



MacIntyre Academies

Compassion - Ambition - Partnership

Candidate Pack EHCP Co-ordinator Discovery Academy, Nuneaton



Contents

Welcome

Our Story so Far

Benefits

Our Core Values and DNA

Our Academies

Safeguarding

The Role

Job Description

Person Specification

How to Apply

Welcome

Dear Applicant

I appreciate your interest in joining our school. Discovery Academy is an educational environment like no other – we work on child-centred approaches. We are looking for the right person to join our classroom support teams. Previously, we recruited an amazing staff team from varied experiences and backgrounds. At Discovery, we work with children and young people between 9 – 19 years and blend a primary “care” with a secondary “curriculum” model alongside Macintyre’s family focus.

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

The following core values underpin all our work with children and young people:

- Compassion - *we focus on the positives*
- Ambition - *we challenge ourselves to go further*
- Partnership - *we are better when we work together*

Your qualities are as important as your qualifications - we need staff who are resilient, non-judgemental and unconditionally accepting. Each day brings a fresh start, new challenges and many rewarding moments.

If you would like to have an informal conversation about the opportunities, please get in touch with Tony Leigh, Principal at the academy on 024 77103370 or e-mail tony.leigh@macintyreacademies.org

Before making your application, I recommend that you take some time to browse our websites to get a real feel for the work we do: www.macintyreacademies.org and www.thediscoveryacademy.org

Hopefully, along with this pack you will be able 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.

We look forward to receiving applications by the deadline.

Yours sincerely

Tony Leigh

Tony Leigh
Principal
Discovery Academy
Nuneaton

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 young people 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 pupils 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 pupils 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 young people.

We are proud of our Compassionate Curriculum which supports pupils to become more resilient, and fosters positive relationships between pupils 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 children, 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 children 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
- 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.

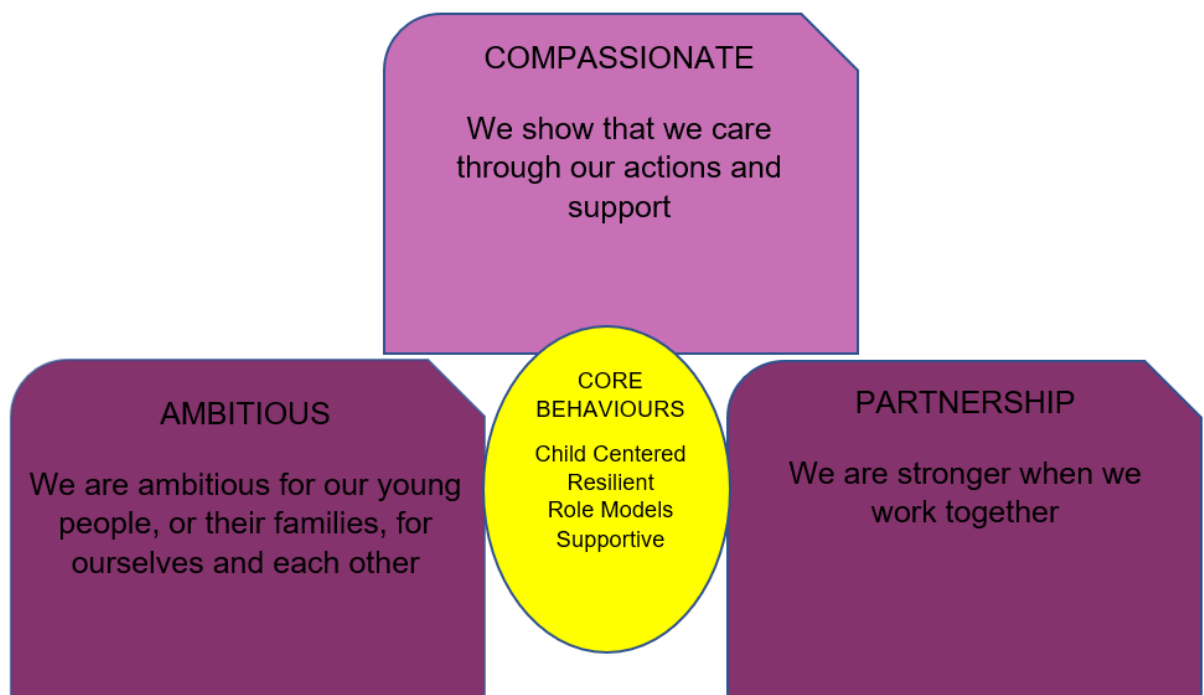
What is our DNA? Why is it important?

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 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.



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 young people overcome challenges day practices



Our Academies

Endeavour Academy, Oxfordshire

MacIntyre Academies' first school which opened in September 2014. Th provide 32 places for children and young people (aged 8 to 19) with autism and learning difficulties who are in need of specialist education, care and support.



Discovery Academy, Nuneaton

Discovery Academy opened in September 2015 in Nuneaton, Warwickshire for children and young people, 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 children and young people, 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 children and young people aged 9 -16 years with autism and/or a social, emotional or mental health diagnosis. The school has capacity for 50 students and is based in Henley-in-Arden, Warwickshire

Discovery Academy

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. We have to act as their “thinking brain” in times of uncertainty.

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 and young person. Discovery 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.

Discovery Academy is delivered in close partnership with Warwickshire County Council and MacIntyre Academies is keen 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 Discovery 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 centre 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 offering 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

For more information about the Macintyre Academies Trust and Discovery Academy visit our website:

www.macintyreacademies.org

www.thediscoveryacademies.org

Safeguarding

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.



Be part of an exciting and creative school in Nuneaton for children and young people with autism and/or social, emotional and mental health needs

Job Title: EHCP Coordinator

Location: Nuneaton

Hours of Work: 31 hours per week

Salary: C24 £27,228.16 – D28 £30,158.59, Actual: C24 £19,186.63 – D28 £21,251.59

Allowances: Special School Allowance £750 per academic year, pro rata

Weeks Worked: 39 weeks - Term Time only

Interview Date: To be confirmed

Start Date: ASAP

About Us

We are an established Academy placing our young people and their families at the centre of everything we do. We want all pupils to achieve their full potential and develop in a way that makes sense to them.

Our EHCP Coordinator

We are seeking an organised, proactive and highly motivated EHCP Coordinator to join our dedicated team. This is an exciting opportunity to play a key role in supporting pupils with additional needs and ensuring statutory SEND processes are managed effectively.

The ideal candidate will have excellent administrative and organisational skills, strong attention to detail and the ability to build positive relationships with families, Local Authorities and external agencies.

Previous experience working within SEND, education, social care or a similar environment would be beneficial, although not essential.

The role will require you to:

- Have a commitment to supporting children and young people with SEND
- Build positive relationships with parents, carers and professionals
- Work effectively under pressure and manage competing priorities
- Maintain accurate and confidential records
- Communicate professionally both verbally and in writing
- Understand the importance of statutory deadlines and compliance
- Work collaboratively as part of a multi-disciplinary team
- Be flexible, organised and solutions-focused
- Demonstrate excellent attention to detail
- Commit to ongoing professional development

You will be responsible for:

- Coordinating Annual Review processes and associated administration
- Liaising with staff, families, Local Authorities and external professionals
- Organising meetings and preparing relevant documentation
- Producing accurate records, minutes and correspondence
- Monitoring statutory timescales and ensuring deadlines are met
- Managing admissions consultations and maintaining associated records
- Supporting the transition process for new pupils
- Maintaining accurate pupil SEND records and documentation
- Acting as a key point of contact for families and professionals
- Supporting effective communication between school and external agencies

Why Join Us?

- Be part of a supportive and passionate team
- Make a meaningful difference to the lives of children and young people
- Receive a comprehensive induction programme
- Access ongoing training and development opportunities
- Work within a school that puts pupils and families at the heart of everything it does
- Benefit from a collaborative and inclusive working environment

Job Description

Reporting to Assistant Principal - SENCO

Purpose:

To support the EHCP process contributing to the service standards, performance outcomes and statutory requirements are met. Ensure all communications and contacts with pupils, carers and other agencies are proactive, supportive, timely and constructive maintaining confidence at all times. Ensure that consultations for places at the academy are processed in a timely manner and in collaboration with SENCO and accordance with the SEN code of practice.

Key Responsibilities and Duties:

- Co-ordination of annual reviews including preparation of paperwork, liaising with internal and external stakeholders, parents and carers
- Ensure meetings are booked in a timely fashion, attend meetings and draft minutes/update EHCP documentation
- Submit paperwork within designated statutory time frames.
- Co-ordinate receipt of all paperwork from internal and external stakeholders in a timely fashion prior to the annual review meeting.
- Manage incoming consultations from Local Authorities regarding potential placements. Coordinate information gathering to support decision-making regarding admissions.
- Liaise with school leaders and relevant professionals to assess suitability of placements.
- Ensure that consultations for places at the academy are reviewed and responded to in a timely manner in accordance with SEN Code of Practice
- Maintain admissions and consultation records.
- Support transition planning for new pupils entering the school.
- Maintain accurate and up-to-date pupil SEND records and documentation
- Disseminate information sensitively and place on school systems
- Ensure all written correspondence and documents are accurate and well structured, reflecting local and national requirements, including SEN legislation, and is sensitive to the perspective of the recipient.
- To ensure electronic case files are well maintained to agreed quality standards and confidentiality in line with the General Data Protection Regulations (GDPR).
- To accurately record, input and maintain records on a database as required.
- To prioritise and manage workloads to ensure all reviews are managed within agreed timescale
- To understand the SEND Code of Practice and work within the legislative framework.
- 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.
- 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.
- Support coordination of Early Support and multi-agency meetings.
- Facilitate communication between families, health professionals, social care teams and educational staff.
- Maintain records of Early Support interventions and actions.
- Monitor agreed actions and support timely follow-up.
- Act as a welcoming and professional point of contact for parents and carers.
- Provide guidance on school processes relating to EHCPs, Annual Reviews, Consultations/Placements and SEND services.
- Support families in accessing relevant information and external services.

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 child protection procedures and guidelines and to adhere to them at all times.
- To bring to the attention of a senior colleague any matter of concern over the wellbeing, safety or safeguarding of a person we support.
- To be aware of your responsibilities in accordance with the current Health and Safety at Work Act.
- To be aware of your responsibilities in accordance with the General Data Protection Regulations (GDPR) and be familiar with the content of the MAT Data Protection Policy, Acceptable use of ICT Policy, Password Policy and any other associated policies and procedures.

This description is not intended as a total definition of the post, only an outline of the duties involved. The post-holder will be expected to carry out any other duties commensurate with the level of the post and which may reasonably be required by the Principal according to the normal practice of the Trust.

Training Required:

- Prevent
- Safeguarding – Children & young people, Adults & Children, Safeguarding Vulnerable Adults.
- Code of conduct
- Accident Reporting
- GDPR – Data protection Essentials 2019
- GDPR – Information & Security
- KCSIE (Not working directly with children)
- KCSIE annual update
- Health & safety Essentials & Basics
- Equality & Diversity
- Fire Awareness in Education
- Mental Health Awareness
- Stress Awareness
- Slips, Trips & Falls
- Display Screen Equipment
- Risk Assessment
- Manual Handling
- Conflict resolution



Person Specification

	ESSENTIAL	DESIRABLE
Education, knowledge and experience	▪ Experience working in an educational, SEND, healthcare or local authority environment. ▪ Experience of managing complex administrative processes. ▪ Experience of working directly with families and external professionals. ▪ Experience of arranging meetings, maintaining records and managing confidential information. ▪ Experience of using Microsoft Office applications and database systems. ▪ Understanding of Special Educational Needs and Disabilities (SEND). ▪ Understanding of confidentiality and data protection requirements. ▪ Knowledge of professional office administration procedures. ▪ Awareness of safeguarding responsibilities within education.	▪ Experience of EHCP administration and annual review processes. ▪ Experience within a special school, SEND provision or local authority SEND service. ▪ Experience supporting admissions or placement consultation processes. ▪ Experience of multi-agency working involving education, health and social care professionals. ▪ Knowledge of the SEND Code of Practice (2015). ▪ Understanding of EHCP processes and statutory timescales. ▪ Knowledge of Early Support pathways and multi-agency working arrangements.
Personal Attributes	The Candidate must be able to demonstrate: ▪ High level of verbal and written communication in a variety of situations including face to face, telephone and meetings ▪ Excellent attention to detail ▪ Highly organised and able to manage time efficiently ▪ High level of personal resilience and the drive to see tasks through to a successful outcome ▪ Able to manage oral and written negotiations sensitively and appropriately ▪ Methodical approach ▪ Ability to relate effectively to parents, professionals and colleagues ▪ Ability to work independently and on own initiative, requiring minimal supervision ▪ A belief that people with learning disabilities have the right to participate in making decisions about the service they receive and to access opportunities including learning, training, employment and wider experiences. ▪ A commitment to the implementation of MacIntyre Academies Equal Opportunities Policy. ▪ Compassionate and family-centred approach. ▪ Commitment to inclusion and improving outcomes for children and young people with SEND. ▪ Professional, approachable and dependable. ▪ Resilient and able to remain calm under pressure. ▪ Proactive and solution-focused. ▪ Flexible and adaptable in a fast-paced environment. ▪ Strong commitment to equality, diversity and inclusion.	

Competencies

Competency	Description	Example Positive Indicators	Example Negative Indicators
Respecting and Understanding Others	• Reacts sensitively to other people and recognises different viewpoints, beliefs, values and opinions. • Treats children and young people we support and colleagues with respect, dignity, honesty and equality. • Adapts their working style and level of support to an individual's needs or wishes. • Works cooperatively with colleagues and assists when they need support. • Values the different contributions that people can make within a team.	• Is self-aware • Has empathy, humility and kindness • Is approachable and quickly gains rapport with people • Treats others with respect • Shows and promotes positive behaviours • Discourages and challenges negative behaviours • Gives and receives effective feedback and acts to improve personal performance	• Is dismissive of others' perspectives • Is rude or disrespectful • Gives importance to own feelings but not those of others • Adopts a patronising attitude or shows little empathy when working with others • Doesn't consider the individual needs of others • Tries to resolve concerns alone when it is out of their remit or expertise • Does not invite or respond to feedback
Influential Communication	• Listens actively and display enthusiasm in their communication. • Uses and presents information in a manner which is persuasive, logical and understandable to the receiver.	• Communicates well in different formats and forums • Manages emotions to minimise negative impact on others • Uses information and logical arguments that relate to needs of others	• Has difficulty communicating verbally or in writing • Takes stress out on others; loses patience or temper • Misses cues that the communication style isn't appropriate • Uses the same communication style for all interactions
Facilitating Success and Improvement in Others	• Support, motivate and inspire others to try new tasks or activities. • Seek assistance appropriately and receive feedback from others.	• Can be fluid and flex their approach, being creative and doing things differently • Willing to get involved • Provides proactive, constructive feedback to others to support their development	• Is inflexible about own system and way of doing things • Views certain tasks as being outside of their job description • Creates a culture of dependence • Uses well proven or familiar approaches without adapting, improving or refining • Does not give feedback or celebrate success

Competencies

Competency	Description	Example Positive Indicators	Example Negative Indicators
Supporting Learning and Teaching or Care in an Educational Setting (for those in an operational role)	•Is ambitious, 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 •Initiates and supports research and debate about effective learning and teaching •Provides appropriate support intervention based upon a detailed knowledge of individual pupils •Provides care to the highest standards, with special attention to the dignity of the young person	•Overcomes disadvantage as a barrier to achievement •Is highly inclusive and child centred •Promotes rich opportunities for learning both within and out of the classroom •Follows care plan and other documents •Takes measures to protect the young person's dignity while providing personal care	•Does not differentiate •Is not creative and always uses familiar methods •Does not reflect or plan improvements •Does not celebrate pupils success •Pupils are not given feedback or challenged •Don't pay enough attention to the young person needs
Results & Quality Focus	•Completes work to a high standard, with a high degree of attention to detail •Takes personal responsibility for the quality of their work and be willing to 'go the extra mile'. •Looks for continual improvement in own performance •Work to agreed policies and procedures.	•Wants to learn from others, has an enquiring mind •Consistently maintains high standards and expectations •Proactively considers ways and opportunities to add value •Challenges less effective behaviour of colleagues to lead to improvements •Is a strong advocate and positively promotes best practice	•Has low or inconsistent standards •Makes promises they are unable to keep; sets unrealistic or no timescales for tasks •Completes only the tasks which are expected of them; fails to go the extra mile •Ignores or overlooks ineffective behaviour •Responds reactively •Misses opportunities to promote best practice
Problem Solving and Decision Making	•Is able to collect, interpret and evaluate information effectively •Can develop a deep understanding of a problem, 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.	•Identifies and uses various sources of information, interpreting information in a timely manner, relevant to the situation •Uses a logical approach to evaluate a situation and ensures all aspects are considered •Thinks creatively, seeking to innovate •Involves others in decision making processes, when appropriate •Understands the implications of their decisions •Understands when to escalate a decision or issue, and does so when needed	•Misses key information as a result of rushing, or creates additional time pressures by taking longer than necessary •Overlooks aspects of the problem resulting in an incomplete solution being created •Uses only traditional solutions or develops unworkable new solutions to problems •Completes decision making on their own •Does not fully understand or consider the implications of the decisions they make •Escalates decisions or issues inappropriately

Competencies

Competency	Description	Example Positive Indicators	Example Negative Indicators
Resilience to Change and Challenges	•Is open to change and embracing new developments / initiatives •Adapts well in new and unfamiliar situations responding to changing plans quickly •Works independently without direction •Is resilient and copes well in emergency situations	•Is open to change and new ways of working •Proactively volunteers to be involved in new initiatives and developments •Responds to new and unfamiliar situations in a timely, composed and appropriate manner using their initiative •Adopts a positive manner in the face of setbacks or obstacles •Responds quickly to changing circumstances; able to adapt plans or priorities as required •Develops contingency plans so that unexpected factors do not impact on final outcomes •Demonstrates resilience in possible emergency situations; remaining calm, controlled and professional	•Exhibits a rigid way of thinking •Focuses on their existing workload; leaves others to be involved in initiatives •Appears irritated or impatient in new or unfamiliar situations, takes time to adjust to changes to ways of working and finds it hard to work without direction from others •Focuses on setbacks or obstacles instead of how to address them •Finds it uncomfortable when required to change their plans or priorities in response to circumstances; or is unable to do so •Plans tasks or actions in a linear way with little or no contingency planning •Becomes flustered, confused or unprofessional when faced with a possible emergency
Personal Development	•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.	•Strives towards targets and seeks responsibility •Demonstrates critical self-reflection and judgement •Is honest, owns up to mistakes, doesn't hide them •Asks for feedback •Is positive and enthusiastic about their job •Monitors tasks for accomplishment & quality •Meets agreed development action plans as agreed with line manager	•Stops or is put off by obstacles •Questions or doubts own ability •Seeks excuses rather than solutions •Fails to meet deadlines •Fails to acknowledge the feedback of others •Does not volunteer for new challenges and avoids unfamiliar tasks •Persistently underperforms, fails to meet targets and deadlines

How To Apply

Come join us!

Please visit:

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

Or contact:

hr@macintyreacademies.org



macintyreacademies.org
endeavour-academy.org
thediscoveryacademy.org
thequestacademy.org
ventureacademy.org.uk



www.linkedin.com/company/macintyre-academies/



Facebook/macintyreacademiestrust