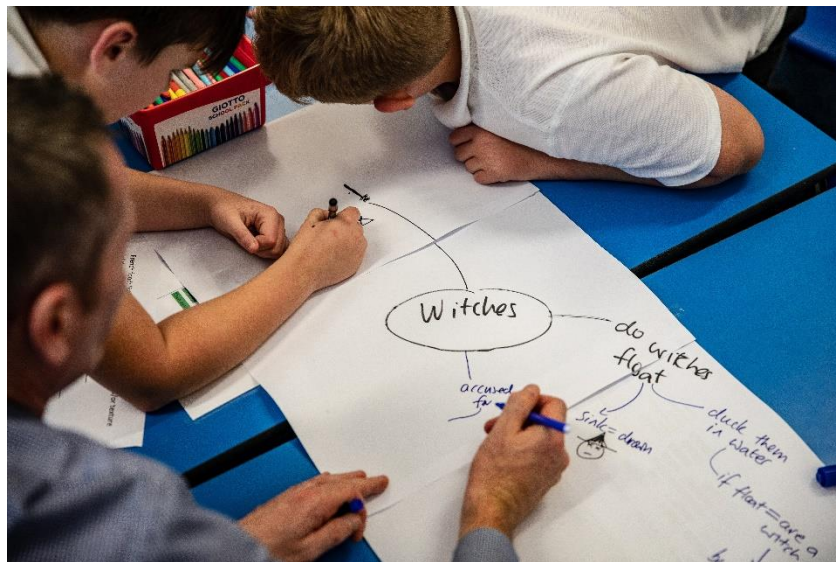




MacIntyre
Academies



Higher Level Teaching Assistant

Venture Academy, Henley-in-Arden, Warwickshire

Recruitment Pack

Recruitment Advertisement

HLTA

Job Title: HLTA

Salary: £21,809.96 - £26,171.95 FTE
£16,608.04 - £19,929.65 Actual

Hours of work: 33.5 Term Time Only

Start Date: 1st September 2021

Reference No(s): 0000000075

Location: Henley-in-Arden, Warwickshire

Closing Date: 2nd July 2021

Interview Date: 12th July 2021

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

The Role

We are currently recruiting for inspirational and creative Higher Level Teaching Assistants to join us, this a really exciting opportunity to be part of something very special.

Reporting to your Class Teacher you will be responsible for the support and delivery of teaching and learning. The school works across key stages 2,3 4 and 5 and you will model best practice to teaching support staff and provide effective communication surrounding lesson requirements.

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 will need to be an exceptional classroom practitioner and have demonstrable experience of working with Children and Young people with Autism, associated challenging behaviour and other complex needs. You will be able to demonstrate proven experience of supporting the delivery of the national curriculum across 2 key stages. The ability to teach a Level 2 course to 2 or 3 students would be an advantage. You must be an effective and confident oral and written communicator and be able to accurately record learning outcomes and keep detailed records.

"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."

*Salaries are dependent upon qualifications and experience

Information for Candidates

When completing the application form please account for all your time since leaving full time education including part-time, voluntary, travelling and independent work – explaining any gaps. You must also ensure you complete the section relating to previous criminal convictions and sign the application form.

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 short listed 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 may conduct a social media check on applicants invited for interview.

Interviews

You will be given the opportunity to tour the school and meet members of the team that you would be joining which will help you decide whether you would be happy working as part of the schools' team. 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 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 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.

Equalities

Venture Academy is committed to promoting equality and diversity in the education of our students and the employment of our staff and to avoiding unlawful discrimination in employment, the delivery of our service to students and interactions with our other customers.

The school will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

Job descriptions and Person specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the criteria of the job, taking into account any reasonable adjustments that may be required for candidates with a disability.



Our Vision and Ethos

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. 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/young person. Venture 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. It will continue to evolve according to local needs.

Venture Academy is delivered in close partnership with Warwickshire County Council and South Warwickshire Academy Trust 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 Venture 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 center 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 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;

With a curriculum that focuses on developing academic potential, social, vocational and life skills, we want every child to achieve his or her full potential. The academy's curriculum is motivational and will make connections. Learning is practical, will feel 'real' and relevant and builds on young people's strengths. To achieve this, learning happens in a wide variety of spaces including the local community, the school grounds and in specialist technology spaces. Through engaging projects young people access a broad and balanced curriculum including developing the literacy and numeracy skills which will help them to succeed in their adult life.

Supporting young people to improve their own well-being, particularly their communication, social, emotional and mental health needs, is central to the school curriculum. This includes learning to build positive relationships, being active, contributing positively to their school and local community, broadening experiences and learning to understand and shape their own emotions. We have a holistic and non-judgemental approach to supporting behaviour that empowers the child or young person to engage in education. We believe that a student that is motivated, encouraged and made to feel worthwhile will choose to learn, and as a consequence behave well. Venture Academy supports students to become socially responsible, polite and caring young adults, who value the lives of others and the environment in which they live. All staff, not just teachers, are trained to support children to develop positive behaviours and develop strategies to manage their own behaviour positively. Good behaviour and attendance are a direct outcome of positive attitudes to learning - importantly, our vision is for all children and young people to enjoy attending school.

Higher Level Teaching Assistant

Job Description

Reporting to

Class Teacher, and in their absence line manager of Class Teacher.

Purpose:

To deliver high standards of learning, care and support to children and young people within the school by facilitating their physical, emotional, psychological and recreational development.
To lead the class and manage Teaching Assistants (PPA time, training time etc.) when required. This role will be supported by a comprehensive induction and on-going training and support.

Key Responsibilities and Duties:

1. To support Class Teachers with the delivery of the curriculum and all aspect of personal and social development.
2. To support the lead teachers responsible for the core subjects to ensure pupils achieve in these subjects
3. To lead the class in times of teacher absence (such as Teacher PPA time, Teacher training time and short time absence).
4. To work as part of a class team to provide the best learning environment and support to the children and young people within the school.
5. Help prepare resources and the learning environment so that the children and young people have the best access to learning.
6. To assist teachers in lesson planning and the creation of learning opportunities for the children and young people.
7. To assist in ongoing assessment, data collection, recording and support teaching assistants in this process.
8. To lead individual, small group or whole group learning sessions when required.
9. To take a lead in liaising and giving feedback on children and young people's progress with professionals and families.
10. To liaise regularly with teachers on individuals progress and programs.
11. To attend and contribute during meetings with other professionals (Speech and language therapists, occupational therapists, school nurse etc.).
12. Attend any relevant multi-disciplinary meetings about the children.
13. To support the ongoing functional learning of the children and young people during visits in and around the local community.
14. To support children in work experience placements or off site activities.
15. To lead progress with each individual's education plan, behaviour support plan, communication plan and any other relevant targets.
16. To collate relevant information that requires daily attention such as students' logs, incident files, communication books, diaries, etc. and ensure that you record all information accurately and legibly and communicate it appropriately.
17. To promote McIntyre Academies' philosophy of behaviour management through consistency, respect, warmth, empathy and compassion.
18. To provide a caring and supportive environment for the children and young people that respects and affirms their racial, cultural and religious identify and lifestyle.

19. To be proactive in ensuring that the wellbeing of the children and young people are monitored and protected, whilst being highly alert to recognise the signs of distress and abuse.
20. To attend and participate in staff meetings, individual formal supervisions, appraisals, staff debriefings to ensure consistency and good practice.
21. To model best practice to Teaching Assistants at all times.
22. To be responsible for your own personal and professional development and undertaking learning and development activities to include attending service specific training as required.

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 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 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.

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
- Positive Behaviour Support

Higher Level Teaching Assistant Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> • Experience of working with children who have a statement or EHC plan. • Appropriate Academic Qualifications • Excellent and confident classroom practitioner. • Demonstrable commitment to own continued professional development. • Demonstrable experience of professional communication and interpersonal skills both written and verbal. • Good ICT skills. 	<ul style="list-style-type: none"> • HLTA Qualification or equivalent such as NNEB or NVQ Level 3 In Childcare • Experience of working with multidisciplinary teams. • Experience of working with students with ASD/SLD. • Experience of assessing students levels and needs • Demonstrate knowledge of how to enhance pupil's social and personal development. • Knowledge of working with accreditation boards such as ASDAN.
Personal Attributes	<p><i>Must be able to demonstrate</i></p> <ul style="list-style-type: none"> • Excellent communication and facilitation skills with all stakeholders. • A passion for working with pupils with SEN and their families. • Ability to work flexibly to meet the needs of the academy. • Ability to work with teachers to promote to motivate and work with others to create a shared culture and positive climate. • High level of resilience and determination. • Commitment to and a genuine interest in the pastoral welfare of the school community. • Calm and organised approach to work under pressure and the ability to inspire this in others. • Adopt a reflective approach to work. 	

Competency	Description	Positive Indicators
Personal and Professional Conduct	<ul style="list-style-type: none"> Understands and follows the ethos, policies and practices of the academy. 	<ul style="list-style-type: none"> Actively supports ethos, policies and practices on a daily basis. Has gained good experience of working effectively to a wide range of policies and practices.
	<ul style="list-style-type: none"> Demonstrates and models positive attitudes, values and behaviours. 	<ul style="list-style-type: none"> Demonstrates positive values and attitudes. Consistently models very good behaviour. Demonstrates trusting, caring, supportive and respectful relationships with learners and colleagues. Completes work to a high standard focussing on the needs of learners. Takes responsibility for quality of their work and beginning to encourage colleagues to do the same.
	<ul style="list-style-type: none"> Has regard for the need to safeguard learners' well-being. 	<ul style="list-style-type: none"> Good understanding statutory guidance. Works effectively to ensure all relevant statutory guidance is followed.
	<ul style="list-style-type: none"> Respects individual differences and cultural diversity. 	<ul style="list-style-type: none"> Frequently celebrates and responds positively to a range of individual differences. Regularly scaffolds resources and activities to support provision. Frequently responds well to opportunities challenges that arise as a result of cultural diversity. Able to identify and take opportunities to extend learning of all learners through good use of cultural diversity.
Knowledge and Understanding	<ul style="list-style-type: none"> Committed to improve own practice through self-evaluation and awareness 	<ul style="list-style-type: none"> Proactive in seeking advice and feedback. Regularly reflects on own practice, making changes accordingly. Articulates strengths and areas for development - knows how to address these and takes action to improve. Very effective in addressing gaps in knowledge or experience.
	<ul style="list-style-type: none"> Shares responsibility for ensuring that own knowledge and understanding is 	<ul style="list-style-type: none"> Ensures own portfolio is current and relevant.

Competency	Description	Positive Indicators
	relevant and up to date.	<ul style="list-style-type: none"> • Shares own knowledge and skills with colleagues.
	<ul style="list-style-type: none"> • Takes opportunities to acquire appropriate skills, qualifications, and/or experience required for the teaching assistant role. 	<ul style="list-style-type: none"> • Active in own role using acquired knowledge and skills with and without support from colleagues. • Actively uses own skills to support both learners and colleagues.
	<ul style="list-style-type: none"> • Demonstrates expertise and skills in understanding the needs of learners and contributes to the adaptation and delivery of support to meet individual needs. 	<ul style="list-style-type: none"> • Actively supports learners 'needs and scaffolds appropriately. • Gained the knowledge, skills and confidence to deliver support to meet the needs of all learners. • Demonstrates openness to change and embraces new initiatives.
	<ul style="list-style-type: none"> • Demonstrates a level of subject and curriculum knowledge relevant to their role. 	<ul style="list-style-type: none"> • Secure understanding of subject and curriculum and uses this to support learners effectively. • Demonstrates an effective understanding of subjects through contributions to planning, preparation and delivery of the curriculum.
	<ul style="list-style-type: none"> • Understands their roles and responsibilities within the academy. 	<ul style="list-style-type: none"> • Secure understanding of own roles and responsibilities and contributes to effective practice in the setting.
Teaching and Learning	<ul style="list-style-type: none"> • Adopts strategies to support the work of colleagues and increase achievement. 	<ul style="list-style-type: none"> • Uses and suggests relevant strategies to support the achievement of all individuals. • Adopts and suggests relevant strategies to support personalised provision. • Recognises and responds effectively to a range of barriers to learning. • Consistently adapts their working style to meet the needs of learners.
	<ul style="list-style-type: none"> • Promotes, supports and facilitate inclusion by encouraging participation of all pupils in learning and other activities. 	<ul style="list-style-type: none"> • Demonstrates fair, respectful, trusting, supportive and constructive relationships with learners. • Effective in recognising and responding to barriers to inclusion and participation. • Recognises and responds to situations that challenge equality of opportunity. • Regularly demonstrates a good ability to encourage, praise and support learners to

Competency	Description	Positive Indicators
		participate in learning and other activities.
	<ul style="list-style-type: none"> Uses PBS consistently in line with the academy's policy and procedures 	<ul style="list-style-type: none"> Makes good use of a range of effective PBS strategies. Monitors behaviours using the PBS model. Consistently uses the PBS 4:1 praise ratio.
	<ul style="list-style-type: none"> Contributes to assessment by supporting the monitoring, recording and reporting of learner progress. 	<ul style="list-style-type: none"> Uses a range of assessment techniques to monitor progress. Regularly makes significant contributions to planning and preparation. Contributes well to the maintaining and analysis of records of progress. Beginning to collect, interrupt and evaluate information making, contributions to the assessment process.
	<ul style="list-style-type: none"> Communicates effectively and sensitively with learners and adapts to their needs. 	<ul style="list-style-type: none"> Proficient in communicating sensitively with learners of all abilities, backgrounds and dispositions. Provides clear focussed support and feedback to learners. Encourages team colleagues to be ambitious and have high expectations for learners. Consistently, models and demonstrates enthusiasm for learning.
Working with Others	<ul style="list-style-type: none"> Respects the role and contribution of colleagues, other professionals, parents and carers by liaising effectively and working in partnership. 	<ul style="list-style-type: none"> Has a good understanding of the role parents and carers play in contributing to in child's learning. Takes time to listen to and communicate parent/carer views to relevant colleagues. Positive towards accommodating the needs or requests colleagues. Understands where additional support can be accessed for both self and colleagues.
	<ul style="list-style-type: none"> Under direction of the colleagues keeps other professionals accurately informed about learners. 	<ul style="list-style-type: none"> Carries out interventions requested by colleagues with confidence and contributes accurate records of learner's attainment. Reports back accurately to the class teacher on outcomes after working with an individual or group of learners.

Competency	Description	Positive Indicators
		<ul style="list-style-type: none"> Recognises and articulates levels of progress including views on what has worked well and why problems might have occurred.
	<ul style="list-style-type: none"> Understands their responsibility to share knowledge to inform planning and decision making. 	<ul style="list-style-type: none"> Takes a proactive role in planning, often making suggestions for resources and activities linked to class, group or individual needs. Starts to take independent responsibility for group planning under the guidance of colleagues.
	<ul style="list-style-type: none"> Works collaboratively with all and academy colleagues. 	<ul style="list-style-type: none"> Confident in taking responsibility for interventions passed to them. Probes and challenges where necessary so as to fully understand what is required of them to meet the learners' needs. Confident and effective in carrying out interventions requested senior colleagues. Is regarded by others as a very effective team member.
	<ul style="list-style-type: none"> Communicates with other staff and education, health and social care professionals, so that informed decisions can take place on intervention and provision. 	<ul style="list-style-type: none"> Secure knowledge and understanding of the stages of progress learners they work with across a range of subject areas. Confidence to communicate their knowledge of the learners they work with to other colleagues and attend meetings with professionals. Presents information logically and understandably in different forms.

MacIntyre Academies Trust
HLTA Competencies Year 2 Plus

Competencies

Competency	Description	Positive Indicators
Personal and Professional Conduct	<ul style="list-style-type: none"> Understands and follows the ethos, policies and practices of the academy. 	<ul style="list-style-type: none"> Proactive in promoting ethos, policies and practices. Robust understanding of how policies and practices are driven by overall values and ethos. Recognises and addresses instances where policies are compromised by others. Supports others to have professional regard for ethos, policies and practice
	<ul style="list-style-type: none"> Demonstrates and models positive attitudes, values and behaviours. 	<ul style="list-style-type: none"> Highly effective positive values and attitudes. Consistently models excellent behaviours. Demonstrates strong trusting, caring, supportive and respectful relationships with learners and colleagues. Completes work to an exceptional standard focussing on the needs of learners. Consistently takes responsibility for quality of their work and encourages colleagues to do the same.
	<ul style="list-style-type: none"> Has regard for the need to safeguard learners' well-being. 	<ul style="list-style-type: none"> Excellent understanding statutory guidance. Works very effectively at all times to ensure all relevant statutory guidance is followed. Supports others in their understanding and implementation of relevant statutory guidance.
	<ul style="list-style-type: none"> Respects individual differences and cultural diversity. 	<ul style="list-style-type: none"> Consistently celebrates and responds positively to a wide range of individual differences. Consistently scaffolds resources, activities and delivery to respond to personalised provision. Responds positively and appropriately to challenges that might arise as a result of cultural diversity.

Competency	Description	Positive Indicators
		<ul style="list-style-type: none"> Often identifies and takes opportunities to extend the learning and experience of all learners through excellent use of cultural diversity.
Knowledge and Understanding	<ul style="list-style-type: none"> Committed to improve own practice through self-evaluation and awareness 	<ul style="list-style-type: none"> Highly effective in seeking and responding to advice and feedback. Consistently reflects on own practice making changes accordingly. Strong understanding of strengths - uses these to support areas for development. Highly effective in addressing gaps in knowledge or experience and those of team colleagues.
	<ul style="list-style-type: none"> Shares responsibility for ensuring that own knowledge and understanding is relevant and up to date. 	<ul style="list-style-type: none"> Demonstrates high level of responsibility for own CPD. Reflects on own CPD, initiates and accesses further training with confidence. Feedbacks CPD to colleagues. Monitors and advises on the CPD of team colleagues.
	<ul style="list-style-type: none"> Takes opportunities to acquire appropriate skills, qualifications, and/or experience required for the teaching assistant role. 	<ul style="list-style-type: none"> Strong understanding of own role and related responsibilities. Confidently demonstrates knowledge and skills in own practice and supports team colleagues in the same. Is proactive in seeking additional relevant training opportunities and demonstrates impact in the classroom. Ensures colleagues receive appropriate support from the right people.
	<ul style="list-style-type: none"> Demonstrates expertise and skills in understanding the needs of learners and contributes to the adaptation and delivery of support to meet individual needs. 	<ul style="list-style-type: none"> Proactive and confident in supporting the needs of learners. Effectively and proactively scaffolds to meet the needs of learners. Works independently without direction. Resilient and copes in challenging and crisis situations. Consistently demonstrates openness to change and embraces new initiatives and

Competency	Description	Positive Indicators
		encourages team colleagues in the same.
	<ul style="list-style-type: none"> Demonstrates a level of subject and curriculum knowledge relevant to their role. 	<ul style="list-style-type: none"> Excellent understanding of curriculum and subject knowledge as relevant to role. Supports colleagues to develop the knowledge and skills to understand and support the curriculum. Outstanding in their everyday practice across the academy.
	<ul style="list-style-type: none"> Understands their roles and responsibilities within the academy. 	<ul style="list-style-type: none"> Excellent and effective understanding of own roles and responsibilities throughout the academy and beyond. Outstanding understanding and uses this effectively in daily practice with colleagues, learners and wider community as relevant.
Teaching and Learning	<ul style="list-style-type: none"> Adopts strategies to support the work of colleagues and increase achievement. 	<ul style="list-style-type: none"> Highly effective in using and suggesting relevant strategies to support the achievement of all learners. Highly effective in using and suggesting relevant strategies to support personalised provision. Highly effective in working collaboratively and co-operatively with teachers and other colleagues at all times. Highly effective in recognizing and responding to a range of barriers to learning. Highly effective in adapting working style to meet the needs of learners supports team colleagues to do the same.
	<ul style="list-style-type: none"> Promotes, supports and facilitate inclusion by encouraging participation of all pupils in learning and other activities. 	<ul style="list-style-type: none"> Excellent relationships with learners of all backgrounds and dispositions that lead to high levels of learner participation in learning and other activities. Highly effective in recognising and responding to situations that challenge equality of opportunity, including directing and guiding team colleagues. Proactively plans how they will support the inclusion of all learners in learning activities and other activities.
	<ul style="list-style-type: none"> Uses PBS consistently in line with the academy's policy and 	<ul style="list-style-type: none"> Effectively role models a wide range of

Competency	Description	Positive Indicators
	procedures	<p>PBS strategies to support behaviour.</p> <ul style="list-style-type: none"> Consistently uses the PBS 4:1 praise ratio. Outstanding practitioner of the PBS model. Ensures team colleagues follow the principles of PBS.
	<ul style="list-style-type: none"> Contributes to assessment by supporting the monitoring, recording and reporting of learner progress. 	<ul style="list-style-type: none"> Uses a wide range of assessment techniques to monitor progress. Consistently makes significant contributions to planning and preparation. Makes significant contributions to the maintaining and analysis of records of progress. Confidently collects, interrupts and evaluates information, making contributions to the assessment process.
	<ul style="list-style-type: none"> Communicates effectively and sensitively with learners and adapts to their needs. 	<ul style="list-style-type: none"> Highly skilled in communicating sensitively with learners of all abilities, backgrounds and dispositions. Consistently provides highly effective feedback to learners to support their learning. Consistently promotes and models ambition and high expectations for learners. Consistently, models and demonstrates enthusiasm for learning and encourages team colleagues in the same.
Working with Others	<ul style="list-style-type: none"> Respects the role and contribution of colleagues, other professionals, parents and carers by liaising effectively and working in partnership. 	<ul style="list-style-type: none"> Very secure understanding of the role parents and carers play in contributing to a child's learning. Consistently models excellent behaviours which communicate to everyone, including the learners, that parents views are to be listened to and respected. Works as a vital member of the team in partnership with the colleagues, parents and other professionals.
	<ul style="list-style-type: none"> Under direction of the colleagues keeps other professionals accurately informed about 	<ul style="list-style-type: none"> Carries out, records and begins to analyse outcomes of interventions requested by colleagues and/or other professionals.

Competency	Description	Positive Indicators
	learners.	<ul style="list-style-type: none"> Proactive in scaffolding interventions based on understanding of individual needs. Highly effective in identifying and communicating what has worked well and why problems might have occurred. Monitors and advises team colleagues on feeding back.
	<ul style="list-style-type: none"> Understands their responsibility to share knowledge to inform planning and decision making. 	<ul style="list-style-type: none"> Plays a key role in planning, often taking responsibility for group planning without the aid of, but always under the guidance of the class teacher. Is able to use an area(s) of expertise to contribute to the planning and preparation of learning activities.
	<ul style="list-style-type: none"> Works collaboratively with all and academy colleagues. 	<ul style="list-style-type: none"> Able to take full responsibility for any interventions passed to them and directs colleagues supporting learning in the classroom. Able to use own area(s) of expertise to contribute to the planning and preparation of learning activities. Proactive in leading collaboration between support colleagues, teachers and other professionals.
	<ul style="list-style-type: none"> Communicates with other staff and education, health and social care professionals, so that informed decisions can take place on intervention and provision. 	<ul style="list-style-type: none"> In depth understanding of many learners and their families and ensures that this knowledge is communicated in planning meetings and reviews. Consistently provides information logically and understandably in different forms and to a high standard for a range of purposes internally and externally. Monitors the presentation of information from

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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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