



MacIntyre Academies



DEPUTY PRINCIPAL

**ENDEAVOUR ACADEMY, HEADINGTON, OXFORD
RECRUITMENT PACK**



Recruitment Advertisement Deputy Principal

Job Title: Deputy Principal
Salary: £60,644 - £70,293 (L9 – L15)
Hours of Work: 38 hours p/w, 52 weeks per year
Interview Date: TBC

Reference No(s): EA DP 0924
Location: Headington, Oxfordshire
Closing Date: 04/11/24
Start Date: ASAP

MacIntyre Academies Trust opened its first academy, in Headington, Oxford in September 2014. Endeavour Academy is an Academy School for 32 children and young people with autism and associated Moderate to Severe Learning Difficulties aged 8 to 19 years old. MacIntyre Academies are 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

The Principal joined the Academy in April 2023 and we are currently recruiting for a Deputy Principal to join the school and strengthen the Senior Leadership Team as the school continues on a new and exciting chapter of its development.

Reporting to the Principal you will further the aims of the school and support the Senior Leadership Team to ensure that the vision of the school is communicated and clarified.

You will need to have an overview of school issues through a wide-ranging awareness of, and contact with, the staff, the students and their families/carers.

You will have Qualified Teacher Status, experience of working with children with autism and/or learning disabilities as well as a proven track record of successful operational and strategic leadership. You will be a confident, effective leader with knowledge of regulatory standards and requirements. It is also desirable for the post holder to be able to drive and have access to their own transport. You will also need to be a facilitative and effective communicator both verbally and in writing to enable you to build strong links with all internal and external stakeholders.

Benefits – Our people are the heart of our success

- A competitive salary
- Discretionary regional allowance of £1,000 (pro-rata)
- Discretionary Special School Allowance £750 per annum (pro rata role dependent)
- Excellent local government pension scheme
- Family Friendly policies
- Wellbeing, Bereavement and Menopause policies
- Enhanced Sick Pay
- Wellbeing initiatives in your setting
- Full induction
- Training and development and the support of a trained line manager and dedicated senior leaders
- Access to further professional development
- Cycle to Work Scheme
- Annual MAT Life Day to take for that special occasion
- Annual Flu Jabs
- Free eye tests through Specsavers
- An Employee Assistance Programme to Support your health and wellbeing an access to various perks including discounts Tesco, Cineworld, Go Ape and many more
- Death in Service
- Long Service Recognition

- Recommend a Friend Scheme - £100 Voucher
- Trained Mental Health First Aiders
- Driving training – MPV minibus awareness course
- 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

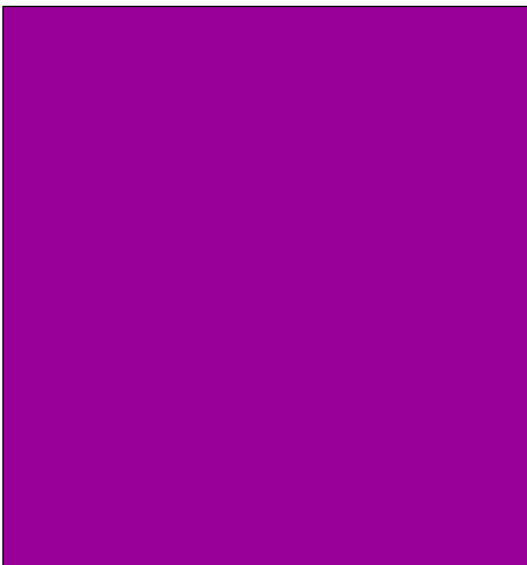
MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All positions will require an enhanced Disclosure and Barring Service check and registration with the DBS Update Service together with all other relevant recruitment checks 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 \(www.gov.uk\)](https://www.gov.uk/guidance/db filtering guide) 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 our Academies can be found on our website under 'Essential Information' and candidates will be asked about this as part of the recruitment process.

Information for Candidates

MacIntyre, a national charity founded in 1966 by the parents of a disabled child, is the sponsor for Endeavour Academy. With over 40 years of experience in providing specialist provision for over 1,000 children and adults with learning difficulties and autism across the UK, MacIntyre has developed a strong reputation both nationally and locally in Oxfordshire, as a high-quality, person-centered organisation. Endeavour Academy is currently graded Good by Ofsted and is part of Macintyre Academies Trust, a small but successful Trust of 4 special schools in Warwickshire and Oxfordshire

The school building and residential facility are located in Headington. The school has capacity for 32 students and the residential provision has capacity for 6 full time and 6 respite placements. The residential home provides some 52-week placements and the opportunity for day placements and some shorter stays (e.g. weekly, weekend, term- time boarding or holiday residential periods).

All young people have Education, Health and Care Plans and the majority have allocated social workers. In addition, pupils may be supported by Learning Disability CAMHS, the Virtual School and respite providers.



Our Vision and Ethos

We believe all young people, regardless of disability, deserve the best education possible. We want our students 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. A school which is truly family centered with education individualised to each child/young person. The academy provides a healthy, safe and enjoyable environment, with excellent teaching and learning with a focus on high quality personalised education and support. It will evolve according to local needs. Parents/carers are encouraged to be fully involved and connected from the outset.

Macintyre Academies Trust is sponsored by Macintyre Charity who have for many years been successfully providing innovative and person-centred services to local children/young people and their families. Many of our young people and families struggle to access facilities and services successfully due to their complex autism and MacIntyre has established an excellent reputation locally.

With a holistic curriculum specific to Endeavour that focuses on developing skills of independence through stages of child development and on the achievement of each student's full potential, the academy will offer flexible arrangements that meet the needs of individual children and families. Key to the academy's success is the recruitment and development of a highly skilled, flexible workforce that delivers outstanding education and support, and benefits from MacIntyre Academies Trust's in-depth understanding and experience of how to design bespoke education solutions to children who requires specialist support strategies to achieve excellent outcomes.

We have a holistic approach to supporting behaviour that empowers the child or young person to engage in education.

To achieve this vision, partnership working is crucial. MacIntyre Academies Trust works alongside parents/carers, Local Authority SEND, social care, CAMHS and Children We Care For (LAC) teams and other stakeholders to ensure that the academy is successful in delivering its strategic aims and the best outcomes for our young people.



Deputy Principal Job Description

Reporting to

Principal of Endeavour Academy

Purpose:

To deputise and undertake overall responsibility for the school in the absence of the Principal and on any other occasions which are deemed necessary.

To further the aims of the school and support the Principal in ensuring the vision of the school is communicated and clarified and to foster a culture that promotes excellence, equality and high expectations of all students and staff.

To share with the Principal a responsibility for providing quality assurance in all the school's activities.

To provide for the Principal an overview of major school issues through detailed awareness of, and contact with, staff, the students and their families/carers.

To contribute to the overall leadership and management of Endeavour Academy with specific responsibilities identified.

To contribute to the development and maintenance of policies and risk assessments.

To assist the Principal in promoting awareness and observation of the Health and Safety Guidelines of MacIntyre Academies Trust.

Key Responsibilities:

Strategic Direction and Development of the Academy:

1. To work with the Principal and other members of the leadership team to ensure the successful delivery of the vision, ethos, aims and objectives of the academy.
2. To contribute to the formulation of overall aims and objectives for the academy and relevant policies requiring implementation.
3. To contribute to an educational vision and direction which enables effective teaching and support, successful learning and achievement by students and sustained improvement in their spiritual, moral, cultural, mental and physical well-being in preparation for the opportunities, responsibilities and experiences of adult life.
5. With the school leadership team, support the Principal in the development and implementation and evaluation of the School Development Plan. To assist the Principal in identifying school needs by a process of school self-evaluation, as agreed by the governing body and MacIntyre Academies Trust. To assist in the monitoring and review of the outcomes of the review.
6. To develop a clear knowledge of the administrative and financial matters related to the Academy and to work with the Principal and School Business Manager in monitoring and managing the Academy budget.
7. To support the Principal in securing the commitment of parents, carers, stakeholders and the wider community to the vision and direction of the academy.
8. To ensure high standards of quality in the delivery of teaching and learning, focusing on the development of teaching and learning and the development and achievement of learning outcomes for students. To work with the wider Academy Trust to embed Trust-wide Quality Assurance processes for teaching and learning.
9. To provide appropriate leadership in order to ensure all staff are committed to and involved in the achievement of objectives securing the success of the academy.
10. To contribute to the development and maintenance of policies and risk assessments.

Leading Learning and Teaching:

1. To work with Senior Leaders to ensure that delivery of the curriculum is translated into effective teaching, learning and assessment practice.
2. To secure and sustain effective teaching and learning throughout the Academy and monitor and evaluate the quality of teaching and standards of students' achievement and setting targets for improvement.
3. To monitor and review students' progress and outcomes.
3. 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.
4. To lead on Careers Advice and Guidance, developing a Careers programme which meets the needs of learners and statutory requirements.
5. To lead on Pupil Premium and Sports Premium, ensuring the best impact on pupil outcomes and writing policies and reports as required.
6. To be the Designated Teacher for Children We Care For (Looked After Children), overseeing all Personal Education Plans and ensuring the best impact on pupil outcomes.

Leading and Developing People:

1. To participate in the recruitment and retention of the best employees and ensure an effective induction for all new starters.
2. Promote a culture of continuous professional development for all, where learning and development activity is closely linked to individual, team and organisational priorities.
3. To ensure that performance reviews are undertaken in a timely manner and that target setting is of a high standard, relevant and plays a key role in securing continuous improvement.
4. To share with Senior Leaders the responsibility for supporting and promoting the wellbeing of all staff.
5. To support staff working with students whose behaviour may be challenging; through behaviour meetings, the formulation and evaluation of positive behaviour support plans, incident debriefing and monitoring of the school behaviour policy and procedures.
6. To ensure that appropriate support systems are in place for ECTs.
8. To carry out return to work interviews following staff absence.
9. To assist the Principal and Assistant Principal in the deployment of staff.
10. To consistently model best practice in the support and leadership of staff, adhering at all times to the Macintyre leadership behaviours.
11. To support the Principal in writing and maintaining individual staff risk assessments.

Supporting Children, Young People and their families:

1. To have responsibility with the Principal and Behaviour Lead for the positive behaviour support and welfare of all students.
2. To operate as one of the Deputy Designated Safeguarding Leads for the school.
3. To work with school leadership team in ensuring that the needs of individuals are considered at all stages of planning in school.
4. To work with the school administrative team in monitoring attendance.
5. To support students and their families by ensuring that the needs and priorities for individuals are widely disseminated.
6. To work with the Family Footings Facilitator to provide guidance, advice and support to parents and carers of students in the school.
7. To act as Educational Visits Coordinator for the school.

Accountability:

1. To work collaboratively with the academy's Principal in order to provide accurate and timely reports, objectives, advice and support, enabling the Academy to meet its responsibilities.
2. To promote an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
3. To ensure individual staff accountabilities are clearly defined, understood, agreed and subject to rigorous review and evaluation.

Strengthening Community:

1. To work in partnership with parents, carers and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
2. To promote a culturally inclusive ethos, which actively values and promotes diversity, unity and community cohesion, and support students to become successful citizens.
3. To work in liaison with all relevant agencies in order to adequately safeguard and protect the students.
4. To contribute to the development of the education system, for example, sharing effective practice.
5. With the Principal work in partnership with other schools / agencies, promoting innovative initiatives.
6. To lead by example and be a role model, embodying MacIntyre's leadership behaviours.

Additional Duties:

1. 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.
2. To bring to the attention of a senior colleague any matter of concern over the wellbeing, safety or safeguarding of a person we support.
3. To be aware of your responsibilities in accordance with the current Health and Safety at Work Act.
4. 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 and any other associated policies and procedures.

**Deputy Principal
Person Specification**

<p>Education, knowledge and expertise</p>	<p>Essential</p> <ul style="list-style-type: none"> • Qualified Teacher Status • Graduate degree or equivalent • Demonstrable commitment to own continued professional development • Experience of working with children with autism and/or Learning Disabilities • Experience of curriculum and assessment design and implementation • Experience of triangulating multiple sources of evidence to provide evidence of impact • Experience and understanding of challenging behaviour • Excellent communication and interpersonal skills with a wide range of internal and external stakeholders • Experience of working with and leading multidisciplinary teams • Good ICT skills • Evidence of the ability to monitor, evaluate and review processes and the impact of policies and targets • Excellent classroom practitioner • Proven ability in the implementation of strategies for increasing progress and achievement, including the use of and analysis of data to monitor progress in learning. • Proven ability to reach accurate judgements about the Quality of Education in a specialist setting and to implement improvement programmes where necessary. • Demonstrable knowledge of methods of enhancing social, emotional and personal development 	<p>Desirable</p> <ul style="list-style-type: none"> • NPQSL or similar • Experience of working with Evidence For Learning or similar • Experience of ASDAN qualifications and the assessment and moderation process • Use of ICT and AI to positively impact on teaching and learning and/or teacher workload • Knowledge of the Early Years Framework
<p>Personal attributes</p>	<p>The candidate must be able to:</p> <ul style="list-style-type: none"> • Demonstrate the confidence and skills to successfully lead a diverse team • Demonstrate excellent communication and facilitation skills with all stakeholders • Demonstrate a passion for working with students with complex SEND and their families • Approach challenges with an open mind, a sense of humour and a solutions-focused mindset • Work flexibly to meet the needs of the Academy • Work with the Principal to work with and motivate others to create a shared culture of success and a positive climate • Demonstrate a high level of resilience and determination • Be non-judgemental, tolerant and creative • Be a self-starter, able to independently identify areas for improvement and solutions to address them • Have a calm and organised approach to work under pressure and the ability to inspire confidence in others 	

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| | <ul style="list-style-type: none">• Plan and prioritise workload in order to meet deadlines• Demonstrate a reflective approach to their work• Give and receive effective feedback and act to improve personal performance• Demonstrate a commitment to their own and others' professional development• Foster an open, fair and equitable culture and manage conflicts skilfully to ensure a positive conclusion• Develop, empower and sustain individuals and teams• Collaborate and network with others within the Academy, the Trust and beyond• Challenge, influence and motivate others to achieve high standards• Accept support from others, including colleagues, the Trust, Governors and other stakeholders. |
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