



MacIntyre
Academies



Residential Team Leader

Endeavour Academy, Headington, Oxford

Recruitment Pack

Recruitment Advertisement

Residential Team Leader

Job Title: Residential Team Leader

Reference No(s): 0000000194

Salary: £25,272.30 to £27,518.72 per annum

plus £750 Special School Allowance and £1000 Regional Allowance

Location: Headington, Oxfordshire

Closing Date: 31.10.23

Start Date: TBC

Hours of Work:

38 hours per week (over 7 days) including 1 sleep in per week paid additionally.

52 weeks per year. Shift work on a rolling 4-week basis including evenings and weekends (2.5 weekends off out of 4). Overtime may also be available.

Interview Date: W/C 1st August 2023

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

Are you looking to take your first step into management?

Come and join our friendly, diverse, caring and passionate team.

We are looking for a new Team Leader who has the ambition to develop their leadership skills by co-ordinating shifts daily; ensuring that children and young people meet their targets, supervise a small cohort of Residential Support Workers, liaise and work alongside parents and other professionals, talk confidently with Ofsted Inspectors and Reg 44 Visitors, and someone that doesn't mind the administrative tasks of ensuring high standards of care and support are maintained within our children's home and short stay provision.

You will work with the Head of Care alongside other Team Leaders to develop practice in the home with a keen focus on improving the quality of care at Endeavour House, improving compliance in relation to the Children's Care Home Regulations and Health and Safety whilst promoting a person-centred approach.

You will provide support and supervision, acting as a key contact with families and all other internal and external stakeholders. You will also support the Head of Care in the management of the service and provision ensuring the children and young people resident at the school are kept safe, well and supported to live a life of independence and choice. You will support the creation of personal care and behaviour plans, you will arrange and on occasion support community and holiday activities.

You will be responsible for creating and participating in a flexible and person-centred rota, effectively deploying staff resources to meet the individual needs of the children and young people within the academy, including where needed evening, weekend and bank holiday working, sleep-ins, waking nights and absence cover. You will hold a full driving license.

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. Please note some of our students may present with challenging behaviour – we provide you with full training on how to manage this appropriately and safely.

You will need to have previous supervisory experience within social care or education and be a confident leader of a team. You will also be able to develop effective working practices and be really hands on within the provision; this may involve covering of shifts and operational support to include domestic task and personal care. You will have knowledge of regulatory frameworks affecting the work you undertake and be a confident and effective communicator, both written and verbal with good IT skills.

To be considered applicants will need to have at least 2 years' experience in residential childcare and an NVQ Level 3 in Children's Social Care (Ofsted mandatory requirement), and be working towards the completion of an NVQ Level 4 in Children and Young People.

Benefits

In return we can offer

- A competitive salary and generous holiday allowance
- A local government pension scheme
- Enrolment in a level 3 diploma in children and young people (this is subject to a successful 6-month probation period)
- A thorough induction and training package that will equip you with the skills needed to deliver an excellent level of care for all of our children and young people
- An Employee Assistance Programme to support your health and wellbeing
- Full induction, training and career opportunities.
- Cycle to Work scheme upon completion of probation period

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 \(www.gov.uk\)](https://www.gov.uk/guidance/db filtering guide) 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.

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.'

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 the Head of Care

We would like to extend a warm welcome to you at Endeavour Academy. Our school and residential provision offers a nurturing environment for children and young people with autism and severe learning disabilities aged 8 – 19.

Endeavour Academy offers a combination of specialist day school, extended day activities, short breaks and residential care all on the same site.

At Endeavour House we have six bedrooms for children and young people to live with us for 38 weeks (term time) or 52 weeks (all year) and also offer short stay nights.

At Endeavour House we organise a range of short breaks for our young people to enable them to build their confidence by being away from home in a safe environment. We operate from the end of the school day with an overnight stay and return to school the next morning. These short breaks enable our young people to learn important life skills, including doing their own laundry and preparing dinner in a safe, supported setting, whilst having time to socialise and spend time doing activities they love.

The children and young people have their own spacious bedrooms (some with en-suite bathrooms). It is about ensuring the young people in our residential care are safe, happy, have fun and make life-long memories.

Working in partnership with our on-site school we offer a waking day curriculum, which focuses on informal learning opportunities in the home around daily living skills, increasing personal independence, cultural, social and emotional development as well as providing opportunities to meet the sensory needs of each young person. Communication and sensory integration is embedded throughout all that we offer to our young people in every context.

This much needed autism-specific setting has been developed by MacIntyre Academies Trust and Oxfordshire County Council working in partnership to meet the needs of students and their families.

Our aim is to provide our children and young people with an environment in which they can feel safe and happy and are supported to develop the skills they need to learn effectively, understand their autism and make a positive and successful transition into adult life.

Our outstanding specialist staff team undergo a thorough induction and have the opportunity to access continuing and specialist training opportunities. The team strive to provide an environment that flexibly and creatively responsive to individual needs.

In all that we do, we continue to work closely with our families and carers, as well as all the professionals who may be involved in the life of the young person, to ensure that, they too, feel supported, are reassured that their child is safe, happy, supported to learn, respected and celebrated.

Endeavour continues to create a happy and nurturing environment with an ethos of warmth and understanding. We are privileged to have a staff team who really understand the needs of children with autism and how they can support them towards the best possible outcomes.

If you would like to know more about Endeavour Academy, are interested in working for us or would like to find out more about how we can support you, please do not hesitate to get in touch with me: sarah.nicholson@macintyreacademies.org our office: endeavour.office@macintyreacademies.org

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 Difficulties aged from 8 to 19 years old.

MacIntyre, 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 residential facility is located in Headington, Barton and has capacity for 25 students and the availability of 12 residential placements. 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 residential 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.

The project, which was run in close partnership with Oxfordshire County Council, is 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 will be crucial. MacIntyre Academies Trust works alongside Oxfordshire County Council, staff and stakeholders to ensure that the academy is successful in delivering their strategic aims.

Team Leader

Job Description

Reporting to
Head of Care

Purpose:

To be responsible to the Head of Care for working as part of a team to provide high quality care and support for children/young people and for the efficient running of the Home.

To provide a caring home environment in which the special needs of the children/young people in our care can be catered for, whilst encouraging independent living and choice whenever possible.

To work with the Head of Care alongside other Team Leaders to develop practice in the home with a keen focus on Improving the quality of care at Endeavour House, improving compliance in relation to the Children's Care Home Regulations and Health and Safety, whilst promoting a person-centred approach and developing the practice of the staff team to these ends.

Key Responsibilities and Duties:

- Being responsible to the Head of Care, assisting with providing a needs-led service in keeping with the provisions outlined in the Children Home's Statement of Purpose.
- Encouraging and supporting a lifestyle which facilitates spiritual, physical, psychological, cultural and social needs of the children/young person in accordance with company procedure.
- Assisting with the development implementation, review and evaluation of the children/young people's planned activities in accordance with their individual Care/Pathway plans.
- To conduct monthly supervision and practice development meetings with allocated support workers. Evaluating the quality and impact that their practice is having on the wellbeing of the children/young people.
- To show a commitment to their staff's ongoing professional development through an agreed and relevant training plan, reviewed at their annual appraisal.
- Working with the Children's Home Co-ordinator, to ensure that the training requirements of the staff teams mandatory, advisory and desirable are met, maintained and recorded as part of the training plan mentioned above and that learning outcomes are evaluated.
- To take an active part in the recruitment and induction of residential support staff, and to complete the Safer Recruitment Training and MacIntyre Academies Appointing Officer Training.
- Working with the Children's Home Co-ordinator, to co-ordinate the preparation of Looked after Children reports, and Annual Reports for all the children/young people. To agree content of reports with the Head of Care, and to attend L.A.C. and annual meetings, where it is appropriate to do so.
- To be responsible at these meetings for ensuring that all the evidence of a child's/young person's development is presented in a positive and creative way to reflect their progress, future plans and personality.
- To liaise with families and professionals on the wellbeing and development of the children/young people, promoting positive relationships at all times.
- To maximise rota management to ensure the implementation of a person-centred service and the effective delivery of the residential activities.
- To maximise rota management through the effect, use of the Academy's contracted staff, following the protocol that agency staff are only used in exceptional circumstances.
- To be a key contributor to the development of behaviour support plans and to ensure that these plans are understood and followed by the staff team. To work in close collaboration with all relevant professionals. To feedback monthly to the Head of Care on the impact that each individual behaviour support plan is having.
- To ensure that all matters relating to child protection are appropriately and professionally dealt with to the requirements of the Academy and other relevant statutory bodies.

- To ensure that the environment for each child/young person is stimulating and reflects their achievements and personality.
- To ensure that children and house records are kept to a professional high standard complying with MacIntyre Academies and statutory polices.
- To support the Head of Care to ensure that all compliance requirements for Ofsted are met.
- To support the Head of Care in putting into actions the requirements and recommendations identified in the Regulation 44 Inspections.
- To ensure that all risk assessments policies and practices are implemented with the emphasis being on using these tools to enhance opportunities for children and young people.
- To maintain MacIntyre Academies' policies regarding health and safety and to maintain the health, safety and security of students, staff and visitors, by ensuring that appropriate risk assessments, evacuation procedures and emergency plans are maintained, updated and fit for purpose.
- To ensure that all matters relating to child protection are appropriately and professionally dealt with to the requirements of MacIntyre Academies and other relevant statutory bodies.
- To support the students on their annual holidays.
- To works towards the completion of an NVQ Level 4 in children and Young People
- To be available for and make productive use of professional supervision.
- To participate in first line on call and sleep in duties 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 be responsible for your own personal and professional development; undertaking learning and development activities including attending role specific training as required.
- To attend and participate in staff meetings, individual formal supervisions, appraisals, staff debriefings to ensure consistency and good practice.
- To undertake any other reasonable tasks as are required at the discretion of the Head of Care.

Team Leader Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<p>Diploma/NVQ Level 3 in children and Young People</p> <p>At least 2 years supervisory experience within a Residential Child Care setting. (Experience should be within the last 10 years)</p> <p>Ability to work towards an NVQ Level 4 in children and Young People</p> <p>Experience of managing and developing staff teams and developing working practices</p> <p>Knowledge of statutory legislation concerning social care work, including Health and Safety and Protection of Children & Young People. Children Act 1989 and Care Standards Act 2000</p> <p>Experience of building successful relationships with internal and external stakeholders</p> <p>Good standard of Literacy and Numeracy</p> <p>Basic academic qualifications i.e. GCSE/'O' Levels/ A Levels or Equivalent</p>	<p>NVQ Work based Assessors Award</p> <p>Budgetary management experience</p>
Personal Attributes	<p><i>The Candidate must be able to demonstrate:</i></p> <ul style="list-style-type: none"> • A passion for working with children and young people with SEN and their families. • A commitment to high quality service delivery for the people we support. And a motivated and person-centred approach to the role. • A belief that people with learning disabilities have the right to participate in making decisions about the services they receive and to access opportunities including learning, training, employment and wider experiences. • Ability to promote, motivate and work with others, including Education Colleagues, to create a shared culture and positive climate. • A commitment to and a genuine interest in the pastoral welfare of the school community. • Excellent communication and facilitation skills with all stakeholders. • The ability to facilitate the use and presentation of information, including reports, in a manner which is persuasive, logical and understandable to the receiver. • The ability to work under pressure using own initiative, whilst recognising when to ask for help and to involve a senior colleague. 	

	<ul style="list-style-type: none"> • A high level of resilience and determination. A calm and organised approach to work under pressure and the ability to inspire this in others. • Ability to Work to agreed policies and procedures. • The ability to adopt a reflective approach to work. • The ability to work flexibly to meet the needs of the academy. • Ability to effectively manage change. The ability to undertake and achieve a Level 4 Diploma in Children and Young People. • 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.
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Competencies

<p>Providing Leadership</p>	<ul style="list-style-type: none"> • Is able to inspire and lead others to achieve success: • Is able to understand school development planning and trust strategy and translate this into practice at a team level • Influences and inspires team members and gains respect by creating a clear vision and demonstrating a passion to support young people • Is willing to listen to others, share knowledge and encourage creativity within team members • Encourages an environment of continuous learning and self-reflection • Openly reflects on own working practice with a willingness to take feedback from others • Is accountable and responsible for decisions made, actions taken and the standard of work completed by them and their team.
<p>Improving Service Quality and Compliance</p>	<ul style="list-style-type: none"> • Is evaluative and able to set and achieve high standards for themselves and others: • Able to deliver a high quality of service for the benefit of young people, by understanding the needs of individuals • Able to developing a clear overall improvement plan for their area of work. • Contributes and ensures that their team contribute to the school improvement plan • Ensures that MAT strategies and philosophy is embedded in team culture and that regulatory and compliance targets are met.
<p>Leading Learning and Teaching or Care in an Educational Setting (for those in an operational role)</p>	<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 • Accesses, analyses and interprets information • Initiates and supports research and debate about effective learning and teaching and develop relevant strategies for performance management

	<ul style="list-style-type: none"> • Is expert at assessment and the tracking of pupil progress, with appropriate support and intervention based upon a detailed knowledge of individual pupils
Managing External Stakeholders	<ul style="list-style-type: none"> • Able to develop and manage external stakeholder relationships, promoting MacIntyre Academies' values positively. • Able to maximise business opportunities through existing networks and identify and secure new business opportunities. • Uses an appropriate customer focussed approach and communication. • Collaborates and networks with others within and beyond the School • Builds and maintain effective relationships with parents, carers, partners and the community, establishing a strong network of contacts that enhance the outcomes for all students and staff
Results & Quality Focus	<ul style="list-style-type: none"> • Able to provide clear direction for direct reports and staff teams, linked explicitly to business objectives and the needs of the children and young people we support. • Provides effective performance management using a range of leadership techniques and management tools. • Encourages and supports personal development within all direct reports.
Managing Teams Effectively	<ul style="list-style-type: none"> • Is able to get the best out of others and can influence and guide their team to achieve high performance: • Proactively deals with staffing issues quickly • Adapts management style to suit individual team members and get the best from them. • Believes in and demonstrates the ability to mentor and positively supervise staff. • Allows staff appropriate level of flexibility and creativity in workplace, sets clear directions and goals for team • Delegates responsibility to team members appropriately.
Maintaining Commercial Disciplines	<ul style="list-style-type: none"> • Manages successfully the delivery of a business area: • Is accountable for the operational and financial performance of area. • Is able to manage and deploy allocated resources appropriately. • Is able to identify commercial threats and risk and develop plans to meet these.
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 from a business and personal perspective and address them. • Meets agreed development action plans as agreed with line manager. • Achieves positive feedback from own staff team, peers, senior colleagues and external stakeholders.



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