



MacIntyre
Academies



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Higher Level Teaching Assistant

Endeavour Academy, Headington, Oxford

Recruitment Pack

Recruitment Advertisement

High Level Teaching Assistant

Job Title: Higher Level Teaching Assistant

Reference No(s):

Salary: £26,228.16 - £29,158.39 FTE* Scale C24 to D28 – Actual £22,434 - £24,940.34, plus Allowances - £1,613.78 Actual

Location: Headington, Oxfordshire

Hours of work: Full Time, 38hrs per week TTO

Closing Date: 11th July 2025

Start Date: 1st September 2025

Interview Date: tbc

The Role

We are currently recruiting for inspirational and creative Higher Level Teaching Assistants to join this exciting school, this is an opportunity to be part of something very special as we continue our journey to become a centre of excellence. Please take a look at our website <http://www.endeavour-academy.org/> to find out more about us.

Reporting to the Class Teacher, you will be responsible for the support and delivery of teaching and learning as well as leading the class in the absence of the class teacher. You will also manage a team of Teaching Assistants alongside the class teacher. You will model best practice and enable 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 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.

The role is 38 hours per week; 39 weeks per year (Term-Time only).

Previous experience is not required to apply for this role, however, 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.

Benefits

Our people are the heart of our success and we offer an attractive package, including:

- A competitive salary
- Discretionary regional allowance of £1,000 (pro-rata)
- 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
- Pension benefits for death in service
- Long Service Recognition
- Recommend a Friend Scheme - £100 Voucher
- Trained Mental Health First Aiders
- Driving training – MPV minibus awareness course
- 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

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 the 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.

*Salaries are based on Full-Time-Equivalent and are pro-rata for part time roles. Salaries are dependent on experience.

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 is located in Headington and has capacity for 32 students. 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 (2024).

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 centered 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.

With a holistic curriculum specific to Endeavour that focuses on developing skills of independence through stages of child development and on the achievement of each student's full potential, the academy will offer flexible arrangements that meet the needs of individual children and families. We also have a holistic approach to supporting behaviour that empowers the child or young person to engage in education.

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 to children who requires specialist support strategies to achieve excellent outcomes.

To achieve this vision, partnership working is crucial. MacIntyre Academies Trust works alongside parents/carers, Local Authority SEND teams, social care, CAMHS and Children We Care For (LAC) teams and other stakeholders to ensure that the academy is successful in delivering its strategic aims and the best outcomes for our young people.



Welcome from the Principal

Dear Applicant,

Thank you for your interest in the role of Higher Level Teaching Assistant. These are exciting times for MacIntyre Academies, and we are looking for the right person to join our team. We have recruited an amazing team of staff from many varied and experienced backgrounds. They have taken to the role and challenges with enthusiasm, resilience and imagination. You may have experience within the education or social care sectors but will be familiar with the unique rewards and challenges that working with young people with complex needs can bring.

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

At Endeavour Academy, we are proud of the holistic and individual support that we provide to our young people which allows them to feel safe in a world they often find overwhelming. Building on this sense of safety, our bespoke curriculum allows young people to learn at their own pace and in line with their unique abilities and aptitudes and enables them to achieve their highest potential. We also have a positive approach to supporting behaviour that empowers the child or young person to engage in education.

So, if you share our values and passion for helping young people succeed then this might be the right job for you. I make no bones about it, this is a demanding role, but a hugely rewarding one too.

I look forward to reading your application.

Best Wishes,

Mark Shears
Principal



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 lead the class in times of teacher absence (such as Teacher PPA time, Teacher training time and short term absence).
3. 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.
4. Help prepare resources and the learning environment so that the children and young people have the best access to learning.
5. To assist teachers in lesson planning and the creation of learning opportunities for the children and young people.
6. To assist in ongoing assessment, data collection, recording and to support teaching assistants in this process.
7. To lead individual, small group or whole group learning sessions when required.
8. To take a lead in liaising and giving feedback on children and young people's progress with professionals and families.
9. To liaise regularly with teachers on individuals' progress and achievements.
10. To attend and contribute during meetings with other professionals as required
11. To support the ongoing functional learning of the children and young people during visits in and around the local community.
12. To support children in work experience placements or off-site activities.
13. To lead progress with each individual's education plan, behaviour support plan, communication plan and any other relevant targets.
14. 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.

15. To promote McIntyre Academies' philosophy of behaviour management through consistency, respect, warmth, empathy and compassion.
16. 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.
17. 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.
18. To attend and participate in staff meetings, individual formal supervisions, appraisals, staff debriefings to ensure consistency and good practice.
19. To model best practice to Teaching Assistants at all times.
20. 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.
- To undertake HLTA training and achieve the HLTA qualification.

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. 	

Competencies

Respecting and Understanding Others	<ul style="list-style-type: none"> • Reacts sensitively to other people and recognises different viewpoints, beliefs, values and opinions. • Treats children and young people we support and colleagues with respect, dignity, honesty and equality. • Adapts their working style and level of support to an individual's needs or wishes. • Work cooperatively with colleagues and assist when they need support. • Value the different contributions that people can make within a team.
Influential Communication	<ul style="list-style-type: none"> • Ensures great interactions are achieved by using a variety of communication techniques including language, tone and non-verbal behaviour. • Listens actively and display enthusiasm in their communication. • Uses and presents information in a manner which is persuasive, logical and understandable to the receiver.
Facilitating Success and Improvement in Others	<ul style="list-style-type: none"> • Use encouragement, praise and appropriate direction as necessary. • Support, motivate and inspire others to try new tasks or activities. • Seek assistance appropriately and receive feedback from others.
Supporting Learning and Teaching or Care in an Educational Setting (for those in an operational role)	<ul style="list-style-type: none"> • Is ambitious, has consistent and high expectations of staff and pupils • Demonstrates personal enthusiasm for and commitment to the learning process • Demonstrates the principles and practice of effective learning and teaching • Initiates and supports research and debate about effective learning and teaching • Provides appropriate support intervention based upon a detailed knowledge of individual pupils
Problem Solving and Decision Making	<ul style="list-style-type: none"> • Is able to collect, interpret and evaluate information • Can develop a deep understanding of a problems, exploring alternative ways of resolving problems including new possibilities. • Makes timely and well considered decisions, is aware the impact their decisions may have and willing to make difficult but necessary decisions to improve the practice.
Resilience to Change and Challenges	<ul style="list-style-type: none"> • Is open to change and embracing new developments / initiatives • Adapts well in new and unfamiliar situations responding to changing plans quickly • Works independently without direction • Is resilient and copes well in emergency situations.
Personal Development	<ul style="list-style-type: none"> • Is committed to achieving high standards for their own self-development • Is able to reflect on self-development needs and address them. • Meets agreed development action plans as agreed with line manager. • Achieves positive feedback from peers, senior colleagues and external stakeholders.