



# MacIntyre Academies

Compassion - Ambition - Partnership

## Candidate Pack

Safeguarding & Pastoral Support –  
Family Footings Facilitator

at Quest Academy, Rugby



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# Welcome

Dear Applicant,

Thank you for your interest in the position of Safeguarding & Pastoral Support – Family Footings Facilitator at our wonderful school.

We are an ambitious and compassionate community, where staff, learners and families work closely together to achieve the very best outcomes for every learner. Our school is a truly special place – one filled with joy, warmth and aspiration. Visitors often comment on the positive atmosphere, the dedication of our staff team, and the pride our learners take in their achievements.

We are proud of our well-established and highly effective senior leadership team, who work collaboratively to drive improvement while holding firmly to our values of compassion, ambition and partnership. As our new Family Footings Facilitator you will implement and demonstrate the impact of the use of person-centred approaches within MacIntyre Academies as an effective methodology for co-production between children, families and professionals – achieving positive, personalised education and outcomes that lead to a life that makes sense to the young person and their family.

This is an exciting opportunity to contribute to a school where every decision is made with children and families at the heart. If you are someone who thrives on both challenge and collaboration, and who wants to make a tangible difference, we would be delighted to receive your application.

I look forward to the possibility of welcoming you to our team and to our school.

Warm regards,

**Laura Thackaberry**  
**Principal**



# 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 learners 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 learners 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 learners 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 learners.

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

# Benefits

## Our people are at the heart of our success

- A competitive salary
- A loyalty scheme which rewards you with an extra day of annual leave each September with length of service over 12 months (up to 5 additional days)
- 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 learners to have confidence and belief in their potential, be ready for a successful adult life and connected where they live.**

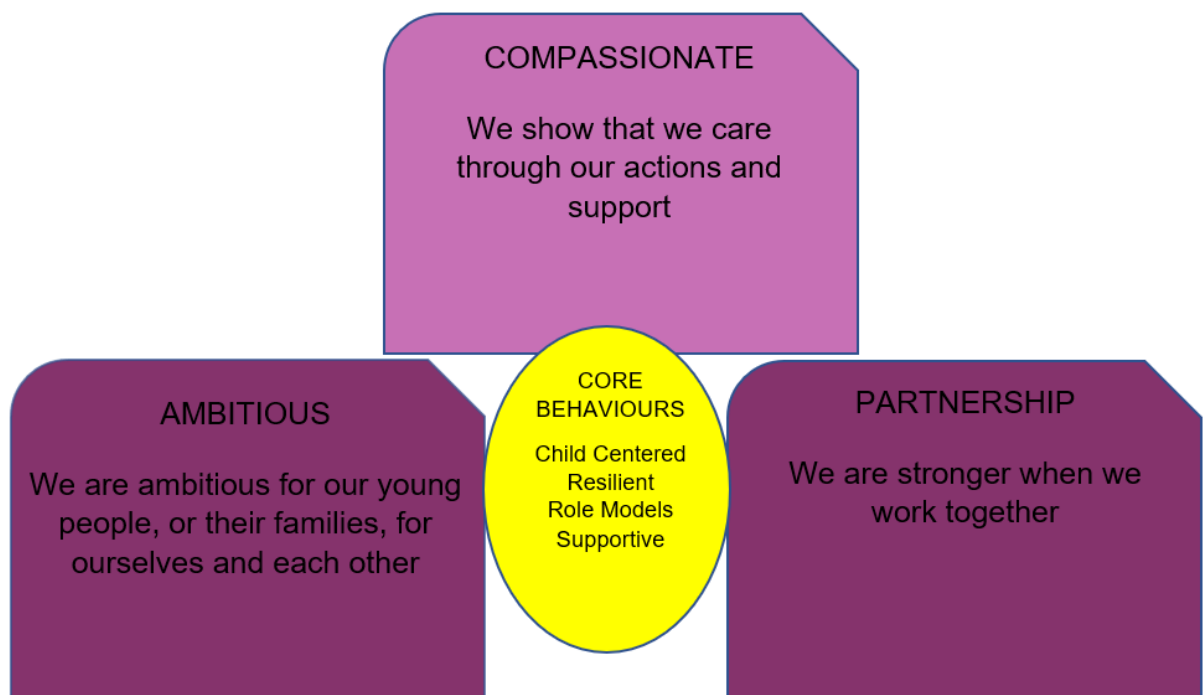
## *What is our DNA? Why is it important?*

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 learners, for their families, for ourselves and each other
- We will set ambitious goals, seize every opportunity for learners 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 learners overcome challenges day practices

# Our Academies

## Endeavour Academy, Oxfordshire

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



## Discovery Academy, Nuneaton

Discovery Academy opened in September 2015 in Nuneaton, Warwickshire for learners, 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 learners, 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 learners aged 9 -16 years with autism and/or a social, emotional or mental health diagnosis. The school has capacity for 50 learners and is based in Henley-in-Arden, Warwickshire

# Quest Academy

Welcome to Quest!

At Quest Academy, we are dedicated to providing a nurturing and inclusive educational environment for learners with Autism Spectrum Conditions (ASC) and those with Social, Emotional and Mental Health (SEMH) difficulties. We cater for children between the ages of 7 and 19 (learners currently transition at 16).

We are committed to working together, nurturing individuals, celebrating uniqueness, unlocking potential, friendships and memories. Ready for Adulthood!

Our mission is to create a supportive and inclusive school community where every individual, regardless of their unique abilities and needs, is encouraged to embrace their true self and is empowered to become the best version of themselves. We are committed to providing a safe, supportive, and nurturing environment that prioritises the well-being of each learner, tailored to their strengths and challenges. This commitment extends to parents, carers, staff, and all who visit. By fostering an atmosphere of support, collaboration, and well-being, we aim to enable learners to reach their fullest potential and grow into confident, compassionate, and positive members of society.

Quest is a place where everyone belongs - a space where learners are nurtured, empowered, and protected, both physically and emotionally. It is a place where each learner's true self is embraced, allowing authenticity to flourish. In this supportive environment, creativity is inspired, and resilience is cultivated, enabling every student to grow, learn, and thrive.



# Safeguarding

MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of learners. 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 learners 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 learners 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 & Pastoral Support – Family Footings Facilitator

**Reference No:** QAFFF062026

**Salary:** £27,228.16 - £30,158.39 FTE\* - (MAT Pay Scale C – D 24-28)

**Location:** Quest Academy, Rugby

**Hours of Work:** 38 hours per week Monday 0815-1645, Tuesday, Wednesday and Thursday 0815-1630 & Friday 0815-1530 – 44 Working weeks (49.6 Paid weeks)

**Closing Date:** 13<sup>th</sup> July 2026

**Interviews:** 15<sup>th</sup> July 2026

**Start Date:** TBC

# Advert

**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 currently recruiting an enthusiastic and dedicated Family Footings Facilitator to work within all key stage areas, to be a trained deputy designated safeguarding lead, liaise with families, support learners, deliver 1-2-1, small group & class interventions where needed as well as support with careers events, work experience and post 16 next steps.

This is an exciting opportunity to be part of a team that will enhance the school experience for all. You will need to be reliable, committed and have experience. You should also be caring, trustworthy and an excellent role model for our learners with clear motivation to work in a school that seeks to be the best that it can be, amongst staff, learners, parents and governors who are all dedicated to learning and continual improvement.

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

Our young people have diverse and complex needs and supporting them may include assisting with aspects of personal care. We are committed to ensuring this support is provided with dignity, sensitivity and respect, and applicants should feel comfortable undertaking personal care as part of their role.

Some learners communicate how they are feeling through their behaviour and at times that maybe unsafe behaviour. It is part of our shared responsibility to teach our learners how to communicate safely and effectively. At times they may need our support to keep themselves and others safe and we provide training to ensure all staff are able to do this. For these reasons, this role requires someone who is able to manage these, at times, high physical demands effectively. MacIntyre Academies will, where possible, look to make reasonable adjustments to comply with the Equality Act 2010 and fully assess risks.

# Job Description

Reporting to:

Principal/Assistant Principal

Purpose:

To implement and demonstrate the impact of the use of person-centred approaches within MacIntyre Academies as an effective methodology for co-production between children, families and professionals – achieving positive, personalised education and outcomes that lead to a life that makes sense to the learner and their family.

- To oversee the active and purposeful engagement and inclusion of families of existing and potential learners, particularly around entrance pathways into MacIntyre Academies.
- To facilitate effective, meaningful and personalised education by promoting and using a person-centred coproduction methodology within school life. This is achieved by:
  - Supporting learners' transition in and out of their school placement.
  - Advocating for learners, ensuring that they consistently receive individual tailored support.
  - Promoting and acting as family liaison.
  - Facilitating review meetings.
- Act as one of the Deputy Designated Safeguarding Leads

Responsibilities to the learners:

- To work in accordance with MacIntyre Academies' values
- To ensure that they are treated with respect, dignity and equality
- To be personally accountable for the standard of your practice
- To safeguard and promote the welfare of all learners
- To complete and maintain records as required
- To maintain the confidentiality of information
- To adhere to MacIntyre Academies' policies and procedures
- To introduce and develop person-centred approaches to maximise individual learning opportunities and achievements

Responsibilities to yourself:

- To participate in regular supervision sessions and annual appraisals
- To be responsible for your personal development
- To be aware of responsibilities regarding the Health and Safety at Work Act

Responsibilities to Staff & Volunteers

- To lead and exemplify best practice in person centred approaches across MacIntyre Academies
- To assist in the coaching and training of colleagues in person centred approaches and work with families



# Job Description Continued

## Main Duties

- To ensure a positive entrance to school for new and prospective families – using person centred thinking tools to develop a comprehensive picture of the whole family's strengths, support needs and expectations.
- To use a range of person-centred approaches and facilitation tools to engage the learner and their family on an ongoing basis, in shaping and feeding back on their learning experience. This includes informal support as well as facilitating or supporting in person centred annual reviews, CAFs, Education Health and Care Planning meetings as appropriate.
- To arrange home visits with both parents and/ or learners in response to an identified need around the learner's wellbeing and educational participation.
- To establish positive working relationships internally and externally – including appropriate partnership working with feeder schools and key stakeholder groups (parent groups, Local Authority, multi-disciplinary professionals).
- To identify opportunities and support learners' families to participate in the day to day life of the school environment as well as the governance systems.
- To gather feedback and information from families that demonstrates a strong evidence base for the impact of person-centred approaches and family co-production on improving outcomes for learners with SEN / additional needs within the educational environment.
- To contribute content in the form of photos, quotes, testimonials, case studies to be used for MacIntyre Academies external profile including social media interface points (Facebook, Twitter, websites).
- To assist the Senior Leadership Team in the development of MacIntyre Academies' values and expertise in providing family support.
- To ensure the provision of timely, accurate and relevant information relating to the evidence of outcomes and impact of the Family Footings role on the curriculum and individuals.
- To be accountable and take responsibility for applying learning, training and skills to support people in a way which embodies great interactions, through person centred thinking and planning, using people's preferred method of communication and to act as a role model with this.



# Job Description Continued

- To support families, where necessary, with access to support and services outside the school.
- To attend statutory meetings as directed by the Senior Leadership Team.
- To lead Compassionate Teams meetings.
- To work with staff to increase their skills, knowledge and ability to support positive outcomes for pupils and families
- To undertake any other 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.



# Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
<p><b>Education, knowledge and experience</b></p>	<ul style="list-style-type: none"> <li>•A minimum of 1 year of experience of working with children and young people and their families (preferably in a facilitative role).</li> <li>•Working knowledge and understanding of the key policy developments and regulatory frameworks within the social care, health and education sectors.</li> <li>•Knowledge of the theory of person-centred approaches and the range of person-centred thinking tools available.</li> <li>•An informed understanding of the current issues facing disabled people and families of children with SEND</li> </ul>	
<p><b>Personal Attributes</b></p>	<p><i>The Candidate must be able to demonstrate:</i></p> <ul style="list-style-type: none"> <li>•A commitment to the belief that all people with learning disabilities or additional needs should have a purposeful and fulfilling life and to support them to develop the skills and understanding to take more control over their lives.</li> <li>•A commitment to the implementation of MacIntyre Equal Opportunities Policy</li> <li>•A current (full) driving licence and the flexibility to travel widely as well as locally, as required for this post.</li> <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> </ul>	

# Person Specification

<p><b>Respecting and Understanding Others</b></p>	<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>• Work cooperatively with colleagues and assist when they need support.</li> <li>• Value the different contributions that people can make within a team.</li> </ul>
<p><b>Influential Communication and Partnership Working</b></p>	<ul style="list-style-type: none"> <li>• Excellent communication and presentation skills.</li> <li>• Listens actively and displays enthusiasm in their communication.</li> <li>• Uses and presents information in a manner which is persuasive, logical and understandable to the receiver.</li> <li>• Ability to influence a wide range of audiences including senior managers, decision makers and other key stakeholders</li> <li>• Engaging partners and developing productive relationships with external stakeholders</li> <li>• Working alongside / in co-production with young people and families</li> </ul>
<p><b>Supporting Learning and Teaching or Care in an Educational Setting (for those in an operational role)</b></p>	<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> </ul>
<p><b>Strategic Planning, Implementation and Evidencing Outcomes</b></p>	<ul style="list-style-type: none"> <li>• Keeps up to date with current legislation and policy</li> <li>• Interprets strategic context (national, regional, local) and reflects it into operational delivery</li> <li>• Excellent organisational skills, including the ability to organise own work</li> <li>• Innovative approach to developing and implementing personalised solutions for young people</li> <li>• Can develop a deep understanding of a problems, exploring alternative ways of resolving problems including new possibilities.</li> <li>• Assesses outcomes and impact and can make conclusions from data</li> <li>• Uses appropriate methods for gathering qualitative and quantitative information</li> </ul>
<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> </ul> <p>Is resilient and copes well in emergency situations</p>
<p><b>Personal Development</b></p>	<ul style="list-style-type: none"> <li>• Is committed to achieving high standards for their own self-development</li> <li>• Personal integrity, with a commitment to openness, inclusiveness and high standards Is able to reflect on self-development needs and address them.</li> <li>• Meets agreed development action plans as agreed with line manager.</li> <li>• Achieves positive feedback from peers, senior colleagues and external stakeholders</li> </ul>

# How To Apply

**Come join us!**

Please visit:

<https://careers.macintyreacademies.org/vacancies/>

Or contact:

[hr@macintyreacademies.org](mailto:hr@macintyreacademies.org)



[macintyreacademies.org](http://macintyreacademies.org)  
[endeavour-academy.org](http://endeavour-academy.org)  
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