



MacIntyre Academies

Compassion - Ambition - Partnership

Candidate Pack Behaviour Support Assistant at Endeavour Academy



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Welcome

Dear Applicant

Thank you for your interest in the role of Behaviour Support Assistant. This is an exciting opportunity to join a Trust with an inspiring vision to make a difference to the lives of children and young people.

MacIntyre Academies' mission is to become a leading Special Academy Trust that provides outstanding outcome-focused state education by promoting high aspirations, empowering parents as partners and successfully equipping every child for adult life.

Our aim is to provide our learners with an environment in which they can feel safe and happy and are supported to develop the skills they need to learn effectively and to make a positive and successful transition into adult life. We support each learners educational, social and emotional development as well as supporting their communication and sensory needs.

In addition, we also aim to create a happy and nurturing environment that has an ethos of warmth and understanding. We have a staff team that understand the needs of the learners and how they can support them to make the best progress. We work very closely with the families of our learners to ensure that they too feel supported, and that they are reassured that their child is safe and happy.

At the heart of what we do is a passion and dedication to supporting learners. Values, ethos and behaviours are as important as skills and experience; we want to hear from passionate people who value their contribution to a wider team in achieving our mission.

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 children 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 children, young people and vulnerable adults. 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
- Generous Annual Leave Entitlement (Plus Bank Holidays)
- A loyalty scheme which rewards you with an extra day of annual leave each September with length of service over 12 months (up to 5 additional days)
- 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.

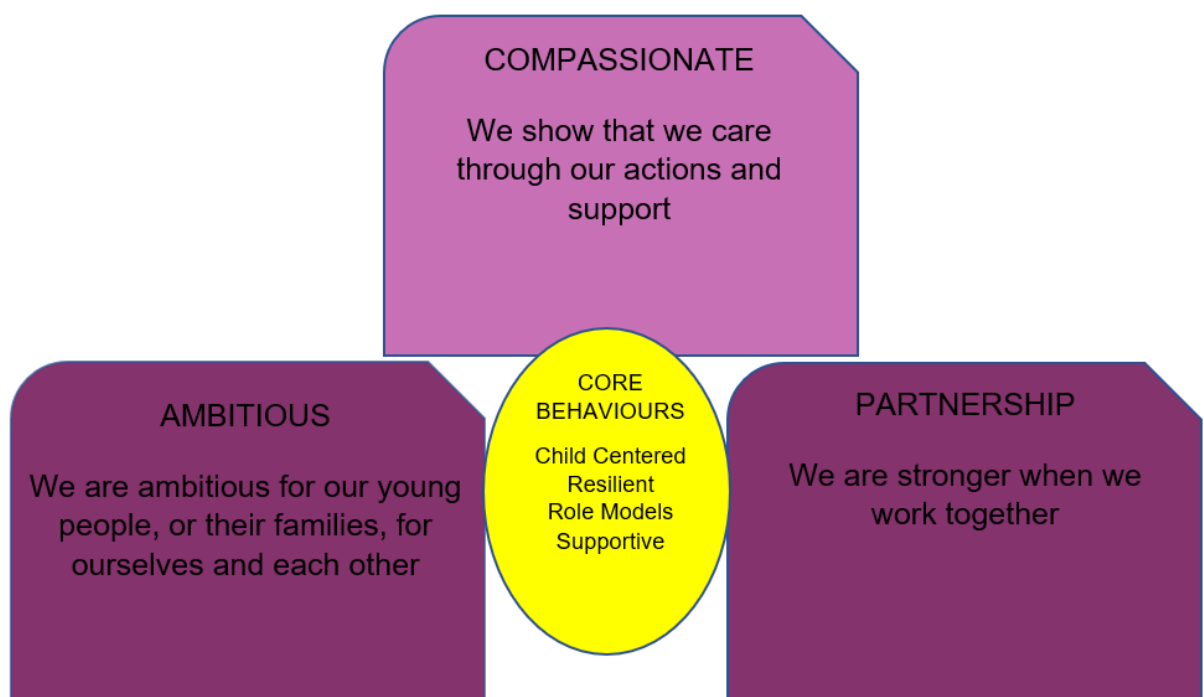
What is our DNA? Why is it important?

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. Th provide 32 places for learners (aged 8 to 19) with autism and learning disabilities 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 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 2022 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 Support Assistant

Reference No: EABSA122025

Salary: MAT Payscale C24 – D28; £27,228.16 - £30,158.59 FTE; £11,759.55 - £13,025.17 Actual

Allowances: SSA £750.00 and Regional Allowance £1000.00 (pro rata)

Location: Endeavour Academy, Oxford

Hours of Work: Part time; 19 hours per week

Closing Date: 9th January 2026

Interviews: TBC

Start Date: TBC

Be part of the Academy Trust behind schools for children and young people with autism and/or additional needs.

About Us

MacIntyre Academies' mission is to become a leading Special Academy Trust that provides outstanding outcome-focused state education by promoting high aspirations, empowering parents as partners and successfully equipping every child for adult life.

We currently have 4 Academies. Endeavour Academy in Oxford opened in 2014 and is a residential academy for children and young people with autism and associated severe Learning difficulties aged from 9 to 19 years old. In 2015 we opened Discovery Academy in Nuneaton, for children with social, emotional and mental health needs and /or autism. In 2017 we opened Quest Academy also catering for children with SEMH and/or autism. Finally, in September 2020, Venture Academy based in Henley-in-Arden joined the Trust catering for pupils in years 5-11 (ages 9-16) who may have Social, Emotional and Mental Health Difficulties and/or Diagnoses of Autism or an associated condition.

MacIntyre Academies benefits greatly from its sponsor MacIntyre, which over the last 50 years, has developed a strong reputation nationally, as a high quality, person centred organisation.

The Role

We are currently recruiting for inspirational and creative Behaviour Support Assistant 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 <https://www.macintyreacademies.org/> to find out more about us.

Reporting to the Deputy Principal via the Behaviour, Safeguarding and Wellbeing Manager you will be responsible for the school environment and culture, supporting students to develop the skills needed to be successful adults by motivating, promoting and reinforcing their self esteem and behavioural needs. You will also support the Behaviour, Safeguarding and Wellbeing Manager in introducing and developing person centred and Positive Behaviour Support approaches to maximise individual learning opportunities and achievements.

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

Previous experience is not required to apply for this role; however, you must 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.

About You

We are looking for highly motivated, active members of staff who are looking to embark on an exciting and rewarding career working with children and young people with Autism and learning difficulties. Previous experience is not essential though desirable to have an understanding of Autism, Social, Emotional and Mental Health Difficulties and Learning disabilities; ultimately providing Care, education and support to Children and Young people. It is paramount that you must be an effective, confident communicator.

Experience will not be essential as you will receive ongoing support and training with a full induction. It is more important to us that you have the right outlook, can build relationships with our learner, and share our values and belief in their potential. “ MacIntyre hire for attitude and train for skill.”

You will be able to keep accurate records such as the recording of daily notes; mediation administration and learning outcomes with excellent attention to detail. You will demonstrate an approach of facilitation and reflective practice with a belief in a life of independence and choice for the young people you will support at all times.

Some of our young people are very active but at the same time are vulnerable if left on their own. 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. MacIntyre Academies will, where possible, look to make reasonable adjustments to comply with the Equality Act 2010.



Job Description

Reporting to:

The Deputy Principal via the Behaviour, Safeguarding and Wellbeing Manager

Purpose:

- To ensure that the school environment and culture support students to develop the skills needed to be successful adults.
- The person appointed will be tasked with To supporting the learners across school around their behavioural challenges needs.
- To support the Behaviour, Safeguarding and Wellbeing Manager with administrative tasks.

Key Responsibilities:

Responsibilities to children and young people

- To work in accordance with Macintyre Academies' values.
- To work with other professionals in order to create a safe learning environment.
- To undertake Positive Behaviour Support and Team Teach 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 support the Behaviour, Safeguarding and Wellbeing Manager in introducing and developing 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.

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 person-centred and Positive Behaviour Support approaches across the Academy, u. Upholding the Trust's Compassionate Schools Policy.

Responsibilities to staff, families & volunteers

- To lead and exemplify best practice in person-centred and Positive Behaviour Support approaches across the Academy, upholding the Trust's Compassionate Schools Policy.

Job Description Continued

- To work closely the Behaviour, Safeguarding and Wellbeing Manager in supporting teachers and teaching staff, offering support, advice and strategies to improve classroom behaviour.
- To provide support to all teaching staff across the school around incidents of behaviour that challenge and when additional help is needed.
- 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, carers, social workers and other professionals including the exchanging of information.
- To support the Behaviour, Safeguarding and Wellbeing Manager 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.

Curriculum

- To work alongside other specialist staff to implement and oversee all personalised arrangements for students as appropriate.
- To take a role in supporting a range of activities, inside or outside the school, to broaden and enrich the learners' experiences.
- To support the Behaviour, Safeguarding and Wellbeing Manager in the implementation of intervention work in relation to behaviour, in conjunction with senior leaders.

Whole School responsibilities and duties:

- To support the Behaviour, Safeguarding and Wellbeing Manager to ensure that the school's practices, procedures and systems promote positive behaviour.
- To promote an ethos of highest quality Safeguarding and Positive Behaviour Support. Supporting the Behaviour, Safeguarding and Wellbeing Manager in 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 engage in CPD training, as required.
- To support the Behaviour, Safeguarding and Wellbeing Manager in overseeing the accurate recording and reporting of behaviour incidents, ensuring that this information is used to inform the development of the PBS plans and wider learning for the academy.

Additional Duties:

- To safeguard and promote the welfare of all children and young people 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	<ul style="list-style-type: none"> • 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. • A knowledge of the social and emotional factors that affect a child's capacity to learn. • An informed understanding of the current issues facing disabled people and families of children with SEND 	<ul style="list-style-type: none"> • A knowledge of PBS including a working knowledge of the behavioral principles underpinning it. • Valid certification in Team Teach or experience in similar positive handling frameworks.
Personal Attributes	<p>A belief that people with learning disabilities have the right to participate in making decisions about the service they receive and to access opportunities including learning, training, employment and wider experiences.</p> <p>A commitment to the implementation of MacIntyre Academies Equal Opportunities Policy</p>	
Special knowledge and Skills	<ul style="list-style-type: none"> • 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. • They have the confidence and knowledge to manage situations relating to poor conduct/behaviour of others towards children 	

Person Specification

Professional Qualities: Respecting and Understanding Others	<ul style="list-style-type: none"> • Reacts sensitively to other people and recognises different viewpoints, beliefs, values and opinions. • Treats children and young people 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.
Professional Qualities: Influential Communication	<ul style="list-style-type: none"> • 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.
Professional Qualities: Facilitating Success and Improvement in others	<ul style="list-style-type: none"> • 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.
Professional Qualities: Supporting Learning and Teaching or Care in an Educational Setting	<ul style="list-style-type: none"> • Ambition, has consistent and high expectations of staff and pupils. • Personal enthusiasm for and commitment to the learning process. • Implement appropriate interventions based upon a detailed knowledge of individual pupils
Professional Qualities: Results and Quality Focus	<ul style="list-style-type: none"> • Completes work to a high standard, focussing on the needs of the children and young people we support. • Takes personal responsibility for the quality of their work and be willing to 'go the extra mile'. • Looks for continual improvement in own performance and in the performance of others. • Work to agreed policies and procedures.
Professional Qualities: Problem solving and Decision Making	<ul style="list-style-type: none"> • 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.
Professional Qualities: Resilience to Change and Challenges	<ul style="list-style-type: none"> • 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
Professional Qualities: Personal Development	<ul style="list-style-type: none"> • 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.

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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