

# QUEST ACADEMY



MacIntyre Academies  
Quest Academy



## Enhanced Teaching Assistant

FTE Salary

£22,464.26- £23,166.27

plus Special Schools Allowance of £750 (pro rata)

Term-Time only, 35 hours per week

In case of any queries about applying please contact – [recruitment@macintyreacademies.org](mailto:recruitment@macintyreacademies.org)

# QUEST ACADEMY

## 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.
- ◆ Weekly joint planning time every Friday 1.45- 3.30.
- ◆ Staff who work collaboratively, share resources and ideas.
- ◆ 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 pupils and supportive families.
- ◆ Innovative curriculum and bespoke holistic assessment.

Quest Academy is a special school which provides 80 places for children of both sexes aged 7 –19 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 schools who are able to “demonstrate how families lie at the heart of everything they do.”

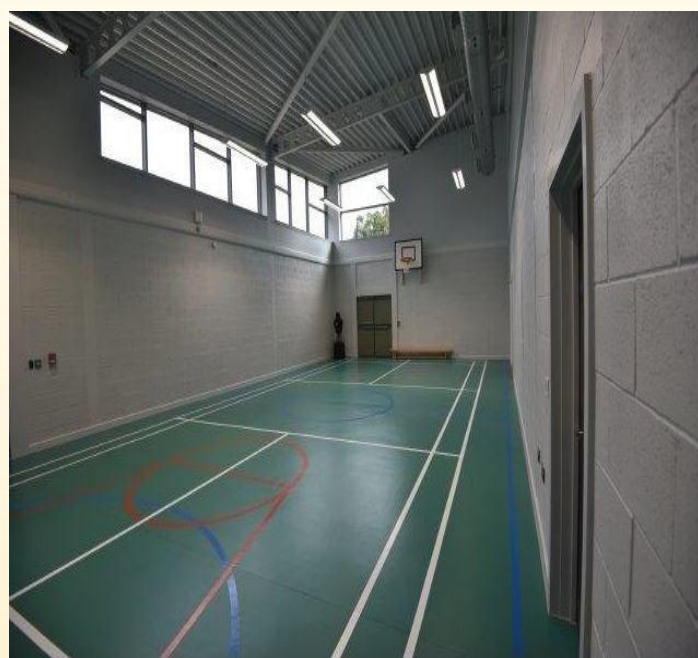
As a new school we have termly monitoring DfE visits which have been positive and indicate that we are on track to achieve at least a good Ofsted outcome in Year 3.

### **We are looking to appoint someone who:**

- ◆ Has a passion for making a difference and is willing to go to the extra mile.
- ◆ Has a compassionate approach.
- ◆ Is an exceptional administrator.
- ◆ Is ambitious for the future on pupils behalf.
- ◆ Understands the importance of working together with stakeholders.
- ◆ Shares the same vision and values as the school.
- ◆ Views change as an opportunity to build upon the school’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”**

# THE 'NEW' QUEST ACADEMY



## 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.





# THE 'NEW' QUEST ACADEMY



**INTERACTIVE IMMERSIVE CLASSROOM**



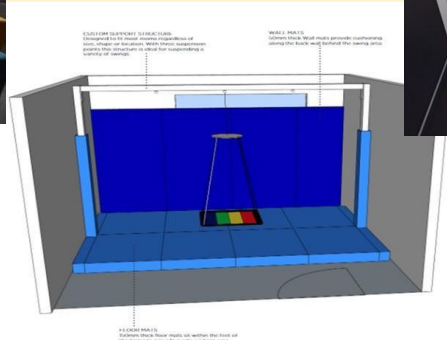
**SOFT PLAY**



**SENSORY ROOM DESIGN**



**CAFE**

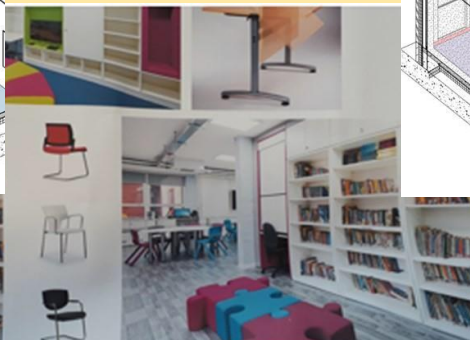


**TEACHER WALLS**

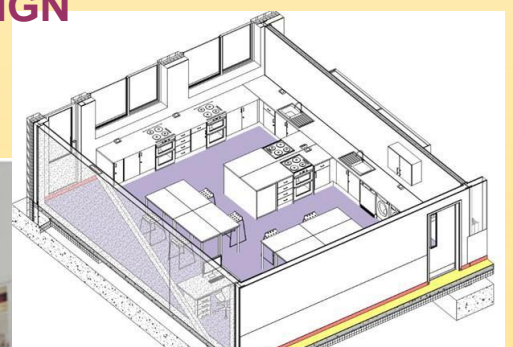
## THERAPY ROOM DESIGN



**SCIENCE**



**CONCEPT FOR LIBRARY**



**FOOD TECH**

Our Address: Quest Academy  
Anderson Avenue  
Rugby  
CV22 5PE

## 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 well being.
- ♦ 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 school's website:

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

You can contact the school at:

[quest.office@macintyreacademies.org](mailto: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 pupils deserve an outstanding education.
- In the need to be ambitious for pupils' futures.
- In growing our own teachers and leaders for tomorrow.
- That happy staff and pupils 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 (pupils, families, staff and schools) to go further.
- **Partnership:** we are better when we work together.



Recent comments from Parents:

"Can't find fault with the school, it exceeds our expectations and communication is excellent"

"The school is excellent and supports my child and its parents in whatever way possible.

Highly commended."



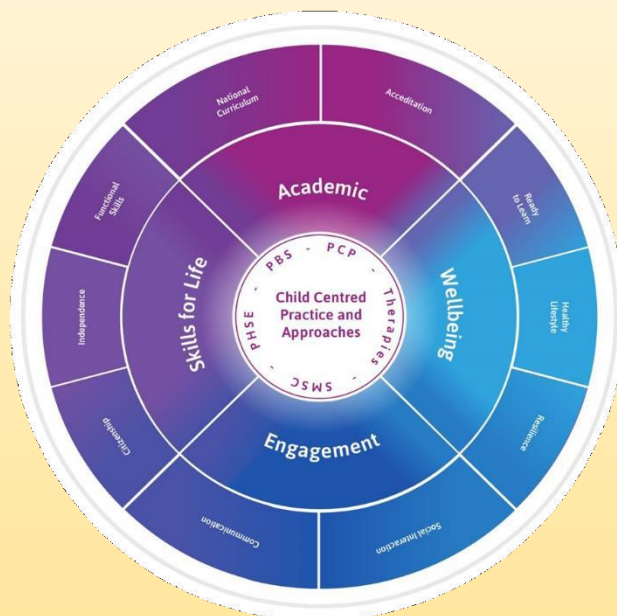
## OUR CURRICULUM

Our overriding aim is to ensure that our pupils become:

- ♦ Successful learners
- ♦ Confident individuals
- ♦ Responsible citizens

We place equal emphasis on our pupils 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. Referees will be asked to assess suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified. MacIntyre Academies' Safeguarding Policy can be found on our website and candidates will be asked about this as part of the recruitment process.

Quest Academy  
Anderson Avenue  
Rugby  
Warwickshire  
CV22 5PE

E: [quest.office@macintyreacademies.org](mailto:quest.office@macintyreacademies.org)



Putting children and families *first*



# Recruitment Advertisement

## Enhanced Teaching Assistant

**Job Title:** Enhanced Teaching Assistant

**Reference No(s):** 0000000179

**Hours of Work:** Term-Time only, 35 hours per week

**Salary:** £22,464.26 - £23,166.27, FTE  
£17,872.24 - £18,430.75 Actual

Plus SSA £750 (pro rata)

**Interview Date:** TBC

**Location:** Rugby

**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 new school 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 approximately 100 children and young people with social, emotional and mental health needs and/or autism, aged between 7 years and 19 years. The new school has specialist facilities including a sensory room, therapy room, interactive immersive classroom, soft playroom, 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 school where parents can meet, and the pupils can display the items they have made within the school which will be available to purchase. We are passionate about supporting 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 temporary modern school building on the outskirts of Nuneaton and opened with 30 pupils in September 2017 rising to 55 pupils in September 2018.

MacIntyre Academies is delighted to have been chosen to set up this new Academy which joins the existing Endeavour Academy in Oxford which opened in 2014 and Discovery Academy which opened in September 2015. MacIntyre Academies is sponsored by MacIntyre Charity, which over the last 50 years has developed a strong reputation nationally, as a high-quality, person-centered organisation.

### The Role

Reporting to the Class Teacher you will be responsible for the support and delivery of teaching and learning at key stages 2, 3, 4 and post 16. You will model best practice and provide effective communication surrounding lesson requirements. You will support and at times direct the delivery of person centered learning/ support to meet the needs, aspirations and choices of the learner exemplifying best practice at all times.

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.

You must have at least 1 years high quality experience and performance as a SEND Teaching Assistant. You must be an effective, confident communicator and able to keep accurate records such as the recording of learning outcomes with excellent attention to detail. You will demonstrate an approach of facilitation and reflective practice within the role.

*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/dbbs-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 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. .*

## **Enhanced Teaching Assistant Job Description**

### **Reporting to:**

Class Teacher or identified Phase Leader, and in their absence the designated Assistant Principal

### **Purpose:**

- To deliver exceptional standards of learning / support to learners. You will support and at times direct the delivery of person-centred learning / support to meet the needs, aspirations and choices of the learner, exemplifying best practice at all times.
- To provide specialist subject support and/ or provide specialist key phase support (including the administration of key tasks)

### **Key Responsibilities and Duties:**

1. To support teachers in the delivery of a specialist curriculum area and / or support teachers across a specified key phase
2. To work as part of a team to ensure the best learning environment (this will be within the specialist area or a Key Phase)
3. To support staff and learners in the development and review of their person-centered Personal Development Plans (PDPs) and Literacy Profiles and ensure staff work in accordance with these agreed plans recording evidence of learner's progress to the school's assessment system.
4. To develop a more detailed knowledge of particular needs in order to enhance the benefits to the learner within the Academy. (linked to the specialist area and or Key Phase)
5. Under the direction of line manager help prepare resources and prepare the learning environment so that the children have the best access to learning.
6. Lead the team/ specialist subject area in making standardized displays that are ASD and communication friendly
7. To contribute to initial and baseline assessments and the ongoing assessment of learning for a Key Phase/subject area
8. Under the direction of the Teacher, engage in leading individual or small group learning
9. To support learners during visits away from the school site (Subject and Key Phase)
10. To support learners in any work experience placements or off-site activities if required (Phase Lead Y10 and Y11)
11. Where appropriate to liaise and feedback on learner's progress with professionals and families.
12. Where appropriate be involved in assessments of children's progress and learning in the form of written observations, photographic or video assessments.
13. To ensure that colleagues follow each individual's education plan, positive behavior support plan, communication plan and any other relevant targets.
14. To be aware of and complete relevant information that requires daily attention such as student's logs, incident files, communication books, diaries, etc to ensure that you record all information accurately, legibly and communicate it appropriately.
15. To promote MacIntyre Academies' philosophy of behaviour management through consistency, respect, warmth, empathy and compassion.



16. To provide a caring and supportive environment for learners that respects and affirms their racial, cultural and religious identity and lifestyle.
17. To be aware of the regulatory frameworks within which you work and to keep abreast of national, corporate and local developments which affect your work.
18. To attend and participate in staff meetings, individual formal supervisions, appraisals, staff debriefings to ensure consistency and good practice.
19. To work with line managers to agree modelling to other TA colleagues
20. To support the Induction of TA's joining the school as a 'buddy' ( Key Phase)
21. Ongoing support and supervision of TA colleagues as agreed with your line manager
22. Co-production of the newsletter and information for families and the website
23. Raising requisitions for purchases in your allocated team
24. Supporting the phase leader/line manager as required

## 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 learner 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.

### 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
- 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
- Team Teach
- Infection prevention and Control
- Administering Medication
- School Trips for organisers
- Autism
- Attachment

Positive Behaviour Support

## Enhanced Teaching Assistant Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> <li>• Knowledge of or an interest in Autism, Learning Disabilities and Social Emotional behavioural difficulties.</li> <li>• Excellent classroom practitioner.</li> <li>• Demonstrable commitment to own continued professional development including SEND specific training and development.</li> <li>• Demonstrable experience of professional communication and interpersonal skills both written and verbal.</li> <li>• Good ICT skills.</li> <li>• At least 1 years high quality experience and performance as a SEND TA</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with multidisciplinary teams.</li> <li>• Experience of IT assessment packages.</li> <li>• Experience of working with students with ASC/ SEMH.</li> <li>• Experience of handling challenging and high-pressure situations.</li> </ul>
Personal Attributes	<p><i>Must be able to demonstrate</i></p> <ul style="list-style-type: none"> <li>• Excellent communication and facilitation skills.</li> <li>• High standards of ethics and behaviour, within and outside of school</li> <li>• Behaviours in line with the academy's values</li> <li>• A passion for working with learners with SEN and their families.</li> <li>• Ability to work flexibly to meet the needs of the academy.</li> <li>• Ability to work with the Class Teacher/ and or Phase Leader to promote 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>• Demonstrate a highly motivated and person-centred approach to the role</li> <li>• Adopt a reflective approach to your work.</li> </ul>	



- Confident in speaking to stakeholders including parents.

**MacIntyre Academies Trust**  
**Enhanced Teaching Assistant Competencies**

Competencies

Competency	Description	Positive Indicators
<b>Personal and Professional Conduct</b>	<ul style="list-style-type: none"> <li>• Understands and follows the ethos, policies and practices of the academy.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing understanding of ethos, policies and practices.</li> <li>• Beginning to working to a range of policies and practices.</li> <li>• Beginning to reflect academy's values in their daily practice.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrates and models positive attitudes, values and behaviours.</li> <li>• Confident with gracious challenge to others who may not</li> </ul>	<ul style="list-style-type: none"> <li>• Emerging understanding of how positive attitudes impact upon relationships and learning.</li> <li>• Generally models the behaviours and positive attitudes expected of learners and colleagues.</li> <li>• Beginning to build effective relationships with learners and colleagues. .</li> <li>• Completes tasks as directed.</li> <li>• Beginning to take responsibility for quality of their work.</li> </ul>
	<ul style="list-style-type: none"> <li>• Has a clear commitment to the need to safeguard learners' well-being.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed induction safeguarding training.</li> <li>• Beginning to learn about further relevant statutory guidance.</li> <li>• Has engaged in safeguarding training throughout the year.</li> </ul>
	<ul style="list-style-type: none"> <li>• Respects individual differences and cultural diversity.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that all learners are unique.</li> <li>• Basic understanding of how to scaffold support.</li> <li>• Aware that cultural diversity can offer both opportunities and challenges.</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• A proven track record of self-improvement in your most recent role</li> </ul>	<ul style="list-style-type: none"> <li>• Responds positively to advice and feedback and improves practice in response.</li> <li>• Reflects on own practice with good understanding of strengths and areas for development.</li> </ul>

Competency	Description	Positive Indicators
		<ul style="list-style-type: none"> <li>Actively addresses gaps in knowledge or experience.</li> </ul>
	<ul style="list-style-type: none"> <li>Shares responsibility for ensuring that own knowledge and understanding is relevant and up to date.</li> </ul>	<ul style="list-style-type: none"> <li>Up to date with mandatory CPD.</li> <li>Uses own knowledge and CPD to ensure effectiveness in role.</li> <li>Knows who to approach in order to discuss own ongoing CPD.</li> </ul>
	<ul style="list-style-type: none"> <li>Takes opportunities to acquire appropriate skills, qualifications, and/or experience required for the teaching assistant role.</li> </ul>	<ul style="list-style-type: none"> <li>Begun to develop training portfolio.</li> <li>Usually understands the roles and responsibilities required to support learners' needs.</li> <li>Asks colleagues for support when needed.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrates expertise and skills in understanding the needs of learners and contributes to the adaptation and delivery of support to meet individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>Understands how scaffolding and personalised provision is needed to meet the needs of all learners.</li> <li>Beginning to demonstrate openness to change.</li> <li>Has a basic knowledge of stages in learning, particularly in the core subjects.</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrates a level of subject and curriculum knowledge relevant to their role.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to show an understanding in the role of supporting learners.</li> <li>Emerging knowledge and understanding of progression across subject areas in which they are deployed to support learners and colleagues.</li> </ul>
	<ul style="list-style-type: none"> <li>Understands their roles and responsibilities within the academy.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to understand own roles and responsibilities and extends this by supporting learners' needs.</li> </ul>
	<ul style="list-style-type: none"> <li>Adopts strategies to support the work of colleagues and increase achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Understands the importance of working co-operatively and in collaboration with colleagues.</li> <li>Beginning to recognise and respond to barriers to learning.</li> </ul>
	<ul style="list-style-type: none"> <li>Promotes, supports and facilitate inclusion by encouraging participation of all pupils in learning and other activities.</li> </ul>	<ul style="list-style-type: none"> <li>Understands the importance of building positive and supportive relationships with learners.</li> <li>Aware of individual learners who may need additional support or adapted provision in order to be fully included in learning and other activities.</li> <li>Shows emerging ability to encourage, praise and support learners to participate in learning and other activities.</li> </ul>
	<ul style="list-style-type: none"> <li>Uses PBS consistently in line with the academy's policy and procedures</li> </ul>	<ul style="list-style-type: none"> <li>Is familiar with the academy's behaviour policy and procedures.</li> <li>Is beginning to apply the principles of PBS.</li> </ul>
	<ul style="list-style-type: none"> <li>Contributes to assessment by supporting the monitoring, recording and reporting of learner progress.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates a developing ability to recognise and use a range of assessment techniques.</li> <li>Makes some contribution to planning and preparation.</li> <li>Contributes to maintaining records of progress.</li> </ul>

Competency	Description	Positive Indicators
	<ul style="list-style-type: none"> <li>Communicates effectively and sensitively with learners and adapts to their needs.</li> </ul>	<ul style="list-style-type: none"> <li>Recognises the importance of sensitive communication with learners.</li> <li>Understands that there are a wide range of key factors that affect the way learners learn.</li> <li>Beginning to understand the need to be ambitious and have high expectations for learners.</li> <li>Beginning to understand and demonstrate the importance of modelling enthusiasm for learning.</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>Adopts strategies to support the work of colleagues and increase achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Understands the importance of working co-operatively and in collaboration with colleagues.</li> <li>Beginning to recognise and respond to barriers to learning.</li> </ul>
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Working with Others	<ul style="list-style-type: none"> <li>Respects the role and contribution of colleagues, other professionals, parents and carers by liaising effectively and working in partnership.</li> </ul>	<ul style="list-style-type: none"> <li>Emerging understanding that the role of parents and carers are important to their child's learning.</li> <li>Aware that other professionals may be involved in a learner' learning.</li> </ul>
	<ul style="list-style-type: none"> <li>Keeps other stakeholders accurately informed about learners.</li> </ul>	<ul style="list-style-type: none"> <li>Reports back to the class teacher on outcomes after working with an individual or group of learners.</li> <li>Able to recognise when a child is struggling and informs the colleagues when this happens.</li> <li>Undertakes straightforward tasks to support the class teacher, such as organising equipment.</li> </ul>



Competency	Description	Positive Indicators
	<ul style="list-style-type: none"> <li>Understands their responsibility to share knowledge to inform planning and decision making.</li> <li>Is confident 'coaching' other colleagues in best practice.</li> </ul>	<ul style="list-style-type: none"> <li>Is willing to contribute observations of particular learners to inform planning.</li> <li>Is starting to contribute ideas for resources or activities in planning meetings</li> </ul>
	<ul style="list-style-type: none"> <li>Works collaboratively with all and academy colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Is aware that colleagues supporting learners' learning and development need to work as a team.</li> <li>Understands that they work under the direction of senior team colleagues at all times.</li> </ul>
	<ul style="list-style-type: none"> <li>Communicates with other staff and education, health and social care professionals, so that informed decisions can take place on intervention and provision.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to have the confidence to communicate their knowledge of learners to colleagues.</li> </ul>