

QUEST ACADEMY



Compassionate School Coach

FTE Salary £25,061.70 to £28,304.96

Actual Salary £23,839.45 to £26,924.53 plus SSA £750

Closing Date: 3rd July 2024

REASONS TO WORK AT QUEST ACADEMY:

- ◆ Supportive, forward thinking Multi Academy Trust (MAT).
- ◆ Sponsored by MacIntyre Charity who have a strong reputation nationally as a high-quality person-centred establishment.
- ◆ Friendly and caring atmosphere.
- ◆ Staff who work collaboratively, share resources and ideas.
- ◆ A successful, stable school – judged 'Good' by Ofsted
- ◆ Positive, enthusiastic and dedicated staff team.
- ◆ Ideas are sought and welcomed.
- ◆ Wellbeing of staff is considered.
- ◆ A unique, innovative learning environment that is child centred.
- ◆ The Leadership team is approachable and supportive.
- ◆ Great opportunities for staff development and significant emphasis on staff CPD.
- ◆ Wonderful learners and supportive families.
- ◆ Innovative curriculum and bespoke holistic assessment.

Quest Academy is a special academy which provides 100 places for children aged 7 –17 years who have social, emotional and mental health needs and/or an autistic spectrum condition.

We recently achieved the “Family First Quality” award which is a national award given to academy’s who are able to “demonstrate how families lie at the heart of everything they do.” We have also achieved the accolade of being an Eco School.

In February 2022 we had our First Ofsted inspection judged ‘Good’. We are very proud of the achievements recognised in the report and in particular the outstanding judgement we received for personalised learning and the impact we have had on the lives of our children so that they are “Ready for Life”.

We are looking to appoint someone who:

- ◆ Has experience of working with learners with SEND.
- ◆ Is a confident classroom practitioner
- ◆ Has a passion for making a difference and is willing to go to the extra mile
- ◆ Has a compassionate approach
- ◆ Understands the importance of working together with stakeholders
- ◆ Shares the same vision and values as the academy
- ◆ Views change as an opportunity to build upon the academy’s current successes
- ◆ Is innovative and willing to try out new ideas
- ◆ Has high expectations of themselves and others

Our Quest: working together, nurturing individuals, celebrating uniqueness, unlocking potential, friendships and memories. “Ready for Life”

QUEST ACADEMY



Interactive Immersive Classroom



Soft Play



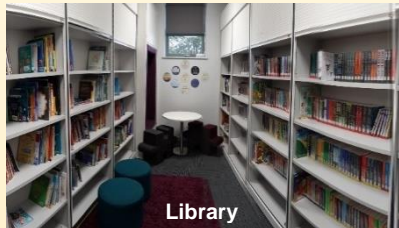
Sensory Room



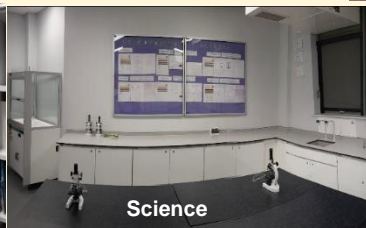
Therapy Room



Reception/ Cafe



Library



Science



Food Tech



Teacher Walls



Our Mission-

To create a school community where everyone can “**be who they are and become who they are not yet**”.

Our Ethos-

We use the Spanish word **Querencia** to describe the way we work together, creating a sense of belonging through mutual trust and connectivity.

Our Core strategies-

Planning, Accountability, Communication and Empowerment.

STAFF BENEFITS

- ◆ Free onsite Gym or a discounted local gym.
- ◆ Easy access to Rugby railway Station and close to the M6, A5 and M1.
- ◆ State of the art technology and facilities in a brand-new building.
- ◆ Access to the Employee Assistance Programme to support health and wellbeing.
- ◆ Cycle to Work Scheme upon successful completion of probation period.
- ◆ Pension scheme with generous employer contributions.

HOW TO APPLY

Full details of this vacancy can be found on the academy's website:

<http://www.thequestacademy.org/home>

You can contact the academy at:

quest.office@macintyreacademies.org



AT QUEST ACADEMY WE BELIEVE:

- In a strong sense of community placing the child and their family at the heart of everything we do.
- That our learners deserve an outstanding education.
- In the need to be ambitious for learners' futures.
- In growing our own teachers and leaders for tomorrow.
- That happy staff and learners supports everyone to be the best that they can be.
- Believe in being outward facing.

OUR CORE VALUES

- **Compassion:** We focus on the positives.
- **Ambition:** We challenge ourselves (learners, families, staff and academy's) to go further.
- **Partnership:** we are better when we work together.

Recent comments from Parents:

"Can't find fault with the academy, it exceeds our expectations and communication is excellent" "The academy is excellent and supports my child and its parents in whatever way possible. Highly commended."

OUR CURRICULUM

Our overriding aim is to ensure that our learners become:

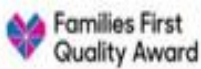
- ◆ Successful learners
- ◆ Confident individuals
- ◆ Responsible citizens

We place equal emphasis on our learners developing the skills and knowledge from the four areas of our holistic curriculum:

- ◆ Academic
- ◆ Skills for Life
- ◆ Engagement
- ◆ Wellbeing



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 the suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified. Individual Safeguarding policies for MacIntyre Academies' can be found on our website under 'Essential Information' and candidates will be asked about this as part of the recruitment process.



Putting children and families first



Job Title: Compassionate School Coach

Reference No(s): 0000000234

FTE Salary: £25,061.70 -£28,304.96 plus £750 SSA, ACTUAL salary £23,839.45 - £26,924.53, plus SSA £750 (Scale C24 – D28)

Hours: 38 hours per week, 44 weeks a year (Paid 49.6); Monday 8:15am – 4:45pm, Tuesday – Thursday 8:15am – 4:30pm, Friday 8:15am – 3:30pm

Location: Quest Academy

Interviews: 10th July 2024

Start Date: TBC

Be part of a team that is passionate and committed to making a positive difference to the lives of the pupils and their families; in an innovative academy in Rugby, for children and young people with autism and/or social, emotional and mental health needs.

About Us

In September 2019, MacIntyre Academies Trust opened a new and exciting Academy in a purpose-built state of the art building in Rugby, Warwickshire for children and young people with social, emotional and mental health needs and/or autism, aged between 7 years and 17 years. The academy has specialist facilities including a sensory room, therapy room, interactive immersive classroom, soft play room, recording studio and photography suite. We are very proud of our holistic curriculum which enables the pupils to benefit from blended therapy in the classroom. We have a café located at the front of the academy where parents can meet and the pupils can display the items they have made within the academy which will be available to purchase. We are passionate to support our pupils and families from the local community to ensure the best outcomes.

Whilst the new building was being constructed the academy was located in a modern academy building on the outskirts of Nuneaton and opened with 30 pupils in September 2017 rising to 55 pupils in September 2018 and currently 97.

MacIntyre Academies is delighted to have been chosen to set up this new Academy which joined the existing 'Endeavour Academy' in Oxford which opened in 2014 and 'Discovery Academy' which opened in September 2015 and Venture in 2020. MacIntyre Academies is sponsored by MacIntyre Charity, 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 Schools Coach 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.

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.

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?

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, generous annual leave entitlement which increments with length of service up to a maximum 30 days , 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 annual flu jab, 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.

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.

Lead Compassionate School Coach

Job Description

Reporting to:

Assistant Principal (Behaviour & Attitudes)

Purpose:

- To ensure that the school environment and culture supports learners to develop the skills needed to be successful learners, confident individuals and responsible citizens.
- To support colleagues in the management of challenging behaviour.
- To have operational oversight of the implementation of policies, procedures relating to behaviour and attitudes.
- To produce formal and informal reports of key data relating to behaviour and attitudes.
- To oversee timetabling of CSCs utilising the tiered approach framework, and quality assure the recording of session notes.

Key Responsibilities:

Responsibilities to learners

- To work in accordance with MacIntyre Academies' values.
- To ensure that learners are treated with respect, dignity and equality.
- To be personally accountable for the standard of your practice.
- To safeguard and promote the welfare of learners.
- To maintain the confidentiality of information.
- To adhere to MacIntyre Academies' policies and procedures.
- To operationally oversee, promote and implement policies relating to Behaviour & Attitudes, acting as the Lead Compassionate Schools Coach.
- To oversee the extended service provision at Quest Academy.
- To promote the re-integration of learners following suspensions and prolonged absence from school.
- To oversee the integration of learners via the school's transition programme.
- To provide information and advice to enable learners to make choices about their own behaviour for learning.
- To challenge and motivate learners, promoting and reinforcing self-esteem.
- To provide levels of individual pastoral support to learners.
- To lead and oversee one-to-one sessions delivered to learners by CSCs, providing support for higher tier learners.
- To carry out learner investigations and informal complaints as required.
- To supervise learners during unstructured times of the day, on visits, trips and out of school activities as required.
- To work with MacIntyre and other charities to gain additional school funding.
- To be part of the Safeguarding Team.
- To deliver training as and when required.

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.
- To uphold the Trust's policies and procedures.
- 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 lead weekly QTAC Level 1 meetings for individual classes to review the effectiveness of current support levels.
- To work with key staff to draw up and implement PBSPs and risk assessments for each learner in need of support.
- To support in the development of effective strategies to reduce or remove barriers to learning.
- To be a member of the de-brief team and on call team.
- To ensure that reporting of behaviour and incidents are consistent, and in line with the school's policies and procedures.

Curriculum

- To develop a range of Programmes of Support to enable staff to work with learners, both 1:1 and in class, to address the underlying drivers of behaviour.
- Lead and oversee the implementation of programmes of support in conjunction with senior leaders.
- To work alongside the Assistant Principal to ensure that programmes of support enable learners to make positive progress with learners.
- To work alongside other specialist staff to develop and oversee the implementation of all personalised arrangements for learners as appropriate.
- Take a role in assessing a range of activities, courses, organisations and individuals available to provide support for pupils to broaden and enrich their curriculum.

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 Assistant Principal to ensure that the school's practices, procedures and reward systems promotes positive behaviour.
- To promote an ethos of 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 appropriate.

Key Accountabilities

- To oversee the accurate recording of 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 pupils' responses and progress against action plans through observation and planned recording.
- To monitor and evaluate pupils' risk assessments and amend in line with behaviour data ensuring that staff have access to the latest information.
- To provide regular, detailed and accurate 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 the school's safeguarding policies and procedures and the latest KCSIE guidance.
- To bring to the attention of a senior colleague any matter of concern over the wellbeing and/or safety of a person we support.
- To be aware of your responsibilities in accordance with the current Health and Safety at Work Act.

Lead Compassionate School Coach Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> • Good standard of education. • Demonstrative written and verbal communication skills. • Knowledge of Outlook, MS Excel, MS Word and general MS databases • Excellent organisational skills and ability to set priorities. • Experience of working in a school and/ or Children's Home environment. • Ability to work in a dynamic setting. 	<ul style="list-style-type: none"> • Knowledge of Ofsted framework. • Knowledge of processes within Academies and Children's Homes
Personal Attributes	<p><i>The Candidate must be able to demonstrate:</i></p> <ul style="list-style-type: none"> • A belief that people with SEND 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 flexibly to meet the needs of the academy. 	
Special knowledge and skills	<p><i>The Candidate must be able to demonstrate:</i></p> <ul style="list-style-type: none"> • Excellent communication and facilitation skills with all stakeholders. • A passion for working with pupils with SEND and their families. • 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 confidence in others. • Ability to plan and prioritise workload in order to meet deadlines. • Adopt a reflective approach to work. 	

Competencies

Respecting and Understanding Others	<ul style="list-style-type: none"> • 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. • Works cooperatively with colleagues and assist when they need support. • Values the different contributions that people can make within a team.
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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.
Facilitating Success and Improvement in Others	<ul style="list-style-type: none"> • Uses encouragement, praise and appropriate direction as necessary. • Support, motivate and inspires others to try new tasks or activities. • Seeks assistance appropriately and receive feedback from others.
Supporting Learning and Teaching or Care in an Educational Setting (for those in an operational role)	<ul style="list-style-type: none"> • Is ambitious, and has consistent and high expectations of staff and pupils. • Demonstrates personal enthusiasm for and commitment to the learning process. • Demonstrates the principles and practice of effective learning and teaching. • Provides appropriate support intervention based upon a detailed knowledge of individual learners.
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.
Resilience to Change and Challenges	<ul style="list-style-type: none"> • Is open to change and embraces 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	<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. • Achieves positive feedback from peers, senior colleagues and external stakeholders.