



MacIntyre Academies

Compassion - Ambition - Partnership

Candidate Pack

HLTA

Discovery Academy, Nuneaton



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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.

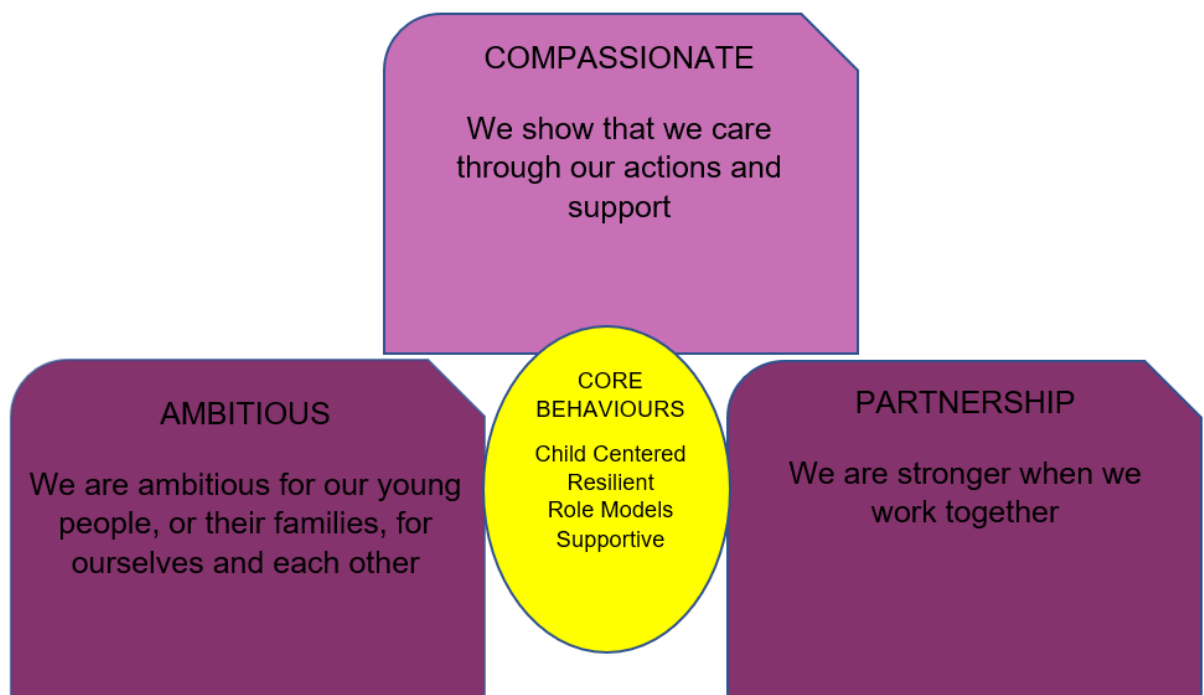
What is our DNA? Why is it important?

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: Higher Level Teaching Assistant

Location: Nuneaton

Hours of Work: 38 hrs per week; Mon 8:15 am-4:45 pm, Tues, Weds and Thurs 8:15 am-4:30 pm, Fri 8:15 to 3.30 pm

FTE Salary: C24 £27,228.16 FTE – D28 £30,158.59

Actual Salary: C24 £23,519.10 – D28 £26,050.34

Allowances: Special School Allowance £750.00 per academic year

Weeks Worked: 39 weeks - Term Time only

Closing Date: Monday 21st September

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 HLTA/Lead Teaching Assistants

Our lead teaching assistants come from various backgrounds, for example, care homes, mainstream education and healthcare settings. ASC, SEMH or AP experience may be an advantage but is not essential. Our only requirement is Level 2 English and Maths.

The role will require you to:

- care passionately about each child as an individual
- observe and listen
- be non-judgemental and unconditionally accepting
- develop a positive culture around learning
- deliver high standards of care and support
- apply and develop strategies for raising achievement
- support students to make the most of their talents and abilities
- lead on positive behaviour support in your
- confidently work with children of any age or ability
- respond to advice
- commit to further professional development

You will be responsible for:

- managing classes of around nine students
- leading teaching assistants
- organising the classroom
- maintaining regular contact with parents and carers
- organising trips and visits for your class
- monitoring and reviewing short-term targets
- covering lessons in the absence of a teacher
- Comprehensive induction and ongoing training and support.

Job Description

Reporting to: Learning Support Lead – strategically
Named class or subject teacher - daily

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. Lead the class and manage Teaching Assistants (PPA time, training time etc.) when required. A comprehensive induction and ongoing training and support will support this role

Key Responsibilities and Duties:

- To support Class Teachers with delivering the curriculum and all aspects of personal and social development.
- To support the lead teachers responsible for the core subjects to ensure pupils achieve in these subjects.
- To lead the class in the teacher's absence (such as Teacher PPA time, Teacher training time and short time absence).
- 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.
- Help prepare resources and the learning environment so that the children and young people have the best access to learning.
- To assist teachers in lesson planning and creating learning opportunities for children and young people.
- To assist in ongoing assessment, data collection, recording and support teaching assistants in this process.
- To lead individual, small group or whole group learning sessions when required.
- To lead in liaising and giving feedback on children's and young people's progress with professionals and families.
- To liaise regularly with teachers on individuals' progress and programs.
- To attend and contribute during meetings with other professionals (Speech and language therapists, occupational therapists, school nurses etc.).
- Attend any relevant multi-disciplinary meetings about the children.
- To support the ongoing functional learning of the children and young people during visits in and around the local community.
- To support children in work experience placements or off-site activities.
- To lead progress with each individual's education plan, behaviour support plan, communication plan and other relevant targets.
- 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.
- To promote McIntyre Academies' behaviour management philosophy through consistency, respect, warmth, empathy and compassion.
- To provide a caring and supportive environment for the children and young people that respects and affirms their racial, cultural and religious identity and lifestyle.
- To be proactive in ensuring that the well-being of the children and young people is monitored and protected whilst being highly alert to recognise the signs of distress and abuse.
- Attend and participate in staff meetings, individual formal supervisions, appraisals and staff debriefings to ensure consistency and good practice.
- To model best practices to Teaching Assistants at all times. To be responsible for your own personal and professional development and undertaking learning and development activities to, include attending service specific training as required.

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.



Person Specification

	ESSENTIAL	DESIRABLE
Education, knowledge and experience	- English and Maths GCSE (9-5) or English and Maths Functional Skills Level 2 (Pass) or English and Maths GCSE (A*- C) or English and Maths GCE O Level (A-C) or English and Maths CSE (Grade 1) - Good ICT skills - Knowledge of or an interest in autism, or other relevant diagnoses - Demonstrable commitment to own continued professional development. - Demonstrable experience of professional communication and interpersonal skills both written and verbal.	- Teaching Assistant Level 3 qualification - Experience of working with multidisciplinary teams - Experience of handling challenging and high-pressure situations - Trauma informed and attachment aware practice
Personal Attributes	Must be able to demonstrate: - Excellent communication and facilitation skills. - 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 the Class Teacher to promote 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. - Demonstrate a highly motivated and person-centred approach to the role - Adopt a reflective approach to your work.	

Competencies

Personal and Professional Conduct	• Understands and follows the ethos, policies and practices of the academy. • Demonstrates and models positive attitudes, values and behaviours. • Has regard for the need to safeguard learners' well-being. • Respects individual differences and cultural diversity.
Knowledge and Understanding	• Committed to improve own practice through self-evaluation and awareness. • Shares responsibility for ensuring that own knowledge and understanding is relevant and up to date. • Takes opportunities to acquire appropriate skills, qualifications, and/or experience required for the teaching assistant role. • Demonstrates expertise and skills in understanding the needs of learners and contributes to the adaptation and delivery of support to meet individual needs. • Demonstrates a level of subject and curriculum knowledge relevant to their role. • Understands their roles and responsibilities within the academy. • Adopts strategies to support the work of colleagues and increase achievement. • Promotes, supports and facilitate inclusion by encouraging participation of all pupils in learning and other activities. • Uses PBS consistently in line with the academy's policy and procedures • Contributes to assessment by supporting the monitoring, recording and reporting of learner progress. • Communicates effectively and sensitively with learners and adapts to their needs.
Teaching and Learning	• Adopts strategies to support the work of colleagues and increase achievement. • Promotes, supports and facilitate inclusion by encouraging participation of all pupils in learning and other activities. • Uses PBS consistently in line with the academy's policy and procedures • Contributes to assessment by supporting the monitoring, recording and reporting of learner progress. • Communicates effectively and sensitively with learners and adapts to their needs. • Respects the role and contribution of colleagues, other professionals, parents and carers by liaising effectively and working in partnership.
Working with Others	• Respects the role and contribution of colleagues, other professionals, parents and carers by liaising effectively and working in partnership. • Under direction of the colleagues keeps other professionals accurately informed about learners. • Understands their responsibility to share knowledge to inform planning and decision making. • Works collaboratively with all and academy colleagues. • Communicates with other staff and education, health and social care professionals, so that informed decisions can take place on intervention and provision.

How To Apply

Come join us!

Please visit:

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

Or contact:

hr@macintyreacademies.org



macintyreacademies.org
endeavour-academy.org
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thequestacademy.org
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