



# MacIntyre Academies

Compassion - Ambition - Partnership

## Candidate Pack Safeguarding and Wellbeing Officer Venture Academy, Henley in Arden



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# Welcome

Dear Applicant

Thank you for your interest in the role of Safeguarding and Wellbeing Officer. This is an exciting opportunity to join a Trust with an inspiring vision to make a difference to the lives of children and young people.

MacIntyre Academies' mission is to become a leading Special Academy Trust that provides outstanding outcome-focused state education by promoting high aspirations, empowering parents as partners and successfully equipping every child for adult life.

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 and to make a positive and successful transition into adult life. We support each young person's educational, social and emotional development as well as supporting their communication and sensory needs.

In addition, we also aim to create a happy and nurturing environment that has an ethos of warmth and understanding. We have a staff team that understand the needs of the young people and how they can support them to make the best progress. We work very closely with the families of our young people to ensure that they too feel supported, and that they are reassured that their child is safe and happy.

At the heart of what we do is a passion and dedication to supporting children and young people. Values, ethos and behaviours are as important as skills and experience; we want to hear from passionate people who value their contribution to a wider team in achieving our mission.

I look forward to reading your application and meeting you in person.

Best Wishes

*James Bowater*



# Our Story So Far

MacIntyre Academies is a multi-academy special education trust for special schools and specialist alternative provision.

We are sponsored by the national charity MacIntyre and our school's benefit from 50 years experience of innovative approaches to supporting children with special educational needs and their families. Our philosophy is based on Macintyre's commitment to providing local personalised learning, support and care.

Our vision is for all young people to have confidence and belief in their potential, be ready for a successful adult life and connected where they live.

MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. Please see our Safeguarding page.

Putting children and families first

As our vision suggests, our pupils and their families are at the centre of everything that we do. To achieve this we use person centred approaches and place a high value on working in Partnership with Families.

We want all pupils to achieve their full potential and to develop in a way that makes sense to them. Each school has its own bespoke curriculum framework designed with holistic, flexible and ambitious opportunities. We work in collaboration with a wide range of partners including future destination providers for our young people.

We are proud of our Compassionate Curriculum which supports pupils to become more resilient, and fosters positive relationships between pupils and staff.

Our Sponsor MacIntyre's approach has informed and shaped our Core Values.

## Our Strategic Objectives

- To grow the Academy Trust in a way that supports capacity building but ensures outcomes within existing academies are not compromised
- To create a culture of challenge, support and mutual benefit so that MAT academies are schools that children, families and employees are proud to be identified with and others want to join
- To build a leadership culture that promotes the sharing of skills and expertise across academies and encourages school leaders to work in partnership and support others in their journey
- To be transformational, set and expect high standards and provide challenge/ support to improve outcomes for children in all schools joining the Trust
- To provide exceptional and differentiated interventions that support all schools to raise aspirations of children and staff
- To provide outstanding governance and leadership that has high expectations and a rigorous process of scrutiny at every level
- To operate robust management systems and controls that support individual schools and promote efficient data analysis and sharing
- To use evidence based practice to continuously improve the offer, delivery and outcomes

## Our people are at the heart of our success

- A competitive salary
- 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
- 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

# Our Core Values

**Our vision is for all young people to have confidence and belief in their potential, be ready for a successful adult life and connected where they live.**

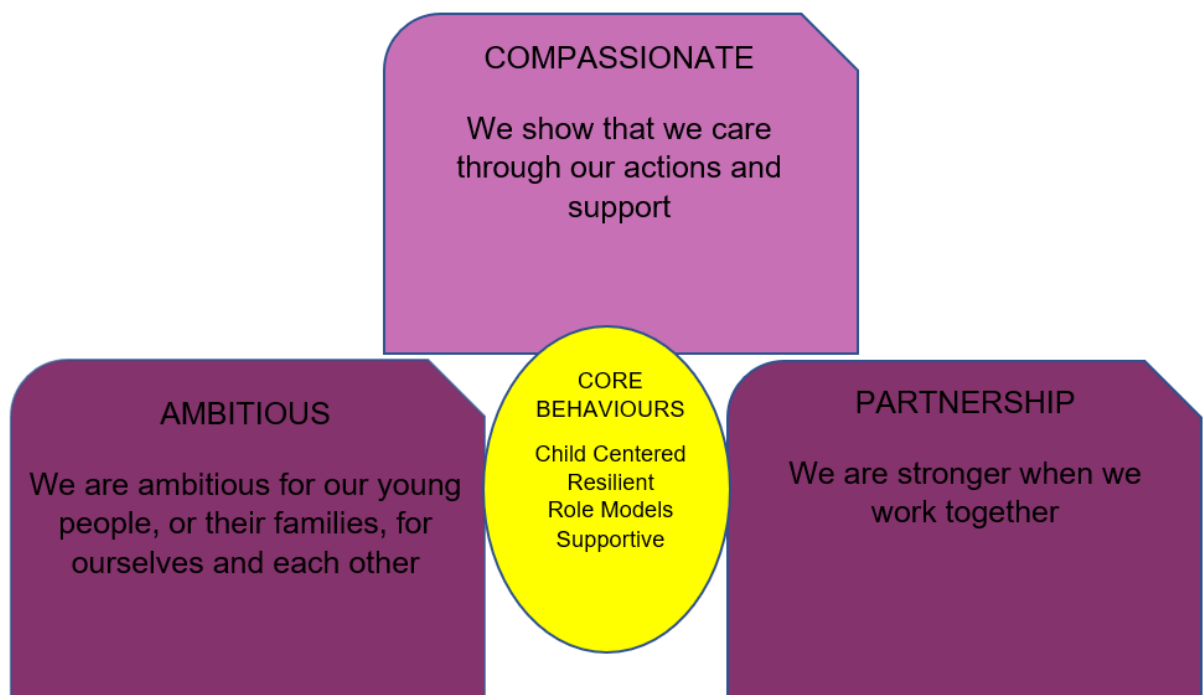
## *What is our DNA? Why is it important?*

We don't just value what you do, but also how you do it. Our DNA defines who we are as individuals and as an organisation. It provides a defined way of working: how we do things around here, how we treat others and how we should expect to be treated.

Adhering to our DNA is also the key to delivering our vision, making MacIntyre Academies a great place to work and ensuring we provide high quality education and care to young people and their families.

## *What does the DNA mean for me?*

Every colleague is expected to demonstrate behaviors which are consistent with our DNA. Whether you are applying for a job, you are a new employee or have been a colleague for many years, you will need to demonstrate our DNA in everything you do. This will be a key part in our recruitment, training and development and the appraisal processes.





# Our Core Values

## Our value: Compassion

- We are better together
- We will deliver success through teamwork and in
- partnership with families and other key stakeholders



## Our value: Ambition

- We are ambitious for young people, for their families, for ourselves and each other
- We will set ambitious goals, seize every opportunity for young people to thrive and take personal accountability for everything we do.



## Our value: Partnership

- By building safe, trusting, honest, kind and meaningful relationships
- We will focus on positives, create a safe environment and building trusting relationships to help young people overcome challenges day practices



# Our Academies

## Endeavour Academy, Oxfordshire

MacIntyre Academies' first school which opened in September 2014. Th provide 32 places for children and young people (aged 8 to 19) with autism and learning difficulties who are in need of specialist education, care and support.



## Discovery Academy, Nuneaton

Discovery Academy opened in September 2015 in Nuneaton, Warwickshire for children and young people, aged 9 – 19 years who have an Education, Health and Care Plan for autism or a social, emotional or mental health need.

## Quest Academy, Rugby

Quest Academy is for children and young people, aged 7 – 19 years who have additional needs associated with an autistic spectrum condition (ASC) or social, emotional and mental health (SEMH) difficulties.



## Venture Academy, Henley-in-Arden

Venture Academy is a specialist school for children and young people aged 9 -16 years with autism and/or a social, emotional or mental health diagnosis. The school has capacity for 50 students and is based in Henley-in-Arden, Warwickshire



# VentureAcademy

Venture is a specialist academy in Warwickshire for 50 children and young people with an autism spectrum condition or an identified social, emotional or mental health need aged 9 – 16 years. Our overarching ambitions are to be:

- A place where everybody feels safe, valued and belongs
- A place with quality first provision
- A place that supports our pupils to be ready for life
- We value children as individuals and offer a personalised approach to learning that combines:
  - the nurturing approach of Early Years and Primary School
  - the range of curriculum, specialist teachers and specialist facilities of a Secondary School
- a close working relationship with families and other partners

Class sizes are small with a wide range of curriculum subjects on offer, off-site activities and access to a range of therapies. We have many pupils who join us with significant gaps in their school history and/or their learning and we are ambitious in helping them to close those gaps and achieve their very best outcomes.

## About Us

Being the Principal of Venture Academy, means that my days are busy, fun and filled with interactions with our pupils. Our school thrives on a good mix of teamwork and care, from both the pupils and the staff.

We are fully committed to the MacIntyre Academies values of Compassion, Ambition and Partnership, as evidenced through our curriculum, our policies and our behaviours. We cater for pupils in years 5-11 (ages 9-16) who may have Social, Emotional and Mental Health Difficulties and/or Diagnoses of Autism or an associated condition. As a new Academy we are constantly seeking innovative ways to engage our learners and enrich and invigorate our curriculum.

We try to work supportively and collaboratively with pupils, families and external stakeholders and know that the more we can do to help families, the more successfully we can work with them to support our pupils to achieve their very best. As a compassionate school, one of our core beliefs is that everyone, regardless of background, circumstance or incident should be treated with continuous positive regard. This belief, coupled with our developing practice in restorative justice, means that pupils joining us get a fresh start and the support they need to start work towards achieving their ambitions.

If you want to know more, please check out the website in more detail, call the school and speak to a member of the team or book to visit us at your convenience.

**James Bowater**  
**Principal**

# 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](http://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.



**Job Title:** Safeguarding and Wellbeing Officer

**Reference No:**

**Salary:** £27,334-£33,406 FTE MAT Pay Scale D-E, points 26-32)

**Location:** Venture Academy, Henley in Arden

**Hours of Work:** Term Time plus 5 weeks

**Closing Date:** 2<sup>nd</sup> October 2025

**Interviews:** Rolling interview

**Start Date:** TBC

**Be part of the Academy Trust behind schools for children and young people with autism and/or additional needs.**

## About Us

MacIntyre Academies' mission is to become a leading Special Academy Trust that provides outstanding outcome-focused state education by promoting high aspirations, empowering parents as partners and successfully equipping every child for adult life.

We currently have 4 Academies. Endeavour Academy in Oxford opened in 2014 and is a residential academy for children and young people with autism and associated severe Learning difficulties aged from 9 to 19 years old. In 2015 we opened Discovery Academy in Nuneaton, for children with social, emotional and mental health needs and /or autism. In 2017 we opened Quest Academy also catering for children with SEMH and/or autism. Finally, in September 2020, Venture Academy based in Henley-in-Arden joined the Trust catering for pupils in years 5-11 (ages 9-16) who may have Social, Emotional and Mental Health Difficulties and/or Diagnoses of Autism or an associated condition.

MacIntyre Academies benefits greatly from its sponsor MacIntyre, which over the last 50 years, has developed a strong reputation nationally, as a high quality, person centred organisation.

## The Role

We are seeking a dedicated and compassionate Safeguarding and Wellbeing Officer to join our team and help create a safe, inclusive, and nurturing environment for all pupils.

Please take a look at our website <https://www.macintyreacademies.org/> to find out more about us.

Reporting to the Principal, you will play a key role in promoting a culture of safeguarding, supporting vulnerable children and families, and ensuring the welfare of pupils is at the heart of everything we do. You'll lead on safeguarding policy implementation, coordinate referrals, and work closely with staff, external agencies, and families to provide timely and effective support. If you are passionate about making a difference, have experience working with children and young people, and thrive in a collaborative, values-driven setting, we'd love to hear from you.

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.

Previous experience is not required to apply for this role; however, you must be an effective, confident communicator and able to keep accurate records such as the recording of learning outcomes with excellent attention to detail. You will demonstrate an approach of facilitation and reflective practice within the role.

## 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, Social, Emotional and Mental Health Difficulties 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.

Experience will not be essential as you will receive ongoing support and training with a full induction. It is more important to us that you have the right outlook, can build relationships with our learner, and share our values and belief in their potential. “ MacIntyre hire for attitude and train for skill.”

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.



# Job Description

**Reporting to:**

The Principal

**Purpose:**

- To support the Principal (who is also the Designated Safeguarding Lead) to develop and promote a culture where safeguarding and the promotion of pupil welfare is embedded across the school.
- To promote British Values across the school.
- To work with and support staff to narrow the gap between pupil premium and non- pupil premium pupils.

**Key Responsibilities:****Responsibilities to children and young people**

- To work in accordance with MacIntyre Academies' values
- To ensure that pupils 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

**Responsibilities to yourself**

- To participate in regular supervision sessions and annual appraisals
- To be responsible for your personal development

**Key Duties:**

- To lead in facilitating the development of safeguarding and child protection policies, training, resources, procedures and guidance for the school.
- Encourage good practice by promoting and championing the Safeguarding and Child Protection policy and procedures.
- To ensure each member of staff has access to and understands the school's Safeguarding Policy and procedures, especially temporary, new and part time staff.
- 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 promote good practice by encouraging and championing Quest's safeguarding, child protection and compassionate school policies and procedures.
- Respond appropriately to disclosures or concerns which relate to the well-being of a child.
- To maintain accurate, confidential and up-to-date documentation on all cases of safeguarding and child protection.
- To oversee and coordinate referrals, arranging action and reviewing services for children and families.
- Following a disclosure, carry out agreed action in line with the School's safeguarding policy and liaise with the DSL as appropriate.
- To maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection.
- From referrals, develop a register of students who are 'At Risk' and are Children Looked after with input from other safeguarding team members.
- To lead on and be responsible for maintaining accurate and up to date safeguarding chronologies through maintaining and monitoring use of CPOMs /or Safeguard.
- To collate and produce statistical information with regards to safeguarding and pupil groups.



# Job Description

- To provide detailed safeguarding and training reports to LAB members once a term.
- To prepare and minute the weekly safeguarding team meetings, chasing up actions prior to each meeting.
- To lead on and prepare appropriate reports for statutory meetings, including core review meetings, child in need and child protection multi-agency meetings.
- To understand and support the school with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation.
- To work with the Deputy Principal to ensure that the curriculum promotes safeguarding, SMSC and British Values.
- To raise awareness of the Designated Safeguarding Lead and Safeguarding and Wellbeing Officer role to parents/carers, adults and pupils.
- To work directly with children in need and their families in the community in order to promote, strengthen and develop the potential of parents/carers and their children in order to prevent children becoming looked after and/or suffering significant harm.
- To support the care of children where their living arrangements are at risk of breakdown (including local authority placements).
- To provide support and guidance to carers and provide planned interventions as part of agreed plans for children.
- To ensure that students who are victims of abuse are supported appropriately and sensitively and that all actions assigned to Quest Academy from planning and intervention meetings are successfully carried out and monitored.
- To liaise with SLT to support strategic development, share good practice and plan collaborative activities.
- To keep abreast of developments in the field of child protection by liaising with appropriate external agencies, attending relevant training or events and reading relevant bulletins and publications.
- To plan and complete professional assessments of need and risk in respect of parents and carers using the Department of Health and the Local Authority criteria for children in need and significant harm. Taking the lead responsibility to coordinate the multi-agency approach to prevent and address child protection issues and children in need within the academy.
- To liaise and co-ordinate with colleagues and outside organisations regarding the Common Assessment Framework and to coordinate and monitor all referrals and recommendations within the academy.
- To attend and participate in Child Protection Conferences and Planning and Review meetings whilst working closely with colleague's in Children's Services as required, some of which may take place out of normal working hours. This will include negotiating between children, family and commissioning worker to identify the support package required.
- Where required, liaise with statutory agencies and ensure they have access to all necessary information.
- When appropriate, to act as lead professional and coordinate Team Around the Child meetings.



# Job Description

- When children leave the school ensure that their child protection file is transferred to their new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- To work with identified pupil premium group pupils and their families to narrow the attainment gap.
- Provide support for young people following a disclosure and be present if required at interviews with Police and Social Service

## **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.



# Person Specification

	ESSENTIAL	DESIRABLE
Education, knowledge and experience	<ul style="list-style-type: none"> <li>• A good level of Education with at least a C grade in English and maths.</li> <li>• Good ICT skills</li> <li>• Demonstrable experience of working effectively with vulnerable children/ young people in either education, social work, youth work or another related area of work.</li> <li>• Extensive experience of working effectively with the parents /carers of children / young people.</li> <li>• Experience of working effectively with a range of professionals to promote children's/young people's learning or welfare OR Significant recent experience in work with children and families in a statutory childcare agency.</li> <li>• An informed understanding of the current issues facing disabled people and families of children with SEND</li> </ul>	<ul style="list-style-type: none"> <li>• A knowledge of how to use SIMS, CPOMS or Safeguard.</li> <li>• A Knowledge of the social and emotional factors that affect a child's capacity to learn</li> <li>• Experience of working with vulnerable young people or adults in a safeguarding/child protection environment</li> <li>• Experience of working with children including work within Child Protection and Multi Agency liaison.</li> <li>• A working knowledge and understanding of the key policy developments and regulatory frameworks within the social care, health and education sectors.</li> <li>• An understanding of the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.</li> <li>• A working knowledge of how local authorities conduct a child protection case conference and a child protection review conference</li> </ul>
Personal Attributes	<p><i>The Candidate must be able to demonstrate:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• A commitment to the implementation of MacIntyre Academies Equal Opportunities Policy</li> <li>• They have a current (full) driving licence with the flexibility to travel widely as well as locally, as required for this post</li> </ul>	

# Person Specification

Competency	Description	Example Positive Indicators	Example Negative Indicators
<b>Respecting and Understanding Others</b>	<ul style="list-style-type: none"> <li>• Reacts sensitively to other people and recognises different viewpoints, beliefs, values and opinions.</li> <li>• Treats children and young people we support and colleagues with respect, dignity, honesty and equality.</li> <li>• Adapts their working style and level of support to an individual's needs or wishes.</li> <li>• Works cooperatively with colleagues and assists when they need support.</li> <li>• Values the different contributions that people can make within a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Is self-aware</li> <li>• Has empathy, humility and kindness</li> <li>• Is approachable and quickly gains rapport with people</li> <li>• Treats others with respect</li> <li>• Shows and promotes positive behaviours</li> <li>• Discourages and challenges negative behaviours</li> <li>• Gives and receives effective feedback and acts to improve personal performance</li> </ul>	<ul style="list-style-type: none"> <li>• Is dismissive of others' perspectives</li> <li>• Is rude or disrespectful</li> <li>• Gives importance to own feelings but not those of others</li> <li>• Adopts a patronising attitude or shows little empathy when working with others</li> <li>• Doesn't consider the individual needs of others</li> <li>• Tries to resolve concerns alone when it is out of their remit or expertise</li> <li>• Does not invite or respond to feedback</li> </ul>
<b>Influential Communication</b>	<ul style="list-style-type: none"> <li>• Listens actively and display enthusiasm in their communication.</li> <li>• Uses and presents information in a manner which is persuasive, logical and understandable to the receiver.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates well in different formats and forums</li> <li>• Manages emotions to minimise negative impact on others</li> <li>• Uses information and logical arguments that relate to needs of others</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty communicating verbally or in writing</li> <li>• Takes stress out on others; loses patience or temper</li> <li>• Misses cues that the communication style isn't appropriate</li> <li>• Uses the same communication style for all interactions</li> </ul>

# Person Specification

<b>Facilitating Success and Improvement in Others</b>	<ul style="list-style-type: none"> <li>• Support, motivate and inspire others to try new tasks or activities.</li> <li>• Seek assistance appropriately and receive feedback from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Can be fluid and flex their approach, being creative and doing things differently</li> <li>• Willing to get involved</li> <li>• Provides proactive, constructive feedback to others to support their development</li> </ul>	<ul style="list-style-type: none"> <li>• Is inflexible about own system and way of doing things</li> <li>• Views certain tasks as being outside of their job description</li> <li>• Creates a culture of dependence</li> <li>• Uses well proven or familiar approaches without adapting, improving or refining</li> <li>• Does not give feedback or celebrate success</li> </ul>
<b>Supporting Learning and Teaching or Care in an Educational Setting (for those in an operational role)</b>	<ul style="list-style-type: none"> <li>• Is ambitious, has consistent and high expectations of staff and pupils</li> <li>• Demonstrates personal enthusiasm for and commitment to the learning process</li> <li>• Demonstrates the principles and practice of effective learning and teaching</li> <li>• Initiates and supports research and debate about effective learning and teaching</li> <li>• Provides appropriate support intervention based upon a detailed knowledge of individual pupils</li> <li>• Provides care to the highest standards, with special attention to the dignity of the young person</li> </ul>	<ul style="list-style-type: none"> <li>• Overcomes disadvantage as a barrier to achievement</li> <li>• Is highly inclusive and child centred</li> <li>• Promotes rich opportunities for learning both within and out of the classroom</li> <li>• Follows care plan and other documents</li> <li>• Takes measures to protect the young person's dignity while providing personal care</li> </ul>	<ul style="list-style-type: none"> <li>• Does not differentiate</li> <li>• Is not creative and always uses familiar methods</li> <li>• Does not reflect or plan improvements</li> <li>• Does not celebrate pupils success</li> <li>• Pupils are not given feedback or challenged</li> <li>• Don't pay enough attention to the young person needs</li> </ul>



# Person Specification

<b>Results &amp; Quality Focus</b>	<ul style="list-style-type: none"> <li>• Completes work to a high standard, with a high degree of attention to detail</li> <li>• Takes personal responsibility for the quality of their work and be willing to 'go the extra mile'.</li> <li>• Looks for continual improvement in own performance</li> <li>• Work to agreed policies and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Wants to learn from others, has an enquiring mind</li> <li>• Consistently maintains high standards and expectations</li> <li>• Proactively considers ways and opportunities to add value</li> <li>• Challenges less effective behaviour of colleagues to lead to improvements</li> <li>• Is a strong advocate and positively promotes best practice</li> </ul>	<ul style="list-style-type: none"> <li>• Has low or inconsistent standards</li> <li>• Makes promises they are unable to keep; sets unrealistic or no timescales for tasks</li> <li>• Completes only the tasks which are expected of them; fails to go the extra mile</li> <li>• Ignores or overlooks ineffective behaviour</li> <li>• Responds reactively</li> <li>• Misses opportunities to promote best practice</li> </ul>
<b>Problem Solving and Decision Making</b>	<ul style="list-style-type: none"> <li>• Is able to collect, interpret and evaluate information effectively</li> <li>• Can develop a deep understanding of a problem, exploring alternative ways of resolving problems including new possibilities.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies and uses various sources of information, interpreting information in a timely manner, relevant to the situation</li> <li>• Uses a logical approach to evaluate a situation and ensures all aspects are considered</li> <li>• Thinks creatively, seeking to innovate</li> <li>• Involves others in decision making processes, when appropriate</li> <li>• Understands the implications of their decisions</li> <li>• Understands when to escalate a decision or issue, and does so when needed</li> </ul>	<ul style="list-style-type: none"> <li>• Misses key information as a result of rushing, or creates additional time pressures by taking longer than necessary</li> <li>• Overlooks aspects of the problem resulting in an incomplete solution being created</li> <li>• Uses only traditional solutions or develops unworkable new solutions to problems</li> <li>• Completes decision making on their own</li> <li>• Does not fully understand or consider the implications of the decisions they make</li> <li>• Escalates decisions or issues inappropriately</li> </ul>

# Person Specification

<p><b>Resilience to Change and Challenges</b></p>	<ul style="list-style-type: none"> <li>• Is open to change and embracing new developments / initiatives</li> <li>• Adapts well in new and unfamiliar situations responding to changing plans quickly</li> <li>• Works independently without direction</li> <li>• Is resilient and copes well in emergency situations</li> </ul>	<ul style="list-style-type: none"> <li>• Is open to change and new ways of working</li> <li>• Proactively volunteers to be involved in new initiatives and developments</li> <li>• Responds to new and unfamiliar situations in a timely, composed and appropriate manner using their initiative</li> <li>• Adopts a positive manner in the face of setbacks or obstacles</li> <li>• Responds quickly to changing circumstances; able to adapt plans or priorities as required</li> <li>• Develops contingency plans so that unexpected factors do not impact on final outcomes</li> <li>• Demonstrates resilience in possible emergency situations; remaining calm, controlled and professional</li> </ul>	<ul style="list-style-type: none"> <li>• Exhibits a rigid way of thinking</li> <li>• Focuses on their existing workload; leaves others to be involved in initiatives</li> <li>• Appears irritated or impatient in new or unfamiliar situations, takes time to adjust to changes to ways of working and finds it hard to work without direction from others</li> <li>• Focuses on setbacks or obstacles instead of how to address them</li> <li>• Finds it uncomfortable when required to change their plans or priorities in response to circumstances; or is unable to do so</li> <li>• Plans tasks or actions in a linear way with little or no contingency planning</li> <li>• Becomes flustered, confused or unprofessional when faced with a possible emergency</li> </ul>
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# How To Apply

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