



MacIntyre
Academies



Lead Teaching Assistant
Discovery Academy, Nuneaton, Warwickshire
Application Pack

Recruitment Advertisement

Lead Teaching Assistant

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:	Lead 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		
Salary:	C22 £23,588.25 - D28 £28,304.85 (FTE)		
Actual Salary:	C22 £20,375.02 - D28 £24,449.12		
Weeks Worked:	39 weeks - Term Time only		
Closing Date:	8 th April 2024	Interview Date:	10 th April 2024
		Start Date:	To Be Confirmed

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 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 a class 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.

Benefits:

In return, we can offer you a competitive salary, generous annual leave entitlement which increments with length of service up to a maximum 30 days, plus a MAT Life Day and local government pension scheme. We have an enhanced Sick Pay policy. We have an excellent Employee Assistance Programme to support your health and wellbeing as well as annual flu jab, full induction, training and career opportunities. This is on top of termly You Are Awesome awards, an annual Big Thank you day and whole trust CPD Day.

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

Information for Candidates

Completing the application form

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 complete the section relating to previous criminal convictions and sign the application form. Please address the person specifications on page 7 of this pack when writing about your reasons for wanting to apply. Please take time to look through our Trust and Discovery Academy websites to understand our values, ethos and the work we do with children and young people.

Pre-interview checks /references

Details of two referees must be provided on the application form, including a full postal address and an email address. Referees must know you professionally and 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 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

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 before that person commences 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 asked to bring documentary evidence of your identity to the interview as evidence of your right to work in the UK, such as a 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

Discovery 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 necessary for effective job performance. Candidates for employment or promotion will be assessed objectively against the job's criteria, considering any reasonable adjustments that may be required for candidates with a disability.

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.

Letter from our Principal

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 Ruth Pike, Learning Support Lead at the academy on 024 77103370 or e-mail ruth.pike@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

Emily Hopkins-Hayes
Executive Principal
Discovery Academy
Nuneaton

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. We have to act as their “thinking brain” in times of uncertainty.

Therefore, we aim to deliver an ‘outstanding’ school with outstanding outcomes. Our school welcomes the involvement of families, keeping education individualised for each child and young person. Discovery Academy provides a healthy, safe and enjoyable environment, with excellent teaching and learning focused 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 children and families may have struggled to access facilities and services successfully due to the complex needs of their children or other factors. Discovery Academy is anticipated to 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 and 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.

With a curriculum that focuses on developing academic potential and social, vocational and life skills, we want every child to achieve his or her full potential. The academy’s curriculum is compassionate and motivational, helping children to make connections between life and learning. Learning is practical, will feel ‘real’ and relevant and builds on young people’s strengths. To achieve this, learning happens in various spaces, including the local community, the school grounds and specialist technology spaces. Through engaging projects, young people access a broad and balanced curriculum, including developing the literacy and numeracy skills that will help them 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. Discovery 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 the Academy.

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’ in-depth understanding and experience of how to design bespoke education solutions to children who require specialist support strategies to achieve excellent outcomes.

Please take some time to explore our websites: www.macintyreademies.org and www.thediscoveryacademy.org

Page Break

Lead Teaching Assistant Job Description

Reporting to: Learning Support Lead – strategically
Named class or subject teacher (HLTA) - 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:

1. To support Class Teachers with delivering the curriculum and all aspects 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 the teacher's 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 creating learning opportunities for 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 lead in liaising and giving feedback on children's 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 nurses 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 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' behaviour management philosophy 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 identity and lifestyle.
19. 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.
20. Attend and participate in staff meetings, individual formal supervisions, appraisals and staff debriefings to ensure consistency and good practice.
21. 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.

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 Safeguarding and protection issues, procedures and guidelines and adhering to them at all times.
- To bring to the attention of a senior colleague any matter of concern over the well-being, 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.

Advanced Teaching Assistant Person Specifications

	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 in 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 working 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 improving own practice through self-evaluation and awareness. • Shares responsibility for ensuring that knowledge and understanding are 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 facilitates inclusion by encouraging all pupils' participation 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 facilitates inclusion by encouraging the 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 the direction of colleagues, keeps other professionals accurately informed about learners. • Understands their responsibility to share knowledge to inform planning and decision-making. • Works collaboratively with all academy colleagues. • Communicates with other staff and education, health and social care professionals so that informed decisions can occur on intervention and provision.

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