



Residential Support Workers

Endeavour Academy, Headington, Oxford

Recruitment Pack

Recruitment Advertisement

Residential Support Worker(s)

Job Title: Residential Support Worker(s)

Salary: *£21,678.87 to £25,946.22 per annum
FTE (SCP B-C)

- plus, discretionary £750 SSA
- plus £1000 regional allowance (pro rata)
- plus, Sleep ins at £50 per sleep in (5 a month £3000 per annum)

Reference No(s): 0000000220

Location: Headington, Oxfordshire

Start Date: TBC

Hours of Work: Full-Time & Part Time (Days, Evenings & Weekends)

Is your career in care as rewarding as it could be? Are you frustrated with unrealistic schedules that leave no time for the people you support?

Why not join Endeavour House? You will work with the same children regularly and have the opportunity to build long term life changing relationships.

Support with maintaining friendships and family connections can make a real difference. MacIntyre Academies Trust is a unique and special organisation which is passionate about providing children and young people in our care with life-changing education and support which enables them to build skills for life, achieve exceptional outcomes regardless of their starting point and build lifelong memories.

Across MacIntyre Academies Trust, people are at the heart of our success and we are committed to providing a great place to work.

"I started a career in domiciliary care as I wanted to help people. It was frustrating having to walk away from people who needed my support. I'm glad I discovered MacIntyre and the chance to go home happy at the end of a shift knowing I have made a difference". – Feedback at a recent careers event.

MacIntyre Academies Trust opened its first academy, in Headington, Oxford in September 2014. Endeavour Academy is a specialist Academy providing support for children and young people with autism and associated Severe Learning Difficulties aged from 8 to 19 years old.

The Role

Endeavour Academy is currently recruiting for Support Workers to work at their residential home in Barton, Oxford. At Endeavour Academy we look to provide an exceptional level of care for all of our residents to ensure that each individual is supported to live a life full of fulfilment and meaning.

We support our young people to develop their independent skills as well as encouraging them to access and engage with the local community. Activities can range from cooking and cleaning, to supporting the young people to trips to the beach or theme parks. We offer an extensive range of activities and no two days are ever the same!

We operate on a rota of shifts, including weekends and bank holidays, 365 days per year. This includes working shifts, 7am -3pm and 2pm-10pm. We also offer sleep ins if you are on a late shift followed by an early shift paid at £50 per sleep in. We can offer hours up to 38 hours (full-time) or part time hours. Please state which you are applying for in your application.

About You

We are looking for highly motivated, active members of staff who are looking to embark on an exciting and rewarding career working with children and young people with Autism and learning difficulties. Previous experience is not essential though desirable to have an understanding of Autism and Learning disabilities; ultimately providing Care, education and support to Children and Young people. It is paramount that you must be an effective, confident communicator. You will be able to keep accurate records such as the recording of daily notes; mediation administration and learning outcomes with excellent attention to detail. You will demonstrate an approach of facilitation and reflective practice with a belief in a life of independence and choice for the young people you will support at all times.

Some of our young people are very active but at the same time are vulnerable if left on their own. 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.

Benefits

In return, we can offer you a competitive salary, 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 free flu jabs, 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.

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 and are pro-rata for part time roles. Salaries are dependent on experience with option of additional hours through the extended school provision.

Information for Candidates

MacIntyre Academies Trust opened its first academy, in Headington, Oxford in September 2014. Endeavour Academy is a new and exciting Academy School for children and young people with autism and associated severe Learning Disabilities aged from 8 to 19 years old.

MacIntyre, is a national charity founded in 1966 by the parents of a disabled child, is delighted to have been chosen as the sponsor for this new 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.

Currently, in Oxfordshire, a significant number of children and young people with autism are placed in out of county residential placements. Many parents and carers have told us that they would prefer their child to be as close to home as possible. We also understand that there is a gap in specialist provision in Oxfordshire and the prevalence/diagnosis of autism is increasing. The trustees of MacIntyre (many of whom are family members of people with disabilities) have created the independent MacIntyre Academies Trust and this trust runs the residential special school academy, Endeavour. It is exciting, as young people are able to remain close to their families and friends, but also MacIntyre uses its wider expertise to develop a more integrated approach to delivering our support to all local children and their families.

The school building and Childrens Home, Short Breaks and After School Club are located in Headington, Barton and has capacity for 25 students and the availability of 12 placements within Endeavour House. The Academy provides some 52-week placements and the opportunity for day placements and some shorter stays (e.g., weekly, weekend, term- time boarding or holiday periods).

As a priority, the Academy welcomes children and young people from Oxfordshire who have a statement of special educational needs that details the provision required to help the child to overcome the barriers to learning caused by their autism. Referrals are through the local authorities who have named the school in individual children's statements.



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 individualized to each child/young person. Endeavour Academy provides a healthy, safe and enjoyable environment, with excellent teaching and learning with a focus on high quality personalized education and support. It will evolve according to local needs. Parents/carers are encouraged to be fully involved and connected from the outset.

This project, which was run in close partnership with Oxfordshire County Council, was particularly exciting to MacIntyre and its Academies Trust as we have for many years been successfully providing innovative and person-centered services to local children/young people and their families. Many of these children and families struggle to access facilities and services successfully due to their complex autism, and MacIntyre has established an excellent reputation locally.

By understanding and responding to the current and future requirements of local young people, Endeavour Academy will be a centre of excellence within Oxfordshire, with a national reputation.

With a curriculum that focuses on developing life skills and on the achievement of each child's full potential, Endeavour Academy offers flexible arrangements that meet the needs of individual children and families. 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.

We have a holistic approach to supporting behavior that empowers the child or young person to engage in education.

To achieve this vision, partnership working is crucial. MacIntyre Academies Trust works alongside Oxfordshire County Council, staff and stakeholders to ensure that Endeavour Academy is successful in delivering their strategic aims.



Residential Support Worker

Job Description

Reporting to

Residential Team Leader

Purpose:

As a Residential Support Worker, you will be responsible for delivering high standard of care, protection and support to children and young people by facilitating their physical, emotional, psychological and recreational development.

You will deliver person centered support to meet the needs and aspirations of the people being supported exemplifying best practice at all times. Ensuring that you support the Residential Team Leaders, Children and Young Persons' Outcomes Lead, Assistant Head of Care and Head of Care with the delivery of a value for money service which establishes MacIntyre Academies brand and reflects the needs of the local community.

Key Responsibilities and Duties:

1. To be accountable and take responsibility for applying your learning, training and skills to support people in a way which embodies great interactions, through person centered thinking and planning, using people's preferred method of communication.
2. To be personally responsible for the standard and quality of your practice.
3. To strictly adhere to MacIntyre Academies safeguarding policies and procedures.
4. To bring to the attention of a senior colleague any matter of concern over the wellbeing, safety or safeguarding of a person we support.
5. To ensure that you have and understand all relevant information regarding the young person's background and present support needs by reading all relevant documents and signing records.
6. To maintain appropriate confidentiality of information.
7. To ensure that you follow individual behaviour support and communication plans.
8. To support the children and young people within the academy in the development and review of their person-centered plans and to work in accordance with those agreed plans.
9. To complete required daily information such as student's logs, incident files, communication books and diaries etc.
10. To ensure that you record information accurately, legibly and communicate it appropriately.
11. To attend handover meetings, providing and receiving all information appropriately as well as contributing to discussions and debriefings.
12. To respond appropriately to medical or health concerns and, when authorised, administer drugs and medication and contribute and support therapeutic objectives in accordance with MacIntyre Academies' policies and procedures.
13. To contribute to the development of children and young people within the school through the provision of a healthy life style.
14. To be aware of the children and young people's leisure and recreational needs and preferences responding to them within organisational policies and procedures.
15. To promote MacIntyre Academies' philosophy of behaviour management through consistency, respect, warmth, empathy and compassion.
16. To support and assist each person to maintain a high standard of personal care including, intimate care, hygiene and physical wellbeing involving where required support with moving and handling and the use of mobility aids and equipment.

17. To facilitate the children and young people's daily living needs as required for example by cooking, washing, ironing, shopping, or by supporting the child / young person to carry out such tasks independently.
18. To facilitate the provision of 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 support any family or other person important to the individual child or young person, promoting positive relationships at all times.
20. To liaise professionally with families, outside agencies to include social workers, teachers, therapists and any other relevant bodies as directed by your line manager.
21. To attend and participate in staff meetings, individual formal supervisions, making productive use of professional supervision, appraisals, handovers, staff debriefings to ensure consistency and good practice.
22. When authorised, to work unsupervised and/or, having due regard to On Call procedures, to take appropriate responsibility for the proper running of the shift/session/activity.
23. To be aware of and undertake your responsibilities in accordance with the current Health and Safety at Work Act.
24. To help plan and support holiday, vocational, learning and social arrangements for the people we support.
25. To be responsible for your own personal and professional development and undertaking learning and development activities to include attending service specific training as required.
26. To work towards the completion of a Level 3 Diploma for the children and young people's workforce (England) 4227-04 as per Ofsted requirements.
27. To be aware of the regulatory frameworks within which you work, and to keep abreast of national, corporate and local developments which affect your work.
28. To act professionally and work co-operatively as a member of a staff team and contribute to a culture of open communication to include constructive feedback for self, colleagues and volunteers.
29. To participate in a flexible and person-centered rota, across different locations and shifts where required, to meet the individual needs of the children and young people we support. This will include evenings, weekends and sleep-in duties.
30. To undertake any other duties as requested by the Shift Coordinator or senior member of staff on site.

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.

Residential Support Worker Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> • Knowledge of or an interest in Autism, Learning Disabilities or other behavioural difficulties. • Excellent communication skills including demonstrative report writing and record keeping skills • Able to produce and present information in a manner which is persuasive, logical and understandable to the receiver. • Able to maintain professional boundaries at all times. • Ability to adapt working style and level of support to an individual's needs or wishes. • Able to stay calm and focused in challenging situations. • Desire to achieve relevant personal development and qualifications associated with the role. 	<ul style="list-style-type: none"> • Previous experience of working in social care / Residential Schools with people who have learning disabilities or autism. • Previous experience of handling challenging and high-pressure situations. • A relevant professional qualification applicable to the role such as a Level 3 Diploma for the children and young people's workforce (England) 4227-04 as per Ofsted requirements. • Experience of undertaking lone working.
Personal Attributes	<p><i>The Candidate 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 children & young people with SEN and their families. • 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. • Ability to work flexibly to meet the needs of the academy. • Ability to work with colleagues to promote, motivate and work with others creating a shared culture and positive climate. • Recognition of when to ask for help and to involve a senior colleague. • 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 your work • Able to work under pressure • The ability to inspire this in others. • Adopt a reflective approach to work. • The ability to work flexible hours including day's evenings, waking nights, weekends and bank holidays (as required) 	

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.



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