



MacIntyre Academies

Compassion - Ambition - Partnership

Candidate Pack

Behaviour, Safeguarding
and Wellbeing Manager
Endeavour Academy,
Oxford



**Putting learners
and their families first.**

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Welcome

Dear Applicant,

Thank you for your interest in the role of Behaviour, Safeguarding and Wellbeing Manager. These are exciting times for MacIntyre Academies, and we are looking for the right person to join our team. We have recruited an amazing team of staff from many varied and experienced backgrounds. They have taken to the role and challenges with enthusiasm, resilience and imagination. You may have experience within the education or social care sectors but will be familiar with the unique rewards and challenges that working with learners with complex needs can bring.

Your qualities are as important as your qualifications - we need staff who are non-judgemental, unconditionally accepting and resilient. Each day bring a fresh start, new challenges and many rewarding moments.

At Endeavour Academy, we are proud of the holistic and individual support that we provide to our learners which allows them to feel safe in a world they often find overwhelming. Building on this sense of safety, our bespoke curriculum allows learners to learn at their own pace and in line with their unique abilities and aptitudes and enables them to achieve to their highest potential. We also have a positive approach to supporting behaviour that empowers learners to engage in education.

So, if you share our values and passion for helping young people succeed then this might be the right job for you. I make no bones about it, this is a demanding role, but a hugely rewarding one too.

I look forward to reading your application.

Best Wishes,

Mark Shears

Principal



Our Story So Far

MacIntyre Academies is a multi-academy special education trust for special schools and specialist alternative provision.

We are sponsored by the national charity MacIntyre and our school's benefit from 50 years experience of innovative approaches to supporting learners with special educational needs and their families. Our philosophy is based on Macintyre's commitment to providing local personalised learning, support and care.

Our vision is for all learners to have confidence and belief in their potential, be ready for a successful adult life and connected where they live.

MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of learners. Please see our Safeguarding page.

Putting children and families first

As our vision suggests, our learners and their families are at the centre of everything that we do. To achieve this we use person centred approaches and place a high value on working in Partnership with Families.

We want all learners to achieve their full potential and to develop in a way that makes sense to them. Each school has its own bespoke curriculum framework designed with holistic, flexible and ambitious opportunities. We work in collaboration with a wide range of partners including future destination providers for our learners.

We are proud of our Compassionate Curriculum which supports learners to become more resilient, and fosters positive relationships between learners and staff.

Our Sponsor MacIntyre's approach has informed and shaped our Core Values.

Our Strategic Objectives

- To grow the Academy Trust in a way that supports capacity building but ensures outcomes within existing academies are not compromised
- To create a culture of challenge, support and mutual benefit so that MAT academies are schools that learners, families and employees are proud to be identified with and others want to join
- To build a leadership culture that promotes the sharing of skills and expertise across academies and encourages school leaders to work in partnership and support others in their journey
- To be transformational, set and expect high standards and provide challenge/ support to improve outcomes for learners in all schools joining the Trust
- To provide exceptional and differentiated interventions that support all schools to raise aspirations of learners and staff
- To provide outstanding governance and leadership that has high expectations and a rigorous process of scrutiny at every level
- To operate robust management systems and controls that support individual schools and promote efficient data analysis and sharing
- To use evidence based practice to continuously improve the offer, delivery and outcomes

Our people are at the heart of our success

- A competitive salary
- Discretionary regional allowance of £1,000 (pro-rata)
- Discretionary Special School Allowance £750 per annum (pro rata role dependent)
- Excellent local government pension scheme
- Family Friendly policies
- Wellbeing, Bereavement and Menopause policies
- Enhanced Sick Pay
- Wellbeing initiatives in your setting
- Full induction
- Training and development and the support of a trained line manager and dedicated senior leaders
- Access to further professional development
- Cycle to Work Scheme
- Annual MAT Life Day to take for that special occasion
- Annual Flu Jabs
- Free eye tests through Specsavers
- An Employee Assistance Programme to Support your health and wellbeing an access to various perks including discounts Tesco, Cineworld, Go Ape and many more
- Benefits for death in Service
- Long Service Recognition
- Recommend a Friend Scheme - £100 Voucher
- Trained Mental Health First Aiders
- Enhanced DBS Certificate (Paid for by MacIntyre Academies)
- Self service portal to facilitate leave and amend personal information
- We have an active employee engagement programme which includes Termly 'You are Awesome' awards, an annual Employee Big Thank you Day, Annual CPD Trust wide conference.
- Access to Blue Light Card/ Discounts for Teachers which offers thousands of amazing discounts online and on the high street for social care staff/ Teachers and support staff

Our Core Values

Our vision is for all young people to have confidence and belief in their potential, be ready for a successful adult life and connected where they live.

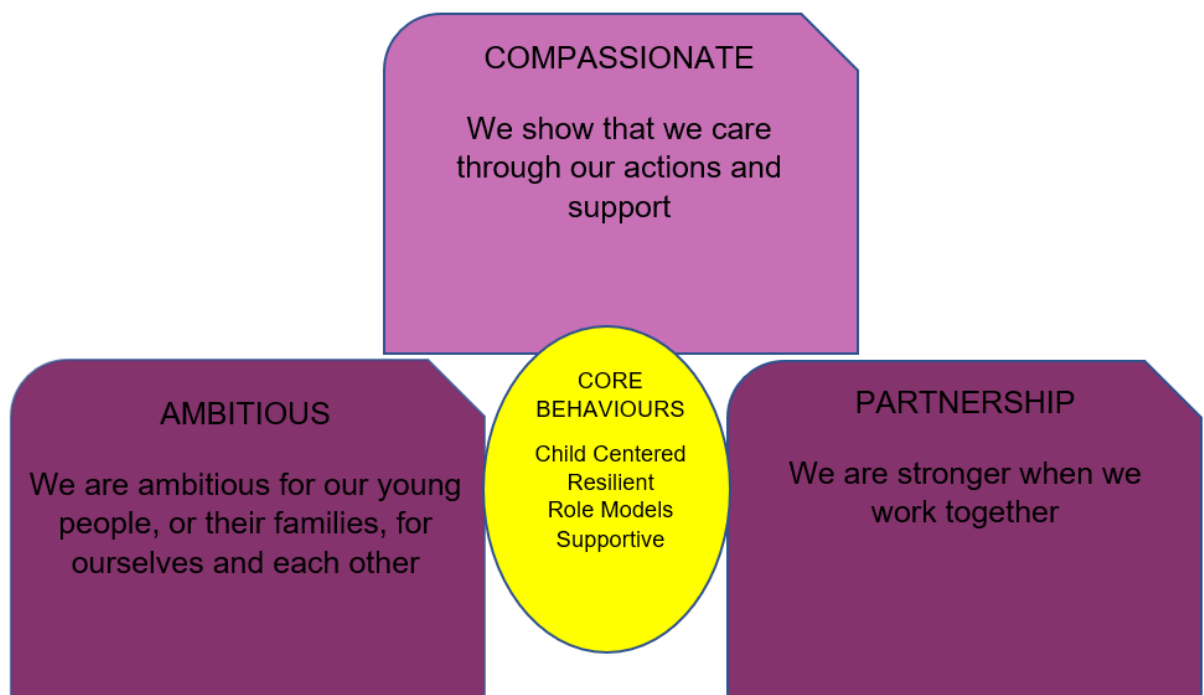
What is our DNA? Why is it important?

We don't just value what you do, but also how you do it. Our DNA defines who we are as individuals and as an organisation. It provides a defined way of working: how we do things around here, how we treat others and how we should expect to be treated.

Adhering to our DNA is also the key to delivering our vision, making MacIntyre Academies a great place to work and ensuring we provide high quality education and care to young people and their families.

What does the DNA mean for me?

Every colleague is expected to demonstrate behaviors which are consistent with our DNA. Whether you are applying for a job, you are a new employee or have been a colleague for many years, you will need to demonstrate our DNA in everything you do. This will be a key part in our recruitment, training and development and the appraisal processes.



Our Core Values

Our value: Compassion

- We are better together
- We will deliver success through teamwork and in
- partnership with families and other key stakeholders



Our value: Ambition

- We are ambitious for learners, for their families, for ourselves and each other
- We will set ambitious goals, seize every opportunity for learners to thrive and take personal accountability for everything we do.



Our value: Partnership

- By building safe, trusting, honest, kind and meaningful relationships
- We will focus on positives, create a safe environment and building trusting relationships to help learners overcome challenges day practices



Our Academies

Endeavour Academy, Oxfordshire

MacIntyre Academies' first school which opened in September 2014. They provide 32 places for learners (aged 8 to 19) with autism and learning difficulties who are in need of specialist education, care and support.



Discovery Academy, Nuneaton

Discovery Academy opened in September 2015 in Nuneaton, Warwickshire for learners, aged 9 – 19 years who have an Education, Health and Care Plan for autism or a social, emotional or mental health need.

Quest Academy, Rugby

Quest Academy is for learners, aged 7 – 19 years who have additional needs associated with an autistic spectrum condition (ASC) or social, emotional and mental health (SEMH) difficulties.



Venture Academy, Henley-in-Arden

Venture Academy is a specialist school for learners aged 9 -16 years with autism and/or a social, emotional or mental health diagnosis. The school has capacity for 50 learners and is based in Henley-in-Arden, Warwickshire

Endeavour Academy

Welcome to Endeavour!

Our specialist school in Oxford is for learners aged between 8 and 19 with autism and severe learning difficulties who benefit from an autism specific environment.

Developed in partnership with MacIntyre Academies Trust and Oxfordshire County Council, Endeavour was established to meet the needs of local learners and their families. Our Academy provides a person centred curriculum for learners; meeting their individual needs with a strong focus on gaining life skills that support independence. We work closely with the parents and carers of each learner to ensure the whole family is fully supported and reassured that the learner is safe and happy, respected and celebrated.

Our aim is to provide our learners with the skills and opportunities that will equip them to live purposeful lives. The curriculum we follow helps to ensure that all learners receive a highly personalised, relevant and functional education - with communication and sensory integration embedded.

Our staff work creatively and flexibly to tailor-make learning opportunities that motivate our learners and reinforce learning. We are committed to staff development and all staff undergo a thorough induction and training program.

Safeguarding

MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of learners. All positions will require an enhanced Disclosure and Barring Service check and registration with the DBS Update Service together with all other relevant recruitment checks including obtaining references. This post includes engaging in regulated activity relevant to learners and is exempt from the Rehabilitation of Offenders Act, 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Further information about filtering offences can be found in the DBS filtering guide: DBS filtering guide - GOV.UK (www.gov.uk) It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Referees will be asked to assess suitability of candidates to work with vulnerable learners and will be verbally verified. Individual Safeguarding Policies for our Academies can be found on our website under 'Essential Information' and candidates will be asked about this as part of the recruitment process.

In line with the update to KSCIE 2026 MacIntyre Academies will carry out an online search of the candidate once the shortlisting process has been completed as part of their due diligence. This may involve a google search of the candidate's name, looking at the top three search results over the past three years. If any incidents or issues are identified that are publicly available online this will be explored with the candidate at interview stage.



Job Title: Behaviour, Safeguarding & Wellbeing Manager

Reference No(s):

Salary: Scale point 26 – point 32. £28,334 - £34,406.75 FTE. Actual £26,360.34 - £32,293.24, plus Special School Allowance £750 per annum and Regional Allowance £930.33 per annum

Location: Headington, Oxfordshire

Hours of work: Full Time, 38 hours per week, Term Time Only plus 3 weeks (42 weeks a year)

Start Date: As soon as possible

Candidates may be shortlisted and invited to interview before the closing date. We reserve the right to close applications early.

The Role

We are currently recruiting for an inspirational and creative Behaviour, Safeguarding and Wellbeing Manager to join this exciting school, this is an opportunity to be part of something very special as we continue our journey to become a centre of excellence. Please take a look at our website <http://www.endeavour-academy.org/> to find out more about us.

Reporting to the Deputy Principal, you will be responsible for the oversight of pupil behaviour and wellbeing across the school, as well as working closely with the Principal to monitor safeguarding and child protection reports. You will model best practice and enable successful learning and achievement by young people and sustained improvement in their spiritual, moral, social, cultural, mental and physical well-being in preparation for the opportunities, responsibilities and experiences of adult life.

Some young people can behave in a way that is challenging to others and part of our role is to teach young people safer and more effective ways of communicating their needs, however a level of challenge still exists; this can be physical or a reluctance to engage. For these reasons this role requires someone who is physically fit. You must also be an effective, confident communicator and able to keep accurate records such as the recording of learning outcomes with excellent attention to detail. You will demonstrate an approach of facilitation and reflective practice within the role.

MacIntyre Academies will, where possible, look to make reasonable adjustments to comply with the Equality Act 2010.

The role is 38 hours per week; 42 weeks per year (Term-Time only plus 3 weeks)

Job Description

Reporting to:

The Principal via the Deputy Principal

Purpose:

To ensure that the school environment and culture supports students to develop the skills needed to be successful adults.

The person appointed will become one of the Designated Safeguarding Leads, tutor for Team Teach and PBS coach/practitioner.

Key Responsibilities:

Responsibilities to children and young people

- To work in accordance with MacIntyre Academies' values.
- To lead on the Academy's positive behaviour strategy and wellbeing of all.
- To work as one of the Deputy Designated Safeguarding Leads and lead on safeguarding issues on a day-to-day basis.
- To provide reports relevant to safeguarding, behaviour and wellbeing for external stakeholders as well as the leadership team.
- To act as Line Manager for the Behaviour Assistant
- To work with other professionals in order to create a safe learning environment.
- To create and review Positive Behaviour Support plans as required.
- To contribute to the review of the Behaviour Support policy, e-Safety and Anti-bullying policy and any other relevant policies under the guidance of the Senior Leadership Team.
- To undertake Positive Behaviour Support training.
- To undertake Mental Health First Aid training.
- To work with the Macintyre Academy Trust as a part of working groups
- To provide support to students, families and staff
- To ensure that students are treated with respect, dignity and equality
- To be personally accountable for the standard of your practice.
- To safeguard and promote the welfare of children and young people.
- To maintain the confidentiality of information.
- To adhere to MacIntyre Academies' policies and procedures.
- To promote and implement the Compassionate Schools Policy.
- To introduce and develop person centred and Positive Behaviour Support approaches to maximise individual learning opportunities and achievements.
- To challenge and motivate students, promoting and reinforcing their self-esteem.

Job Description

Key Responsibilities:

Responsibilities to yourself

- To participate in regular supervision sessions and annual appraisals
- To be responsible for your personal development
- To keep up to date with latest legislation and guidance

Responsibilities to staff, families & volunteers

- To lead and exemplify best practice in Safeguarding, person-centred and Positive Behaviour Support approaches across the Academy. Upholding the Trust's Compassionate Schools Policy.
- To work closely with teachers and support staff offering support, advice and strategies to improve classroom behaviour.
- To assist in the coaching and training of colleagues in person-centred approaches and work with families.
- To promote an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- To establish constructive relationships with parents and carers including the exchanging of information.
- To liaise with other staff in planning, evaluating and adjusting learning activities as appropriate.
- To work with key staff to draw up and implement a PBS plan and risk assessments for each student in need of support. To develop effective strategies to reduce or remove barriers to learning.
- To be a member of the debrief team.
- To oversee debrief meetings to ensure that reporting of behaviour and incidents are consistent and in line with the school's policies and procedures.

Whole School responsibilities and duties

- To monitor and review the implementation of the relevant policies and documentation and procedures to ensure they are adhered to, remain current and fit for purpose.
- To work with the Deputy Principal to ensure that the school's practices, procedures and systems promotes positive behaviour.
- To provide internal and external stakeholders with safeguarding, behaviour and wellbeing reports
- To promote an ethos of highest quality Safeguarding and Positive Behaviour Support. Developing, monitoring and evaluating the implementation of the academy's PBS strategy, including a commitment to reducing physical interventions and restrictive practice.
- To facilitate school improvement initiatives related to behaviour as appropriate.
- To plan and deliver CPD training, as required.

Job Description

Key accountabilities:

- To oversee the accurate recording and reporting of safeguarding and behaviour incidents, ensuring that this information is used to inform the development of the PBS plans and wider learning for the academy.
- To monitor, evaluate and review practice and promote improvement strategies to ensure that under-performance is challenged at all levels and appropriate changes to practice are implemented.
- To monitor and evaluate students' responses and progress against action plans through observation and planned recording.
- To monitor and evaluate students' risk assessments and amend in line with behaviour data ensuring that staff have access to the latest information.
- To provide regular, detailed and accurate safeguarding, behaviour and wellbeing reports to the SLT and LAB members as requested.

Additional Duties:

- To safeguard and promote the welfare of all learners in the school by being familiar with and aware of the School's Safeguarding and child protection procedures and guidelines and to adhere to them at all times.
- To bring to the attention of a senior colleague any matter of concern over the wellbeing, safety or safeguarding of a person we support.
- To be aware of your responsibilities in accordance with the current Health and Safety at Work Act.
- To be aware of your responsibilities in accordance with the General Data Protection Regulations (GDPR) and be familiar with the content of the MAT Data Protection Policy, Acceptable use of ICT Policy, Password Policy and any other associated policies and procedures.

This description is not intended as a total definition of the post, only an outline of the duties involved. The post-holder will be expected to carry out any other duties commensurate with the level of the post and which may reasonably be required by the Principal according to the normal practice of the Trust.



Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	• Knowledge of, or an interest in, autism and Learning Disabilities • A good level of Education with at least a C grade in English and Maths. • Good ICT skills • Demonstrable experience of working effectively with vulnerable children/ young people in either education, social work, youth work or another related area of work. • Demonstrable experience of working with children/young people who present with behaviours that challenge. • Extensive experience of working effectively with the parents /carers of children / young people. • A knowledge of the social and emotional factors that affect a child's capacity to learn. • Experience of working effectively with a range of professionals to promote children/young people's learning or welfare • An informed understanding of the current issues facing disabled people and families of children with SEND	• Experience of working in a school or care environment. • Experience of working with students with ASC/SLD. • Experience of handling challenging and high-pressure situations. • Knowledge of PBS, including a working knowledge of the behavioural principles underpinning it • Valid certificate in Team Teach or experience in similar positive handling frameworks

Person Specification

Personal Attributes	Must be able to demonstrate • Excellent communication and facilitation skills. • A passion for working with learners with SEN and their families. • Ability to work flexibly to meet the needs of the academy. • High level of resilience and determination. • Commitment to and a genuine interest in the pastoral welfare of the school community. • Calm and organised approach to work under pressure and the ability to inspire this in others. • Demonstrate a highly motivated and person centred approach to the role • Adopt a reflective approach to your work
Respecting and Understanding Others	• Reacts sensitively to other people and recognises different viewpoints, beliefs, values and opinions. • Treats learners we support and colleagues with respect, dignity, honesty and equality. • Adapts their working style and level of support to an individual's needs or wishes. • Work cooperatively with colleagues and assist when they need support. • Value the different contributions that people can make within a team.
Special knowledge and skills	• The ability to build good working relationships with all stakeholders. • A good working knowledge of the principles involved in giving advice and guidance to children/young people, including the place of confidentiality. • Knowledge of the responsibilities of agencies towards vulnerable children such as the Child Protection Procedures and intervention work. • An understanding and knowledge of how a range of agencies can be of assistance to vulnerable pupils/students and families • They have the confidence and knowledge to manage situations relating to poor conduct/behaviour of others towards children.

Person Specification

Influential Communication	- Ensures positive interactions are achieved by using a variety of communication techniques including language, tone and non-verbal behaviour. - Listens actively and display enthusiasm in their communication. - Uses and presents information in a manner which is persuasive, logical and understandable to the receiver.
Facilitating Success and Improvement in Others	- Use encouragement, praise and appropriate direction, as necessary. - Support, motivate and inspire others to try new tasks or activities. - Seek assistance appropriately and receive feedback from others.
Supporting Learning and Teaching or Care in an Educational Setting (for those in an operational role)	- Is ambitious, has consistent and high expectations of staff and learners - Demonstrates personal enthusiasm for and commitment to the learning process - Demonstrates the principles and practice of effective learning and teaching - Initiates and supports research and debate about effective learning and teaching - Provides appropriate support intervention based upon a detailed knowledge of individual pupils
Problem Solving and Decision Making	- Is able to collect, interpret and evaluate information - Can develop a deep understanding of a problems, exploring alternative ways of resolving problems including new possibilities. - Makes timely and well considered decisions, is aware the impact their decisions may have and willing to make difficult but necessary decisions to improve the practice.
Resilience to Change and Challenges	- Is open to change and embracing new developments / initiatives - Adapts well in new and unfamiliar situations responding to changing plans quickly - Works independently without direction - Is resilient and copes well in emergency situations.
Personal Development	- Is committed to achieving high standards for their own self-development - Is able to reflect on self-development needs and address them. - Meets agreed development action plans as agreed with line manager. - Achieves positive feedback from peers, senior colleagues and external stakeholders.

How To Apply

Come join us!

Please visit:

<https://careers.macintyreacademies.org/vacancies/>

Or contact:

hr@macintyreacademies.org



macintyreacademies.org
endeavour-academy.org
thediscoveryacademy.org
thequestacademy.org
ventureacademy.org.uk



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