CILIP (ACLIP), subject to becoming a member as well as a Foundation Member of the ARA (FMARA). This is a brand-new apprenticeship programme which saw LMP being the first provider in the UK to deliver this.



The library
and information
association



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Spotlight on...

Gabrielle Wales



- **Gabrielle Wales**
- **Broadland High Ormiston Academy**
- **Librarian**

I have worked at Broadland High Ormiston Academy since 2004 and have had a variety of roles since joining the academy, most recently as the librarian, a position I took up in November 2017.

With literacy placed right at the heart of the curriculum by the school, my primary role is in creating an environment that enables and encourages all pupils to read. This provides them with the greatest opportunities to access the curriculum and to further their life skills.

The role of a librarian is very diverse. For example, I have undertaken long term curriculum mapping to ensure sufficient relevant resources which cover all aspects of the curriculum are available. I then link these to each area making them easily identifiable. Another key aspect of my role is arranging literacy activities; from creating monthly themed displays e.g. empathy, Gay Pride, cultural diversity and mental health and disability awareness, to trips to The Fly Festival at the UEA and author visits and workshops. Each year I run a World Book Day celebration with all staff and pupils taking part in quizzes and competitions.

One of the other events I organise is a pupil Carnegie Medal Shadowing Group each year. Pupils read the shortlisted books, then meet to discuss the merits of them before voting on which book, we believe deserves to win.

I have set up a range of challenges and competitions that run throughout the year. "Read Around the World Challenge" encourages pupils to read a book from each of five continents. "50 Books to Read Before the End of KS3", challenges pupils to read books from a specified list. The list has been compiled to ensure a diversity of genres, both fiction and non-fiction and some not to be missed classics. I award prizes to pupils for effort and achievement.

I also administer the Accelerated Reader Programme and track the progress of the pupils. Reports are prepared and supplied to the senior leadership team, teaching staff and parents/carers. As you can see it is a role that can be very different every day, and one I very much enjoy.



So you want to be a **site assistant?**

Site assistants/caretakers play a vital role in schools. Without you the schools wouldn't even open! Responsible for the maintenance and security of school buildings, the role is diverse and can vary widely depending on the size of the school. Learning new skills for carrying out basic repairs, championing health and safety around the school, and supervising external contractors are all part and parcel of this busy and critical role.

Getting qualified

We have a 13-month programme for any existing site assistants who wish to further develop their knowledge and skills or somebody new who is aspiring to become a site assistant within the school setting. During this apprenticeship you learn all aspects of facilities services across both soft and hard facilities management, as well as gaining in depth knowledge into health and safety, risk management and customer service.

You will be assessed through a variety of methods including professional discussion, assessment of your portfolio, observations and witness testimonies.

This apprenticeship gives apprentices who successfully complete the programme the professional recognition from the Institute of Workplace and Facilities Management/Associate.

iwfm





So you want to manage estates?

As a site manager, you will be accountable for all aspects of the operational management of our school estates. Our site management teams are integral in making sure we are ensuring best value for money and providing our children with the best learning environment we can give them. They will be able to deliver effective management of a school site and its grounds, as well as having practical maintenance experience. For those who aspire to progress in estates management beyond their own school, we also have positions as regional estates managers who work closely with all our site teams within their portfolio of school to support.

Getting qualified

We have a 16-month programme which is ideal for those who are progressing from a facilities operative role into a facilities manager role, or those who are in a facilities management role and wish to further develop their knowledge and skills. This apprenticeship prepares individuals for managing a facilities management service for both 'hard' (estate/building management) and soft (catering/cleaning/administration/security). All apprentices will be required to supervise others; to understand the contractual requirements and service delivery targets between their employing organisation and the client/customer in order to achieve service targets.

You will be assessed through a variety of methods including face to face assessment, assessment of your portfolio, observations, and witness testimonies. Apprentices will receive up to two years studying membership of the Institute of Workplace and Facilities Management (IWFM) and on completion of the apprenticeship will meet the qualifying criteria for Associate Membership of the Institute.

iwfm





Spotlight on...

Steve Goodchild



- **Steve Goodchild**
- **Ormiston Sudbury Academy**
- **Site Manager**

I started at Ormiston Sudbury Academy (OSA) in June 2014 as an Assistant Site Manager/Minibus Driver, and then in April 2015 I took the job role on as full time Site Manager, which was a big career change for me. Before coming to OSA, I was a qualified carpenter/furniture maker and moved on as a multi-trade workman within the building industry.

Having the full support from OSA staff and OAT has increased my knowledge in the education sector a vast amount, ranging from health and safety to the safeguarding of staff and pupils.

I have completed various CPD training courses, which have been recommended by OAT to comply with all health and safety regulations.

I work closely with the principal and the director of finance to ensure the site is fit for purpose and ready for pupils and staff on a day to day basis. I manage a team of site cleaning staff who have risen to the challenge in the current situation.

The role can be challenging at times, being able to work under pressure i.e. burst main water pipe/heating failure and fire alarms being activated whilst pupils are learning, and staff are working. Ensuring safety comes first at all times.

I also assist the community with outside lettings within the school grounds and help with any of their requirements.



Spotlight on...

Martin Draycott



- **Martin Draycott**
- **Ormiston Chadwick Academy**
- **ICT and Estates Manager**

I joined Ormiston Academies Trust when the school I worked at became part of the Trust in 2014. It was a time of great change for the school as we became Ormiston Chadwick Academy (OCA), but I relished the challenges that were presented. At the time I was the school's IT Manager having worked in educational IT across the private and public sector since 1999. I'd had various challenges throughout my career, but none compared to becoming part of Team OCA and working alongside colleagues across the academy to transform the fortunes of our school. Joining OAT was quite daunting at first but I was determined to perform to the best of my abilities. For me, working in education has always been about giving something back and working to better the society we live in. Whilst I often don't have direct contact with the pupils, I see my roles as vital to assist other colleagues to carry out their duties effectively.

The efforts I made to help OCA turn its fortunes around were appreciated by the principal at the time, Tuesday Humby, who offered me a new role overseeing both ICT and estates. This presented me with new challenges including overseeing significant block improvement works to the academy's buildings, worked with the Football Foundation on the introduction of a new 3G pitch and carried out significant upgrades to the ICT infrastructure. I also introduced a new recording studio and successfully bid for funding from the Wolfson Foundation to enhance the delivery of music technology.

In 2016, an opportunity to take on the responsibility for estates across a region comprising several academies within the Trust presented itself, however, at the time there were a number of challenges within OCA that I felt required my full attention. Fortunately, a few months later the opportunity arose again and in the summer of 2017, I took on the role of a regional estates and environment manager looking after eight academies across the north and west regions. In the time that I have undertaken this role I have worked with colleagues within OAT schools and at head office to deliver significant changes for the benefit of countless pupils. I have stepped in to support academies that have been short staffed, assisted in the recruitment of new personnel and supported the personal development of others to ensure they can progress within the Trust as I have.

Alongside my regional role I have continued to fulfil my duties to OCA, supporting a new principal, introducing a new premises manager and developing an ICT technician to become my replacement as ICT manager. Recently I have also supported another school as they begin a journey to transform their IT provision. It's fair to say that my time with OAT has been challenging and rewarding in equal measure. I look forward to seeing what the next chapter holds.



So you want to run a **school reception?**

School receptionists are the public face of our schools. They require exceptional individuals with patience, empathy, quick thinking and the ability to calm and reassure others quickly and professionally. This role is one of the most critical to the reputation of a school.

Getting qualified

Our Level 3 Customer service practitioner programme is a 15-month programme for anyone who is working within a school reception environment or anyone who is working to provide direct support to customers within a MAT. During this course you will learn to become a customer service advocate who acts as a referral point for dealing with more complex or technical customer requests, complaints and queries within a school. This programme will help you to develop business knowledge and understanding, customer journey knowledge, business focused service delivery, customer service performance as well as team working presentation skills and self-development. Completion of this programme will lead to eligibility to join the institute of customer service as an individual member at professional level.



The Institute of
Customer Service



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So you want be an **office manager?**

Like school receptionists, this is no 'behind the scenes' role as our school office managers also become a highly visible role in our school communities. Managing a team of administrative and support staff, this role ensures that communication between home and school and all external agencies is smooth and efficient. Whilst there are essential tasks that are carried out at the same time each year, I think all office managers would agree that no two days are the same. Great communication skills are needed for this role.

Getting qualified

We have a Level 3 Business Administrator 14-month programme for anyone who is working to support the office function of a school. During this programme you will develop, implement, maintain and improve administrative services across your school site. You will develop core skills such as IT, document production, decision making, project management, business fundamentals and managing performance. This programme is the gateway to becoming a manager or to progress into a senior support role.

For those who have already completed the level 3 and are looking for further development, we also have a Level 5 Departmental Manager qualification which is an 18-month programme. The programme is designed for anyone who manages teams and projects. By completing this programme, you will have demonstrated the ability to deliver results through organisational performance, how to manage people and develop relationships at a high level through interpersonal excellence as well as personal effectiveness.



Spotlight on...

Charlotte Leeming



- Charlotte Leeming
- Flegg High Ormiston Academy
- Office, Data and Cover Manager

I joined Flegg in 2016 as the Office and Cover Manager, and in 2018, Flegg High joined Ormiston Academies Trust.

I was drawn to my role initially because of the variety of tasks and responsibilities it encompassed. From overseeing the day to day running of the office, supporting colleagues with administrative tasks, allocating cover and monitoring staff attendance to helping parents and stakeholders with enquiries, welcoming visitors to the academy and assisting pupils with day to day requests - often this involves reuniting them with a lost PE kit!

Shortly after joining OAT, my principal offered me the opportunity to expand my role, initially for one year, and to include data management. This was completely new to me, but I was given lots of support and guidance from my principal, able to attend training courses and visited data managers in other OAT schools, who offered invaluable advice. Data management is now a permanent part of my role and I feel a huge sense of achievement in having learnt something new and grateful that I was offered this opportunity to develop my skills as a professional.

I feel privileged to work in such a supportive environment, and one where my skills are valued and appreciated. Every day is different, which I love, and I hope to be able to progress within the Trust in the future.



Spotlight on...

Natalie Preece



- **Natalie Preece**
- **Ormiston NEW Academy**
- **Executive Personal Assistant**

I had worked as the personal assistant to the principal of Ormiston NEW Academy for one year when the school became part of Ormiston Academies Trust. On becoming an OAT member of staff, I quickly gained insight into the amount of support I would get in my role from the Trust. This support has allowed me to up-skill myself and broaden my knowledge on the operations of school; both on a management and operational level.

The role of a personal assistant is diverse and can differ from academy-to-academy, business-to-business. A key to the role is having an extensive knowledge of the business functions and supporting the decision-making processes with this knowledge. Senior leaders will trust you are handling business efficiently, confidentially and seamlessly. You need to be calm under pressure, the person who can help solve a problem and have a willingness to take on work at all levels.

For me, one of the big advantages of being part of a large Trust, is the opportunities for staff in similar roles to come together to share best practices and expertise. The regular network sessions that take place throughout the year have been invaluable in shaping my practices as a principal's assistant. As well as networking events, support staff are encouraged to take part in CPD. More recently I completed the NGA Leading Governance Development for Clerks qualification, a course I was encouraged to sign up for by staff at head office.

In 2019, I was delighted to be appointed as the executive assistant to the OAT West regional director. I felt humbled that my hard work and skills I had developed since starting with the Trust had been recognised as transferable to a regional level.

Being able to continually develop as an executive assistant to a regional director and principal and being able to work alongside academy leaders has allowed me to flourish in my role and makes going to work exciting. The role can be demanding, and you need to be super organised to manage not only your own workload but the schedules of who you assist, but the variety of work, pace and working relationships make the job highly rewarding.



So you want to be a **teaching assistant?**

Teaching assistants support teachers and help children with their educational and social development, both in and out of the classroom. The job will depend on the school and the age of the children.

This role can include:

- Getting the classroom ready for lessons.
- Listening to children read, reading to them or telling them stories.
- Helping children who need extra support to complete tasks.
- Helping teachers to plan learning activities and complete records.
- Supporting teachers in managing class behaviour.
- Supervising group activities.
- Looking after children who are upset or have had accidents.
- Clearing away materials and equipment after lessons.
- Helping with outings and sports events.
- Taking part in training.
- Carrying out administrative tasks.

Getting qualified

To qualify as a teaching assistant, you can enrol onto a Level 3 Teaching Assistant programme which takes 15 months. By completing this programme, you will be able to demonstrate full competency as a teaching assistant. This programme provides a foundation for potential progression into a number of career pathways within Ormiston such as coming a higher-level teaching assistant. Please see our teaching staff careers pathway booklet for more details.



Spotlight on...

Jade Wallbank



- **Jade Wallbank**
- **Ormiston Shelfield Community Academy**
- **Teaching Assistant**

I am currently a year into my apprenticeship as a teaching assistant at Ormiston Shelfield Community Academy.

I was in my last year of sixth form with possible apprenticeships and university on my mind. I was already a pupil at Ormiston Shelfield Community Academy and one of my teachers approached me and suggested I would suit a teaching assistant or teacher job role. A year later, and here I am, mid-teaching assistant apprenticeship!

Being a part of OAT has given me, as well as other pupils, opportunities which drives us towards success. Although I'm 'only' an apprentice, I have many colleagues supporting and encouraging me on a day to day basis. The skills I have gained from doing this job role are amazing. The courses and training I have engaged with during my year have been great.

I love being part of the team that supports younger pupils' progress. It is rewarding to see how much you can help a pupil, not just in their academic progress, but also in their growing confidence. We strive to enable pupils to succeed in order to enable them to move on to the next stage of their life



ACHIEVING MORE TOGETHER

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