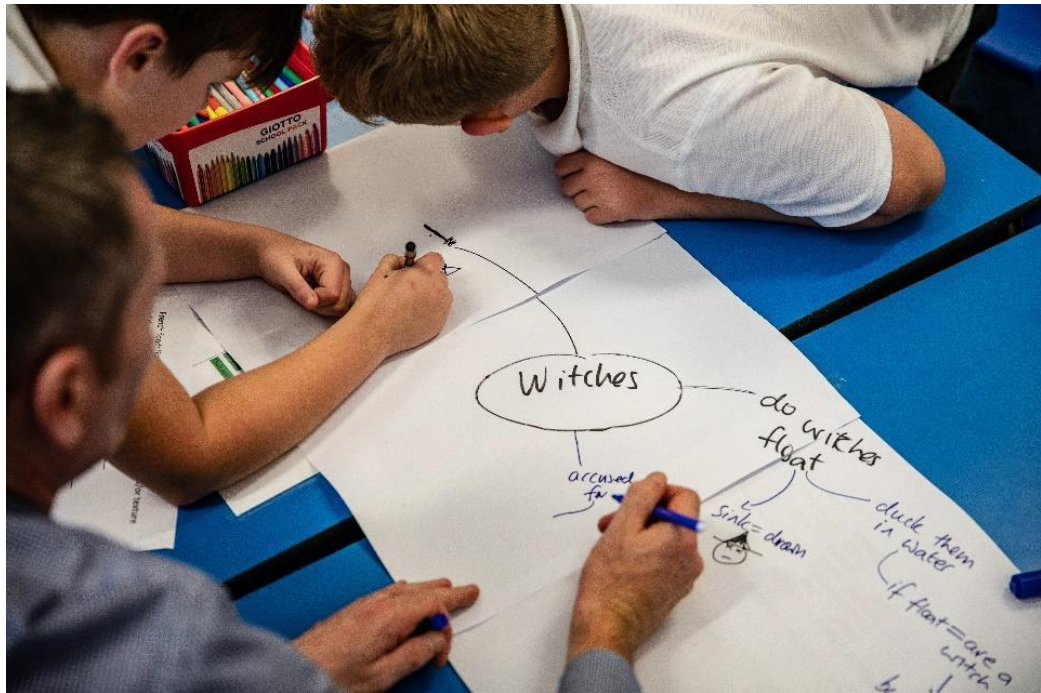




MacIntyre
Academies



Compassionate and Families Practitioner

Venture Academy, Henley-in-Arden, Warwickshire

Recruitment Pack

Recruitment Advertisement

Compassionate and Families Practitioner

Job Title: Compassionate and Families Practitioner
Closing Date: 1st March 2024
Reference No: 0000000222
Location: Venture Academy, Henley-in-Arden, Warwickshire
Salary: £25,061.40 - £28,304.96 (C24 – D28) Plus Special School Allowance £750 per annum (Pro rata)
38 Hours (TT + 2 weeks) = £22,757.75 - £25,703.06 Actual – Monday to Friday
Start Date: TBC
Interview Date: To Be Confirmed

About Us

Venture Academy based in Henley-in-Arden joined MacIntyre Academies Trust in September 2020 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' 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, 3 in Warwickshire and 1 in Oxford.

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 an inspirational Compassionate and Families Practitioner to join this exciting academy, this a really exciting opportunity to be part of something very special.

Reporting to the Assistant Principal, you will identify and introduce strategies for individuals to enable them to self-regulate their emotions enabling them to take part in the learning, care and support offered within the school.

The role is vital to the success of our schools. You will ensure that relationships with families are productive and supportive of their children's educational experience, and that all education and support strategies will be developed in partnership with the child's family to ensure progress at home as well as school.

You will help prepare resources that can be used in 1-2-1 sessions by yourself and the class team so that the children and young people have the best access to learning. As part of following each individual's education plan and behaviour support plan, you will also need an awareness and ability to contribute to relevant information on a daily basis as required such as students' logs and communication books. All information must be recorded accurately appropriately.

You will also work closely with internal and external stakeholders to successfully contribute to the delivery of the vision, ethos, aims and objectives of the academy; in turn, enabling 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 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.

About You

Are you committed to person centred approaches? Want to support families and young people to have a powerful voice? Value the importance of a person-centred transition and curriculum? Have ambition for young people?

We are looking for applicants who have an outstanding track record in promoting and delivering person centered education and support for children and young people who have social, emotional and mental health needs and/or Autism and associated Severe Learning difficulties.

You will have experience of working with children who have a statement or EHC plan, be an excellent and confident classroom practitioner and have demonstrable experience of your commitment to your own continued professional development. An HLTA Qualification or equivalent such as NNEB or NVQ Level 3 in Childcare, experience of working with multidisciplinary teams and experience of working with students with ASD/SLD is desirable.

We are looking for applicants who have an outstanding track record in promoting and delivering person centred education and support for children and young people who have social, emotional and mental health needs and/or Autism.

It is also desirable for the post holder to be able to drive and have access to their own transport

Benefits

In return, we can offer you a competitive salary, plus a MAT Life Day and local government pension scheme. We have an enhanced Sick Pay policy. We have an excellent Employee Assistance Programme to support your health and wellbeing as well as free flu jabs, full induction, training and career opportunities. This is on top of termly You Are Awesome awards, an annual Big Thank you day and whole trust CPD Day.

MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. 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 children 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 adults, children or young people 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.

*Salaries are based on Full-Time-Equivalent and are pro-rata for part time roles. Salaries are dependent on experience with option of additional hours through the extended school provision.

Information for Candidates

When completing the application form please account for all your time since leaving full time education including part-time, voluntary, travelling and independent work – explaining any gaps.

You must also ensure you complete the section relating to previous criminal convictions and sign the application form.

Pre-Interview checks /References

Details of two referees must be provided on the application form including full postal address and an email address. Referees must know you in a professional capacity and should be well placed to comment on your suitability for the position for which you are applying. One should be your current or most recent employer.

References will be obtained if you are short listed for interview for consideration during the selection process unless you specifically state you do not wish this procedure to be adopted. We also reserve the right to approach any previous employer listed on your application form. We will ask previous employers to provide information on your suitability to work with children and any disciplinary offences, allegations and investigations, including expired offenses.

Please note that the school may conduct a social media check on applicants invited for interview.

Interviews

You will be given the opportunity to tour the school and meet members of the team that you would be joining which will help you decide whether you would be happy working as part of the school's team. Full details of all the selection activities will be provided in the letter inviting you to interview.

The Asylum & Immigration Act 1996 and the immigration (Restrictions on Employment) Order 2004 require employers to establish that an individual is entitled to work in the UK prior to that person commencing employment. This entitlement must be evidenced at interview stage and a copy will be retained once a formal offer has been made and accepted. You will be therefore asked to bring documentary evidence of your identity to interview as evidence of your right to work in the UK such as passport, national insurance card or work permit. If applying for a teaching post, original documents confirming your educational / professional qualifications will also be required.

Equalities

Venture Academy is committed to promoting equality and diversity in the education of our students and the employment of our staff and to avoiding unlawful discrimination in employment, the delivery of our service to students and interactions with our other customers.

The school will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

Job descriptions and Person specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the criteria of the job, taking into account any reasonable adjustments that may be required for candidates with a disability.



Our Vision and Ethos

We believe all children and young people, regardless of disability or difficulty, deserve the best education possible. We want our pupils to be ambitious for themselves and we need to be ambitious on their behalf. Therefore, our aim is to deliver an 'outstanding' school with outstanding outcomes. Our school welcomes the involvement of families, keeping education individualised to each child/young person. Venture Academy provides a healthy, safe and enjoyable environment, with excellent teaching and learning with a focus on high quality personalised education and positive behaviour support. It will continue to evolve according to local needs.

Venture Academy is delivered in close partnership with Warwickshire County Council and South Warwickshire Academy Trust to establish solid partnerships with all local stakeholders to ensure we provide innovative and child centred education to local children/young people and their families. Many of the children and families may have struggled to access facilities and services successfully due to the complex needs of their children or other factors and it is anticipated that Venture Academy will extend the breadth of appropriate local services. By understanding and responding to the current and future requirements of local young people, our aim is that the academy will be a center of excellence within Warwickshire, with a national reputation.

The main aims of the Academy are to:

- Improve outcomes and life chances for children and young people;
- Raise aspirations of both students and staff aspirations for their students;
- Support children back into mainstream schools where appropriate;
- Ensure better transitions, destinations and opportunities after school;
- Accelerate progress in literacy, numeracy as well as a broad and balanced curriculum;
- Operate a school which is environmentally sustainable and financially secure;
- Strengthen community cohesion by being a keystone within the local community;

With a curriculum that focuses on developing academic potential, social, vocational and life skills, we want every child to achieve his or her full potential. The academy's curriculum is motivational and will make connections. Learning is practical, will feel 'real' and relevant and builds on young people's strengths. To achieve this, learning happens in a wide variety of spaces including the local community, the school grounds and in specialist technology spaces. Through engaging projects young people access a broad and balanced curriculum including developing the literacy and numeracy skills which will help them to succeed in their adult life.

Supporting young people to improve their own well-being, particularly their communication, social, emotional and mental health needs, is central to the school curriculum. This includes learning to build positive relationships, being active, contributing positively to their school and local community, broadening experiences and learning to understand and shape their own emotions. We have a holistic and non-judgemental approach to supporting behaviour that empowers the child or young person to engage in education. We believe that a student that is motivated, encouraged and made to feel worthwhile will choose to learn, and as a consequence behave well. Venture Academy supports students to become socially responsible, polite and caring young adults, who value the lives of others and the environment in which they live. All staff, not just teachers, are trained to support children to develop positive behaviours and develop strategies to manage their own behaviour positively. Good behaviour and attendance are a direct outcome of positive attitudes to learning - importantly, our vision is for all children and young people to enjoy attending school.

Compassionate & Families Practitioner

Job Description

Reporting to:

Assistant Principal

Purpose:

To implement and demonstrate the impact the use of person-centred approaches to help learners develop the skills needed to regulate their emotions to be able to access learning, become confident learners and respectable citizens, and to facilitate the communication between children, families and professionals achieving positive, personalised education and good outcomes.

Key Responsibilities and Duties

- To work in accordance with Macintyre Academies core values of compassion, ambition and partnership
- 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 introduce and develop person centred and Positive Behaviour Support approaches to maximise individual learning opportunities and achievements.
- Promote the re-integration of disaffected pupils and the integration of those who have been absent, deploying support staff as appropriate.
- Provide information and advice to enable pupils to make choices about their own behaviour for learning.
- Challenge and motivate pupils, promoting and reinforcing self-esteem.
- Provide levels of individual pastoral support to pupils.
- To facilitate effective, meaningful and personalised education by promoting and using a person centred, coproduction methodology within school life. This is achieved by:
Supporting young people's transition in and out of their school placement.
- Advocating for young people, ensuring that they consistently receive individual tailored support.
- To lead 1-2-1 and group support sessions
- Help prepare resources which can be used in 1-2-1 sessions by yourself and the class team so that the children and young people have the best access to learning.
- To assist in ongoing assessment, data collection, recording and support teaching assistants in this process.
- To lead individual, small group or whole group learning sessions when required.
- Where appropriate, liaise and feedback on children and young people's progress with professionals and families.
- To attend and contribute during meetings with other professionals (Speech and language therapists, occupational therapists, school nurse etc.).
- Attend any relevant multi-disciplinary meetings about the children on your caseload or provide a written report for those who have been previously.
- To support the ongoing functional learning of the children and young people during visits in and around the local community.
- To support children in work experience placements or off site activities.
- To be aware of, and contribute to relevant information that requires daily attention such as students' logs, incident files, communication books, diaries, etc. and ensure that you record all information accurately and legibly and communicate it appropriately.
- To promote MacIntyre Academies' philosophy of behaviour management through consistency, respect, warmth, empathy and compassion.
- Assist in supporting young people in and out of their school placement
- Assisting the Family Footings Facilitator with family liaison
- To train as a Deputy Designated Safeguarding Lead (DDSL) and ensure your knowledge and training is kept current. (See the DSL job description)

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 protection issues, 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.

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 and pupils:

- To lead and exemplify best practice in person centred and Positive Behaviour Support approaches across the Academy. Upholding the Trusts 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 line manage Positive Behaviour Coaches providing support as appropriate
- Establish constructive relationships with parents and carers including the exchanging of information.
- 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 pupil in need of support. Developing effective strategies to reduce or remove barriers to learning.
- To be a member of the de-brief team and on call team.
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Training Required:

Keeping Children Safe in Education (KCSIE) annual update	COSHH
Safeguarding Children	Slips, Trips & Falls
Safeguarding Adults	Display Screen Assessment
Prevent	Accident Reporting
MAT Code of Conduct	Risk Assessment
MAT Acceptable Use of ICT	Stress Awareness
Equality and Diversity	Mental Health Awareness
GDPR – Data Protection Essentials	Conflict Resolution
Cyber Security	Team Teach – Positive Behaviour Support
Health & Safety Essentials	Infection Prevention and Control
Administering Medication	School Trips for Organisers
Manual Handling	Autism
Fire Awareness	

Compassionate & Families Practitioner Person Specification

	Essential	Desirable
Education, Knowledge and Experience	<ul style="list-style-type: none"> • Good standard of education • Experience of working with children who have an EHCP • Excellent and confident classroom practitioner • Demonstrable commitment to own continued professional development • Demonstrable experience of professional communication and interpersonal skills both written and verbal • Good ICT skills • Excellent organisational skills and ability to set priorities • Ability to work in a very busy environment 	<ul style="list-style-type: none"> • HLTA qualification or similar such as NNEB or NVQ Level 3 in Childcare • Experience of working with multi-disciplinary teams • Experience of working with children with ASD and/or SEMH needs • Knowledge of Ofsted standards • Demonstrable knowledge of how to enhance children's personal and social development
Personal Attributes	<p><i>The candidate must be able to demonstrate:</i></p> <ul style="list-style-type: none"> • A belief that people with learning disabilities have the right to participate in making decisions about the services they receive and to access learning opportunities and wider experiences. • A commitment to supporting high service delivery. • A commitment to the implementation of MacIntyre Academies Equal Opportunities Policy. • Excellent communication skills at all levels, including good telephone manner and ability to converse with stakeholders and other outside professionals. • Ability to maintain a flexible approach. • Ability to work with teachers to promote to motivate and work with others to create a shared culture and positive climate. • 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. • Adopt a reflective approach to work. • A current (full) driving licence and the flexibility to travel widely as well as locally, as required for this post. 	

Compassionate and Families Practitioner Person Specification

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DNA and Behavioural Framework and Competencies

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

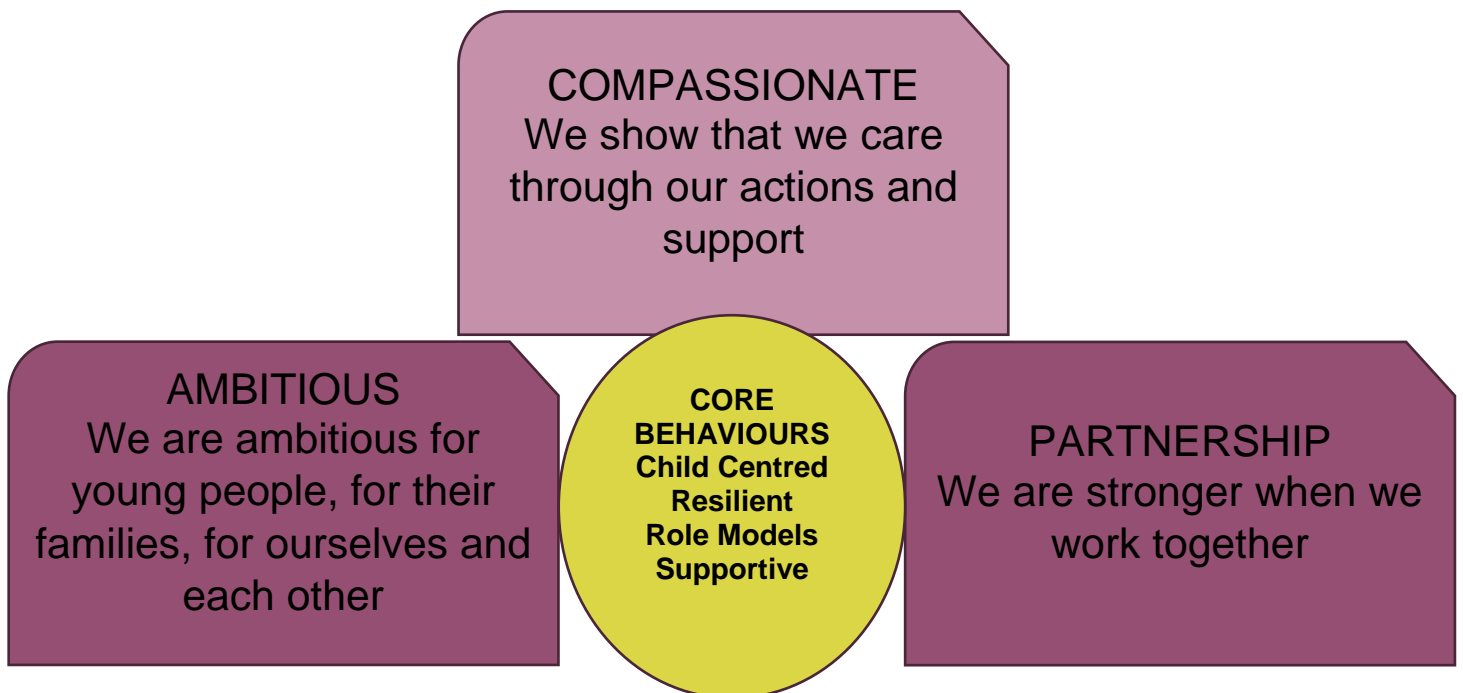
What is our DNA? Why is it important?

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 behaviours 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: Compassionate

We show that we care through our actions and support

We will focus on positives, create a safe environment and building trusting relationships to help young people overcome challenges

Every day behaviours that demonstrate how we actively live this value:

By getting to know each young person as an individual through listening, seeking to understand, having a good sense of humour, being curious, fun and responsive

By building safe, trusting, honest, kind and meaningful relationships

By staying calm under pressure, not taking things personally, being consistent and enabling fresh starts

By being a role model in self-compassion, emotional regulation, and resilience (this includes taking ownership of your own wellbeing by seeking debrief, support and reflective practices

We will not:

Make uninformed judgements, display unregulated emotions, diminish or patronise others, assume rather than seek to understand, show favouritism

Our value: Ambition

We are ambitious for young people, for their families, for ourselves and each other

We will set ambitious goals, seize every opportunity for young people to thrive and take personal accountability for everything we do.

Everyday behaviours that demonstrate how we actively live this value:

By being a champion for young people to thrive

By showing a passion to keep learning and improving for ourselves

By celebrating every success together no matter how small

By setting ambitious goals and having energy, tenacity, and resilience in making them a reality

By taking measured risks, using innovation and creativity to find solutions

We will not:

Hold or communicate low aspirations; stick with methods that don't work; lose sight of everyone's potential, give up too easily or be dismissive of young people's views

Our value: Partnership

We are better together

We will deliver success through teamwork and in partnership with families and other key stakeholders

Everyday behaviours that demonstrate how we actively live this value:

By offering help and support to others, being reliable and committed to teamwork

By creating and reviewing plans and strategies with stakeholders that deliver collective success

By being calm, composed, and constructive in our engagement with others

By recognising the expertise in others and knowing our own limitations

By communicating effectively and keeping others informed about key issues

We will not:

Disrupt relationships unnecessarily or create unhelpful tensions, be unclear or incomplete in our communication; blame others; be unaccountable, be unduly focused on ourselves; work in isolation



MacIntyre Academies
Seebeck House
1 Seebeck Place
Knowlhill Milton Keynes
MK5 8FR

Tel: 01908 230100

Twitter: @MacIntyre_ac

Email: info@macintyreacademies.org

Website: www.macintyreacademies.org

LinkedIn: [company/macintyre-academies](https://www.linkedin.com/company/macintyre-academies)

