



# MacIntyre Academies

Compassion - Ambition - Partnership

## Candidate Pack

Compassionate Schools Coach /  
Mental Health Practitioner  
at Discovery Academy, Nuneaton



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# Welcome

Dear Applicant,

Discovery Academy is an education environment like no other – we work on child centred approaches and don't sweat the small stuff! We are looking for the right person to join our team. We have recruited an amazing team of staff from many and varied experiences and backgrounds. They have taken to the role and challenges with enthusiasm, resilience and imagination. You may have mainstream (primary or secondary) or special education experience.

We work with children aged 9 – 19, a blend a Primary "Care" Model with a Secondary "Curriculum" Model and MacIntyre's Family Focus. All our learners have an EHC plan, often for Autism but also for SEMH. Simplistically as children get older, they have more specialist teachers. Qualifications are tailored to need. The core curriculum is Maths, English, Science, ICT, Food and PE – supplemented by Thrive, PSHE, social skills and the core skills of Literacy and Numeracy. We are now seeking to expand the impact of the arts in our school to enable the development of learning skills, musicality and expression to support regulation in our pupils.

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.

If you would like to have an informal conversation about the opportunities please contact me at the academy on 024 77103370 or e-mail [Tony.Leigh@macintyreacademies.org](mailto:Tony.Leigh@macintyreacademies.org)

I hope the information provided enables you to make an informed decision if this is the right opportunity for you to pursue. The "Family Feel" of Discovery and indeed all MacIntyre Academy Trust employees has cemented our determination to create an outstanding academy for the benefit of this group of children in and around North Warwickshire.

Thank you for your interest in Discovery Academy, I look forward to receiving applications by the deadline.

Best Wishes

*Tony Leigh*

**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 children 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

# Benefits

## 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 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.**

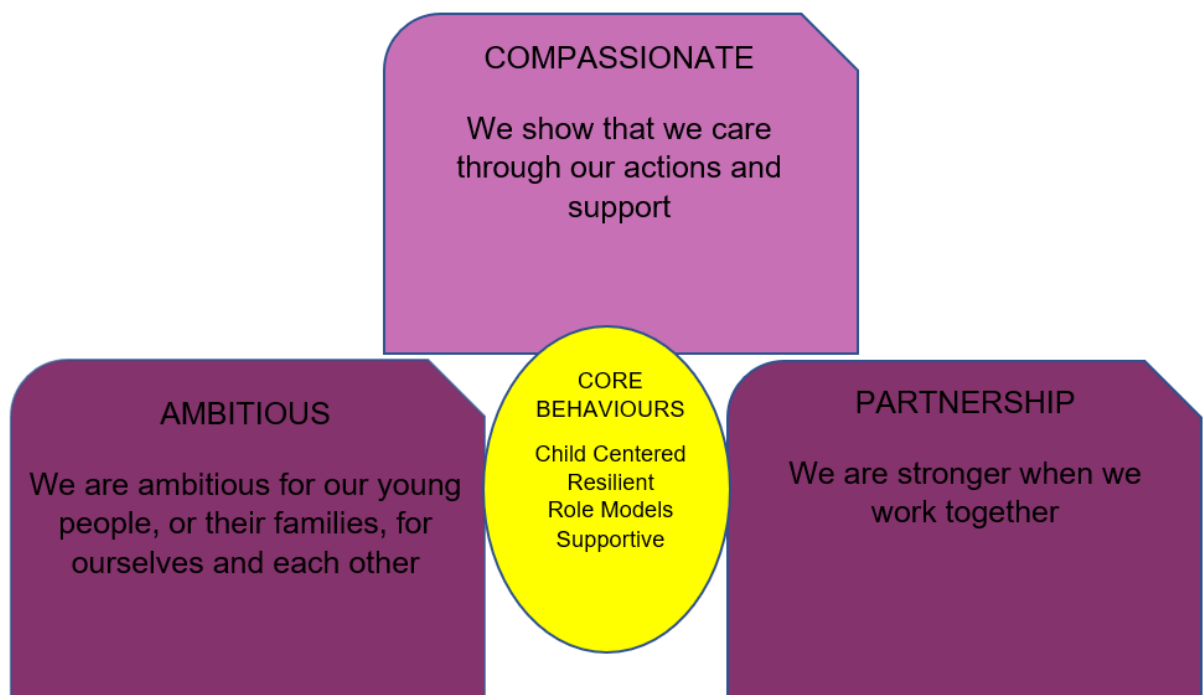
## *What is our DNA? Why is it important?*

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. We 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



# Discovery Academy

In September 2015, MacIntyre Academies Trust opened a new and exciting Academy (Discovery Academy, in Nuneaton, Warwickshire) for children and young people with Autism and/or social, emotional and mental health needs aged between 9 years and 19 years.

MacIntyre Academies was delighted to have been chosen to set up Discovery Academy which joined the existing 'Endeavour Academy' in Oxford. The Trust is building on the experience of MacIntyre Charity which has over 50 years of experience in providing specialist provision for over 1,000 children and adults across the UK and has developed a strong reputation nationally, as a high quality, person centred organisation. Since then the Trust has opened Quest Academy (2017) in Rugby and brought Venture Academy (2020) (Henley in Arden) into the Trust.

Warwickshire identified a significant gap in provision for children and young people with autism and social, emotional and mental health needs, sometimes requiring learners to be placed in out of county provision or transported a long distance to school. Many parents and carers prefer their child to be as close to home as possible. Discovery enables young people to remain close to their families and friends, and MacIntyre Academies is able to use its wider expertise to develop a more integrated approach to delivering support, enabling children where possible to be supported back into mainstream education. .

The school is located in Nuneaton on the site of the old Manor Park School. MacIntyre Academies does not subscribe to any one particular pedagogical approach to teaching children and young people with autism or social and emotional needs. Personalised learning is at the heart of our delivery style enabling teachers and other educators to adopt individual strategies that work for each child or young person. We advocate an approach that encourages children to learn in and outside the classroom in real and practical environments that support socialisation, independent thinking and learning for the future.

# 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](http://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:** Compassionate Schools Coach

**Reference No:** DACSC122025

**Salary:** £27,228.16 - £30,158.39 FTE\* (MAT Pay Scale C-D, points 24-28)

**Location:** Discovery Academy, Nuneaton

**Hours of Work:** Term Time only, 38 hours per week

**Closing Date:** 15<sup>th</sup> 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 an 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 a compassionate and proactive individual to support learners in developing effective strategies for emotional self-regulation, enabling them to fully engage in the learning, care, and support available within the school environment. The role also involves leading debriefing sessions with both learners and staff following incidents, fostering a reflective and supportive culture. A comprehensive induction, along with ongoing training and professional development, will be provided to ensure you are fully equipped to thrive in this vital role.

Please take a look at our website <https://www.macintyreacademies.org/> to find out more about us.

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

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.”

The ideal candidate will be passionate about supporting learners with special educational needs and their families, demonstrating a strong belief in the rights of individuals with learning disabilities to participate in decisions about their care and access enriching opportunities. They will be committed to delivering high-quality services and upholding the principles of equality and inclusion as outlined in the MacIntyre Academies Equal Opportunities Policy. With excellent communication and facilitation skills, they will work collaboratively with teachers and stakeholders to foster a positive, inclusive school culture. Flexibility, resilience, and a calm, organised approach under pressure are essential, along with a genuine interest in the pastoral wellbeing of the school community. A reflective mindset and the ability to motivate and inspire others complete this well-rounded profile.

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

Assistant Principal – Behaviours & Therapies, in their absence the Principal.

## Purpose:

- To help 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.
- To lead debriefing for students and staff following incidents.
- This role will be supported by a comprehensive induction and on-going training and support.

## Key Responsibilities and Duties:

- To support Class Teams with the implementation of agreed strategies to enable students to self-regulate their emotions.
- To lead the debriefing of students & staff following incidents.
- To lead 1-2-1 and group support sessions
- To work as part of a team to provide the best learning environment and support to the learners within the school.
- Help prepare resources which can be used in 1-2-1 sessions by yourself and the class team so that the learners 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 learners progress with professionals and families.
- To liaise regularly with teachers on individuals progress and programs.
- 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 learners on your caseload or provide a written report for those who have been previously.
- To support the ongoing functional learning of the learners during visits in and around the local community.
- To support learners in work experience placements or off site activities.
- To ensure that you follow each individual's education plan, behavior support plan, communication plan and any other relevant targets.
- 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 McIntyre Academies' philosophy of behaviour management through consistency, respect, warmth, empathy and compassion.
- To provide a caring and supportive environment for the learners that respects and affirms their racial, cultural and religious identify and lifestyle.
- To safeguard and promote the welfare of all learners in the school by being familiar with and aware of the academy's safeguarding and protection issues, procedures and guidelines and to adhere to them at all times.
- To be alert to the signs of distress and abuse, and to ensure that the wellbeing of the learners are monitored and protected
- To attend and participate in staff meetings, individual formal supervisions, appraisals, staff debriefings to ensure consistency and good practice.
- To model best practice to Teaching Assistants at all times.
- To be responsible for your own personal and professional development and undertaking learning and development activities to include attending service specific training as required.



# Job Description

## 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 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.

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

	ESSENTIAL	DESIRABLE
Education, knowledge and experience	<ul style="list-style-type: none"> <li>• Experience of working with learners who have a statement or EHC plan.</li> <li>• Appropriate Academic Qualifications</li> <li>• Excellent and confident classroom practitioner.</li> <li>• Demonstrable commitment to own continued professional development.</li> <li>• Demonstrable experience of professional communication and interpersonal skills both written and verbal.</li> <li>• Good ICT skills.</li> </ul>	<ul style="list-style-type: none"> <li>• HLTA Qualification or equivalent such as NNEB or NVQ Level 3 In Childcare</li> <li>• Experience of working with multidisciplinary teams.</li> <li>• Experience of working with students with ASD/SLD.</li> <li>• Experience of assessing students levels and needs</li> <li>• Demonstrate knowledge of how to enhance pupil's social and personal development.</li> <li>• Knowledge of working with accreditation boards such as ASDAN.</li> </ul>
Personal Attributes	<p><i>The Candidate must be able to demonstrate:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• A commitment to supporting high service delivery.</li> <li>• A commitment to the implementation of MacIntyre Academies Equal Opportunities Policy.</li> <li>• Excellent communication and facilitation skills with all stakeholders.</li> <li>• A passion for working with pupils with SEN and their families.</li> <li>• Ability to work flexibly to meet the needs of the academy.</li> <li>• Ability to work with teachers to promote to motivate and work with others to create a shared culture and positive climate.</li> <li>• High level of resilience and determination.</li> <li>• Commitment to and a genuine interest in the pastoral welfare of the school community.</li> <li>• Calm and organised approach to work under pressure and the ability to inspire this in others.</li> <li>• Adopt a reflective approach to work.</li> </ul>	

# Person Specification

<b>Respecting and Understanding Others</b>	<ul style="list-style-type: none"> <li>• Reacts sensitively to other people and recognises different viewpoints, beliefs, values and opinions.</li> <li>• Treats learners we support and colleagues with respect, dignity, honesty and equality.</li> <li>• Adapts their working style and level of support to an individual's needs or wishes.</li> <li>• Work cooperatively with colleagues and assist when they need support.</li> <li>• Value the different contributions that people can make within a team.</li> </ul>
<b>Influential Communication</b>	<ul style="list-style-type: none"> <li>• Ensures Great Interactions are achieved by using a variety of communication techniques including language, tone and non-verbal behaviour.</li> <li>• Listens actively and display enthusiasm in their communication.</li> <li>• Uses and presents information in a manner which is persuasive, logical and understandable to the receiver.</li> </ul>
<b>Facilitating Success and Improvement in Others</b>	<ul style="list-style-type: none"> <li>• Use encouragement, praise and appropriate direction as necessary.</li> <li>• Support, motivate and inspire others to try new tasks or activities.</li> <li>• Seek assistance appropriately and receive feedback from others.</li> </ul>
<b>Supporting Learning and Teaching or Care in an Educational Setting (for those in an operational role)</b>	<ul style="list-style-type: none"> <li>• Is ambitious, has consistent and high expectations of staff and pupils</li> <li>• Demonstrates personal enthusiasm for and commitment to the learning process</li> <li>• Demonstrates the principles and practice of effective learning and teaching</li> <li>• Initiates and supports research and debate about effective learning and teaching</li> <li>• Provides appropriate support intervention based upon a detailed knowledge of individual pupils</li> </ul>
<b>Problem Solving and Decision Making</b>	<ul style="list-style-type: none"> <li>• Is able to collect, interpret and evaluate information</li> <li>• Can develop a deep understanding of a problems, exploring alternative ways of resolving problems including new possibilities.</li> <li>• 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.</li> </ul>
<b>Resilience to Change and Challenges</b>	<ul style="list-style-type: none"> <li>• Is open to change and embracing new developments / initiatives</li> <li>• Adapts well in new and unfamiliar situations responding to changing plans quickly</li> <li>• Works independently without direction</li> <li>• Is resilient and copes well in emergency situations.</li> </ul>
<b>Personal Development</b>	<ul style="list-style-type: none"> <li>• Is committed to achieving high standards for their own self-development</li> <li>• Is able to reflect on self-development needs and address them.</li> <li>• Meets agreed development action plans as agreed with line manager.</li> <li>• Achieves positive feedback from peers, senior colleagues and external stakeholders.</li> </ul>

# How To Apply

**Come join us!**

Please visit:

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

Or contact:

[hr@macintyreacademies.org](mailto:hr@macintyreacademies.org)



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