



MacIntyre
Academies



**Lead Practitioner for Pupil Safeguarding, Behaviour and
Wellbeing**
Endeavour Academy, Headington, Oxford

Recruitment Pack

Recruitment Advertisement

Lead Practitioner for Pupil Behaviour, Safeguarding and Wellbeing

Job Title: Lead Practitioner for Pupil Behaviour, Safeguarding and Wellbeing

Reference No: EA LP 052025

Salary: £27,334 - £33,406

Actual: £25,430 - £31,078

Plus: Special Schools Allowance £750 & Regional Allowance £930 per annum actual

Hours of Work: 38 hours per week, Term Time Only plus 3 weeks (42 weeks a year)

Location: Headington, Oxford, OX3 8DD

Closing Date: Monday 16th June 2025

Interview Date: w/c 23rd June 2025

Start Date: 1st September 2025

The Role

We are currently recruiting for an inspirational and creative Lead Practitioner for Pupil Behaviour, Safeguarding and Wellbeing 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 Deputy Principal you will be responsible for the oversight of pupil behaviour and wellbeing across the school, as well as working closely with the Principal to monitor safeguarding and child protection reports. 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. You must also be an effective, confident communicator and able to keep accurate records such as the recording of learning outcomes with excellent attention to detail. You will demonstrate an approach of facilitation and reflective practice within the role.

MacIntyre Academies will, where possible, look to make reasonable adjustments to comply with the Equality Act 2010.

The role is 38 hours per week; 42 weeks per year (Term-Time only) plus 3 weeks.

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
- 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

Essential Criteria

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.

*Salaries are based on full-time equivalent (FTE) per annum and are dependent upon 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.

Endeavour Academy is located in Headington and has capacity for 32 students with diagnoses of Autism and Severe Learning Disabilities. 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 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.

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 Lead Practitioner for Pupil Behaviour, Safeguarding and Wellbeing. 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 to 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 and meeting you in person.

Best Wishes,

Mark Shears
Principal



Lead Practitioner for Pupil Behaviour, Safeguarding and Wellbeing

Job Description

Reporting to:

The Principal via the Deputy Principal

Purpose:

To ensure that the school environment and culture supports students to develop the skills needed to be successful adults.

The person appointed will become one of the Designated Safeguarding Leads, tutor for Team Teach and PBS coach/practitioner.

Key Responsibilities:

Responsibilities to children and young people

- To work in accordance with MacIntyre Academies' values.
- To lead on the Academy's positive behaviour strategy and wellbeing of all.
- To work as one of the Deputy Designated Safeguarding Leads.
- To provide reports relevant to safeguarding, behaviour and wellbeing for external stakeholders as well as the leadership team.
- To work with other professionals in order to create a safe learning environment.
- To create and review Positive Behaviour Support plans as required.
- To contribute to the review of the Behaviour Support policy, e-Safety and Anti-bullying policy and procedures and any other relevant policies under the guidance of the Senior Leadership Team.
- To undertake Positive Behaviour Support training.
- To undertake Mental Health First Aid training.
- To work with the Macintyre Academy Trust as a part of working groups
- To provide support to students, families and staff
- To ensure that students 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 maintain the confidentiality of information.
- To adhere to MacIntyre Academies' policies and procedures.
- To promote and implement the Compassionate Schools Policy.
- To introduce and develop person centred and Positive Behaviour Support approaches to maximise individual learning opportunities and achievements.
- To challenge and motivate students, promoting and reinforcing their self-esteem.

Responsibilities to yourself

- To participate in regular supervision sessions and annual appraisals
- To be responsible for your personal development
- To keep up to date with latest legislation and guidance

Responsibilities to staff, families & volunteers

- To lead and exemplify best practice in Safeguarding, person-centred and Positive Behaviour Support approaches across the Academy. Upholding the Trust's Compassionate Schools Policy.
- To work closely with teachers and support staff offering support, advice and strategies to improve classroom behaviour.
- To assist in the coaching and training of colleagues in person-centred approaches and work with families.
- To promote an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- To establish constructive relationships with parents and carers including the exchanging of information.
- To liaise with other staff in planning, evaluating and adjusting learning activities as appropriate.
- To work with key staff to draw up and implement a PBS plan and risk assessments for each student in need of support. To develop effective strategies to reduce or remove barriers to learning.
- To be a member of the debrief team.
- To oversee debrief meetings to ensure that reporting of behaviour and incidents are consistent and in line with the school's policies and procedures.

Curriculum

- To work alongside the Deputy Principal to ensure that the Endeavour Academy holistic curriculum supports students to be successful learners, confident individuals and responsible citizens.
- To work alongside other specialist staff to implement and oversee all personalised arrangements for students as appropriate.
- To take a role in assessing a range of activities, courses, organisations and individuals available to provide support for students to broaden and enrich their experiences.
- To lead and implement intervention work in relation to behaviour in conjunction with senior leaders.

Whole School responsibilities and duties:

- To monitor and review the implementation of the relevant policies and documentation and procedures to ensure they are adhered to, remain current and fit for purpose.
- To work with the Deputy Principal to ensure that the school's practices, procedures and systems promotes positive behaviour.
- To provide internal and external stakeholders with safeguarding, behaviour and wellbeing reports
- To promote an ethos of highest quality Safeguarding and Positive Behaviour Support. Developing, monitoring and evaluating the implementation of the academy's PBS strategy, including a commitment to reducing physical interventions and restrictive practice.
- To facilitate school improvement initiatives related to behaviour as appropriate.
- To plan and deliver CPD training, as required.

Key Accountabilities

- To oversee the accurate recording and reporting of safeguarding and behaviour incidents, ensuring that this information is used to inform the development of the PBS plans and wider learning for the academy.
- To monitor, evaluate and review practice and promote improvement strategies to ensure that under-performance is challenged at all levels and appropriate changes to practice are implemented.
- To monitor and evaluate students' responses and progress against action plans through observation and planned recording.
- To monitor and evaluate students' risk assessments and amend in line with behaviour data ensuring that staff have access to the latest information.
- To provide regular, detailed and accurate safeguarding, behaviour and wellbeing reports to the SLT and LAB members as requested.

Additional Duties:

- 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.

Lead Practitioner for Pupil Behaviour and Wellbeing Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, Knowledge and Experience	<ul style="list-style-type: none"> • A good level of Education with at least a C grade in English and maths. • Good ICT skills • Demonstrable experience of working effectively with vulnerable children/ young people in either education, social work, youth work or another related area of work. • Demonstrable experience of working with children/young people who present with behaviours that challenge. • Extensive experience of working effectively with the parents /carers of children / young people. • A knowledge of the social and emotional factors that affect a child's capacity to learn. • Experience of working effectively with a range of professionals to promote children/young people's learning or welfare • An informed understanding of the current issues facing disabled people and families of children with SEND 	<ul style="list-style-type: none"> • A knowledge of PBS including a working knowledge of the behavioural principles underpinning it. • Valid certification in Team Teach or experience in similar positive handling frameworks. • A working knowledge and understanding of the key policy developments and regulatory frameworks within the social care, health and education sectors.
Personal Attributes	<ul style="list-style-type: none"> • 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. • A commitment to the implementation of MacIntyre Academies Equal Opportunities Policy • A current (full) driving licence with the flexibility to travel as may be required for this post 	
Special knowledge and Skills	<ul style="list-style-type: none"> • The ability to build good working relationships with all stakeholders. • A good working knowledge of the principles involved in giving advice and guidance to children/young people, including the place of confidentiality. • Knowledge of the responsibilities of agencies towards vulnerable children such as the Child Protection Procedures and intervention work. • An understanding and knowledge of how a range of agencies can be of assistance to vulnerable pupils/students and families • They have the confidence and knowledge to manage situations relating to poor conduct/behaviour of others towards children. 	

Competencies

Professional Qualities: 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.
Professional Qualities: Influential Communication	<ul style="list-style-type: none"> • Ensures positive 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.
Professional Qualities: 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.
Professional Qualities: Supporting Learning and Teaching or Care in an Educational Setting	<ul style="list-style-type: none"> • Ambition, has consistent and high expectations of staff and pupils. • Personal enthusiasm for and commitment to the learning process. • Demonstrate the principles and practice of effective learning and teaching • Initiate and support research and debate about effective learning and teaching • Implement appropriate interventions based upon a detailed knowledge of individual pupils
Professional Qualities: Results and Quality Focus	<ul style="list-style-type: none"> • Completes work to a high standard, focussing on the needs of the children and young people we support. • Takes personal responsibility for the quality of their work and be willing to 'go the extra mile'. • Looks for continual improvement in own performance and in the performance of others. • Work to agreed policies and procedures.
Professional Qualities: 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.
Professional Qualities: 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
Professional Qualities: 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.



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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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