



MacIntyre  
Academies



# Family Footings Facilitator

Endeavour Academy, Headington, Oxford

## Recruitment Pack

# Recruitment Advertisement

## Family Footings Facilitator

**Job Title:** Family Footings Facilitator

**Reference No(s):** 0000000232

**Salary:** £25,061.40 - £28,304.85 (Scale C-D) Actual £23,315.28 - £26332.74

**Location:** Headington, Oxfordshire

**Hours of Work:** 38 hours p/w, 42 weeks per year

**Closing Date:** 10<sup>th</sup> July 2024

**Interview Date:** TBC

**Start Date:** ASAP

MacIntyre Academies opened its first academy and Children's Home, in Headington, Oxford in September 2014. Endeavour Academy is an Academy School for children and young people with autism and associated Severe Learning Difficulties aged from 9 to 19 years old.

Please take a look at our website <http://www.endeavour-academy.org/> to find out more about us.

### The Role

We are currently recruiting for an inspirational Family footings facilitator to join this exciting academy, this a really exciting opportunity to be part of something very special.

Our Family Footings Facilitators are vital to the success of our schools. They ensure that relationships with families are productive and supportive of their children's educational experience, and that all education and support strategies will be developed in partnership with the child's family to ensure progress at home as well as school

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 and children's home; 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.

Some of our young people are very active but at the same time are vulnerable if left on their own. Some young people can behave in a way that is challenging to others and part of our role is to teach young people safer and more effective ways of communicating their needs, however a level of challenge still exists; this can be physical or a reluctance to engage. For these reasons this role requires someone who is physically fit. MacIntyre Academies will, where possible, look to make reasonable adjustments to comply with the Equality Act 2010.

### About You

Are you committed to person centered approaches? Want to support families and young people to have a powerful voice? Value the importance of a person-centered transition and curriculum? Have ambition for young people?

We are looking for applicants who have an outstanding track record in promoting and delivering person centered education and support for children and young people who have social, emotional and mental health needs and/or Autism and associated Severe Learning difficulties.

It is also desirable for the post holder to be able to drive and have access to their own transport

### Benefits

- Cycle to Work Scheme upon successful completion of probation period
- Pension scheme with generous employer contributions
- Access to the Employee Assistance Programme to support health and wellbeing
- The support of a trained line manager and dedicated senior leaders
- Investment into your personal development including annual appraisal and training opportunities
- Trust-wide engagement activities throughout the year
- Wellbeing initiatives in your setting
- MAT Life Day
- Free flu jabs
- Full induction
- Whole Trust CPD day
- Enhanced Sick Pay Policy
- You are awesome awards
- Whole trust CPD day

· Big Thank You day

## **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](http://www.gov.uk)) It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Referees will be asked to assess suitability of candidates to work with 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.

# Letter from the Principal

We would like to extend a warm welcome to you at Endeavour Academy. Our school and residential provision offers a nurturing environment for children and young people with autism and severe learning disabilities aged 8 – 19.

This much needed autism-specific setting has been developed by MacIntyre Academies Trust and Oxfordshire County Council working in partnership to meet the needs of students and their families. Endeavour Academy offers a combination of specialist day school, extended day activities, short breaks and residential care all on the same site.

Our aim is to provide our children and young people with an environment in which they can feel safe and happy and are supported to develop the skills they need to learn effectively, understand their autism and make a positive and successful transition into adult life.

The specialist holistic personalised and integrated curriculum is adapted to offer opportunities to motivate each young person, utilising individual strengths, skills and interests to promote learning that will impact upon every area of development. We strive to acknowledge and recognise all aspects of progress and achievement across the School and this includes

- Personal, Independence and Daily Living Skills
- Social and Emotional Skills
- Communication Skills
- Using our senses
- Cognitive and thinking skills
- Physical Skills – Sport and leisure
- Our world, the world around us – being a part of our community
- Creative and performing Arts
- Preparing for adulthood and work-related learning
- As well as the Academic core for those learners for whom this is appropriate (Maths, English, Science)

Our [curriculum](#) ensures that all students receive a highly personalised, relevant education. For those students who also live at the school for up to 52 weeks a year, we offer a waking day curriculum, which focuses on informal learning opportunities, cultural, social and emotional development as well as providing opportunities to meet the sensory needs of each young person. Communication and sensory integration is embedded throughout all that we offer to our young people in every context.

Our outstanding specialist staff team undergo a thorough induction and have the opportunity to access continuing and specialist training opportunities. The team ensure that each student is presented with learning that is motivating and reinforcing. They strive to provide an environment that flexibly and creatively responsive to individual needs.

In all that we do, we continue to work closely with our families and carers, as well as all the professionals who may be involved in the life of the young person, to ensure that, they too, feel supported, are reassured that their child is safe, happy, supported to learn, respected and celebrated.

Endeavour continues to create a happy and nurturing environment with an ethos of warmth and understanding. We are privileged to have a staff team who really understand the needs of children with autism and how they can support them towards the best possible outcomes.

If you would like to know more about Endeavour Academy, are interested in working for us or would like to find out more about how we can support you, please do not hesitate to get in touch with our office.

Mark Shears  
Principal

## 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.

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.

### Pre-interview checks /references

Details of two referees must be provided on the application form including full postal address and an email address. Referees must know you in a professional capacity and should be well placed to comment on your suitability for the position for which you are applying. One should be your current or most recent employer. References will be obtained if you are shortlisted for interview for consideration during the selection process unless you specifically state you do not wish this procedure to be adopted. We also reserve the right to approach any previous employer listed on your application form. We will ask previous employers to provide information on your suitability to work with children and any disciplinary offences, allegations and investigations, including expired offenses.

Please note that the school will conduct a social media check on applicants invited for interview in line with Keeping Children Safe in Education (2023).

### Interviews

If your application is successful, full details of all the selection activities will be provided in the letter inviting you to interview.

The Asylum & Immigration Act 1996 and the immigration (Restrictions on Employment) Order 2004 require employers to establish that an individual is entitled to work in the UK prior to that person commencing employment. This entitlement must be evidenced at the interview stage and a copy will be retained once a formal offer has been made and accepted. You will be therefore asked to bring documentary evidence of your identity to the interview as evidence of your right to work in the UK such as passport, national insurance card or work permit. If applying for a teaching post, original documents confirming your educational / professional qualifications will also be required.





## 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 centred with education individualised to each child/young person. The academy provides a healthy, safe and enjoyable environment, with excellent teaching and learning and a focus on high quality personalised education and support. Parents/carers are encouraged to be fully involved and connected from the outset.

Our bespoke curriculum focuses on 4 key areas:

Knowledge, Skills and Understanding

Independence

Wellbeing

Social Skills

These are underpinned by a developmental curriculum and the academy offers flexible education that meets 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 for children who requires specialist support 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 the best outcomes for our young people.



# Family Footings Facilitator

## Job Description

### Reporting to

Principal via the Behaviour and Wellbeing Lead

### Purpose:

- To oversee the active and purposeful engagement and inclusion of families of existing and potential students with Endeavour Academy.
- To working with the Behaviour and Wellbeing Lead to facilitate reflective supervision and a whole school approach to Positive Behaviour Support.
- To facilitate effective, meaningful and personalised support by promoting and using a person centred methodology. This is achieved by:
  - Supporting young people's transition in and out of their school placement.
  - Advocating for young people, ensuring that they consistently receive individual tailored support.
  - Acting as family liaison.

### Key Responsibilities and Duties:

#### Responsibilities to children and young people

- To work in accordance with MacIntyre Academies' values
- To ensure that they are treated with respect, dignity and equality
- To be personally accountable for the standard of your practice
- To safeguard and promote the welfare of children and young people
- To complete and maintain records as required
- To maintain the confidentiality of information
- To adhere to MacIntyre Academies' policies and procedures
- To introduce and develop person-centred approaches to maximise individual opportunities and achievements

#### Responsibilities to yourself

- To participate in regular supervision sessions and annual appraisals
- To be responsible for your personal development
- To be aware of responsibilities with regard to the Health and Safety at Work Act

#### Responsibilities to Staff & Volunteers

- To lead and exemplify best practice in person centred approaches at Endeavour Academy
- To assist in the coaching and training of colleagues in person centred approaches and work with families

### Main Duties

1. To ensure a positive entrance to school for new and prospective families – using person centred thinking tools to develop a comprehensive picture of the whole family's strengths, support needs and expectations.
2. To use a range of person-centred approaches and facilitation tools to engage the young person and their family on an ongoing basis, in shaping and feeding back on their learning experience. This includes informal support as well as facilitating or supporting in formal meetings as required
3. To support the Behaviour and Wellbeing Lead with:
  - the creation and maintenance of positive behaviour support plans
  - the oversight of behaviour recording
  - providing behaviour reports to Senior Leaders
  - overseeing the schedule of Team Teach training for staff

4. To arrange home visits with both parents and/or students as required in response to an identified need for additional support.
5. To establish positive working relationships internally and externally, including parents, social care and SEN teams, LD CAMHS, school and colleges locally and further afield.
6. To identify opportunities and support students' families to participate in the day to day life of the school environment as well as the governance systems.
7. To contribute content to be used for MacIntyre Academies external profile including online channels (Facebook, X (Twitter), websites).
8. To be accountable and take responsibility for applying learning, training and skills to support staff, young people and parents.
9. To undertake any other duties as required.

#### Additional Duties:

- To safeguard and promote the welfare of all children and young people in the school in line the school's Safeguarding policy as well as national Guidance.
- To bring to the attention of a Designated Safeguarding Lead any matter of concern relating to 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.



# Family Footings Facilitator Person Specification

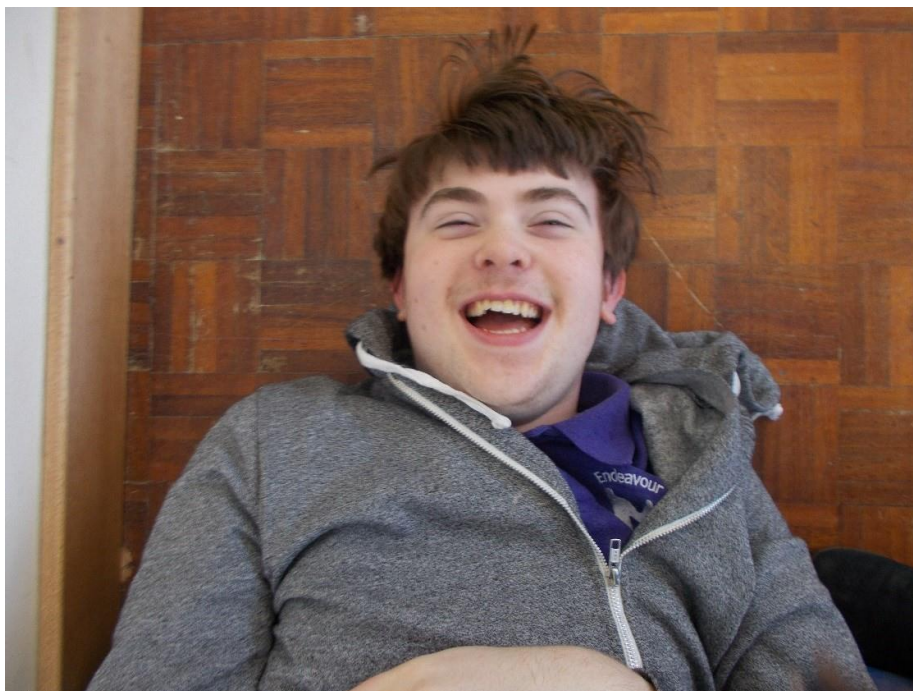
	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> <li>• A minimum of 1 year of experience of working with children and young people and their families (preferably in a facilitative role).</li> <li>• An informed understanding of the current issues facing disabled people and families of children with SEND</li> <li>• Experience of working with young people with complex additional needs</li> <li>• Experience of positive behaviour support strategies</li> <li>• A good level of Education with at least a C grade in English and maths.</li> <li>• Good ICT skills</li> </ul>	<ul style="list-style-type: none"> <li>• Working knowledge and understanding of the key policy developments and regulatory frameworks within the social care, health and education sectors</li> <li>• A knowledge of Positive Behaviour Support</li> <li>• Experience of working in a specialised setting</li> <li>• Designated Safeguarding Lead trained or willing to undertake DSL training.</li> <li>• Team Teach trained.</li> </ul>
Personal Attributes	<p><i>The Candidate must be able to demonstrate:</i></p> <ul style="list-style-type: none"> <li>• A commitment to the belief that all people with learning disabilities or additional needs should have a purposeful and fulfilling life and to support them to develop the skills and understanding to take more control over their lives.</li> <li>• A commitment to the implementation of MacIntyre Equal Opportunities Policy</li> <li>• A current (full) driving licence and the flexibility to travel widely as well as locally, as required for this post.</li> <li>• 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.</li> <li>• A commitment to the implementation of MacIntyre Academies Equal Opportunities Policy.</li> </ul>	

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## Competencies

<p>Respecting and Understanding Others</p>	<ul style="list-style-type: none"> <li>• Reacts sensitively to other people and recognises different viewpoints, beliefs, values and opinions.</li> <li>• Treats children and young people we support and colleagues with respect, dignity, honesty and equality.</li> <li>• Adapts their working style and level of support to an individual's needs or wishes.</li> <li>• Work cooperatively with colleagues and assist when they need support.</li> <li>• Value the different contributions that people can make within a team.</li> </ul>
<p>Influential Communication and Partnership Working</p>	<ul style="list-style-type: none"> <li>• Excellent communication and presentation skills.</li> <li>• Listens actively and displays enthusiasm in their communication.</li> <li>• Uses and presents information in a manner which is persuasive, logical and understandable to the receiver.</li> <li>• Ability to influence a wide range of audiences including senior managers, decision makers and other key stakeholders</li> <li>• Engaging partners and developing productive relationships with external stakeholders</li> <li>• Working alongside / in co-production with young people and families</li> </ul>
<p>Supporting Learning and Teaching or Care in an Educational Setting (for those in an operational role)</p>	<ul style="list-style-type: none"> <li>• Is ambitious, has consistent and high expectations of staff and pupils</li> <li>• Demonstrates personal enthusiasm for and commitment to the learning process</li> <li>• Demonstrates the principles and practice of effective learning and teaching</li> <li>• Initiates and supports research and debate about effective learning and teaching</li> <li>• Provides appropriate support intervention based upon a detailed knowledge of individual pupils</li> </ul>
<p>Strategic Planning, Implementation and Evidencing Outcomes</p>	<ul style="list-style-type: none"> <li>• Keeps up to date with current legislation and policy</li> <li>• Excellent organisational skills, including the ability to organise own work</li> <li>• Innovative approach to developing and implementing personalised solutions for young people</li> <li>• Can develop a deep understanding of a problems, exploring alternative ways of resolving problems including new possibilities.</li> <li>• Assesses outcomes and impact and can make conclusions from data</li> <li>• Uses appropriate methods for gathering qualitative and quantitative information</li> </ul>
<p>Resilience to Change and Challenges</p>	<ul style="list-style-type: none"> <li>• Is open to change and embracing new developments / initiatives</li> <li>• Adapts well in new and unfamiliar situations responding to changing plans quickly</li> <li>• Works independently without directions, resilient and copes well in challenging situations</li> </ul>
<p>Personal Development</p>	<ul style="list-style-type: none"> <li>• Is committed to achieving high standards for their own self-development</li> <li>• Personal integrity, with a commitment to openness, inclusiveness and high standards Is able to reflect on self-development needs and address them.</li> <li>• Meets agreed development action plans as agreed with line manager.</li> <li>• Achieves positive feedback from peers, senior colleagues and external stakeholders.</li> </ul>

MacIntyre Academies is an equal opportunities employer. Our policy on the Recruitment of Ex-Offenders is available to applicants on request and is also available on our website under 'Work for Us.'



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