

# QUEST ACADEMY



## Speech and Language Therapist

FTE Salary £29,761.80 - £37,050.03 (E29 – F36)

Actual: £23,446.74 - £29,188.51

Plus Special School Allowance £750 per annum

# QUEST ACADEMY

## REASONS TO WORK AT QUEST ACADEMY:

- ◆ Supportive, forward thinking Multi Academy Trust (MAT).
- ◆ Sponsored by MacIntyre Charity who have a strong reputation nationally as a high-quality person-centred establishment.
- ◆ Friendly and caring atmosphere.
- ◆ Staff who work collaboratively, share resources and ideas.
- ◆ A successful, stable school – judged ‘Good’ by Ofsted
- ◆ Positive, enthusiastic and dedicated staff team.
- ◆ Ideas are sought and welcomed.
- ◆ Wellbeing of staff is considered.
- ◆ A unique, innovative learning environment that is child centred.
- ◆ The Leadership team is approachable and supportive.
- ◆ Great opportunities for staff development and significant emphasis on staff CPD.
- ◆ Wonderful learners and supportive families.
- ◆ Innovative curriculum and bespoke holistic assessment.

Quest Academy is a special academy which provides 100 places for children aged 7 –17 years who have social, emotional and mental health needs and/or an autistic spectrum condition.

We recently achieved the “Family First Quality” award which is a national award given to academy’s who are able to “demonstrate how families lie at the heart of everything they do.” We have also achieved the accolade of being an Eco School.

In February 2022 we had our First Ofsted inspection judged ‘Good’. We are very proud of the achievements recognised in the report and in particular the outstanding judgement we received for personalised learning and the impact we have had on the lives of our children so that they are “Ready for Life”.

### **We are looking to appoint someone who:**

- ◆ Has experience of working with learners with SEND.
- ◆ Is a confident classroom practitioner
- ◆ Has a passion for making a difference and is willing to go to the extra mile
- ◆ Has a compassionate approach
- ◆ Understands the importance of working together with stakeholders
- ◆ Shares the same vision and values as the academy
- ◆ Views change as an opportunity to build upon the academy’s current successes
- ◆ Is innovative and willing to try out new ideas
- ◆ Has high expectations of themselves and others

**Our Quest: working together, nurturing individuals, celebrating uniqueness, unlocking potential, friendships and memories. “Ready for Life”**

# QUEST ACADEMY



Interactive Immersive Classroom



Soft Play



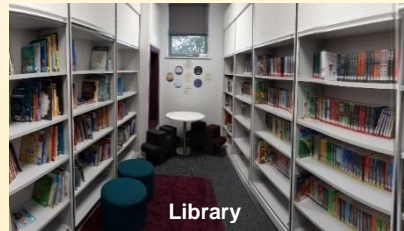
Sensory Room



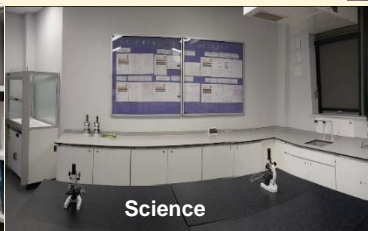
Therapy Room



Reception/ Cafe



Library



Science



Food Tech



Teacher Walls



## Our Mission-

To create a school community where everyone can “be who they are and become who they are not yet”.

## Our Ethos-

We use the Spanish word **Querencia** to describe the way we work together, creating a sense of belonging through mutual trust and connectivity.

## Our Core strategies-

Planning, Accountability, Communication and Empowerment.



## STAFF BENEFITS

- ◆ Free onsite Gym or a discounted local gym.
- ◆ Easy access to Rugby railway Station and close to the M6, A5 and M1.
- ◆ State of the art technology and facilities in a brand-new building.
- ◆ Access to the Employee Assistance Programme to support health and wellbeing.
- ◆ Cycle to Work Scheme upon successful completion of probation period.
- ◆ Pension scheme with generous employer contributions.

## HOW TO APPLY

Full details of this vacancy can be found on the academy's website:

<http://www.thequestacademy.org/home>

You can contact the academy at:

[quest.office@macintyreacademies.org](mailto:quest.office@macintyreacademies.org)



## AT QUEST ACADEMY WE BELIEVE:

- In a strong sense of community placing the child and their family at the heart of everything we do.
- That our learners deserve an outstanding education.
- In the need to be ambitious for learners' futures.
- In growing our own teachers and leaders for tomorrow.
- That happy staff and learners supports everyone to be the best that they can be.
- Believe in being outward facing.

## OUR CORE VALUES

- **Compassion:** We focus on the positives.
- **Ambition:** We challenge ourselves (learners, families, staff and academy's) to go further.
- **Partnership:** we are better when we work together.

Recent comments from Parents:

“Can't find fault with the academy, it exceeds our expectations and communication is excellent” “The academy is excellent and supports my child and its parents in whatever way possible. Highly commended.”

# OUR CURRICULUM

Our overriding aim is to ensure that our learners become:

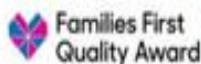
- ◆ Successful learners
- ◆ Confident individuals
- ◆ Responsible citizens

We place equal emphasis on our learners developing the skills and knowledge from the four areas of our holistic curriculum:

- ◆ Academic
- ◆ Skills for Life
- ◆ Engagement
- ◆ Wellbeing



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 the suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified. Individual Safeguarding policies for MacIntyre Academies' can be found on our website under 'Essential Information' and candidates will be asked about this as part of the recruitment process.



Putting children and families first



**Job Title:** Speech and Language Therapist

**Reference No(s):** QA SALT 1124

**FTE Salary:** Grade E29 (£29,761.80) – F36 (£37,050.03) FTE (Pro Rata for 35 hours Per week) Actual £23,446.74  
£29,188.51

**Hours:** 35 hours per week, 39 weeks a year (Paid 44.6)

**Location:** Quest Academy, Rugby, CV22 5PE

**Be part of a team that is passionate and committed to making a positive difference to the lives of the pupils and their families; in an innovative school in Rugby, for children and young people with autism and/or social, emotional and mental health needs.**

### About Us

In September 2019, MacIntyre Academies Trust opened a new and exciting Academy in a purpose-built state of the art building in Rugby, Warwickshire for approximately 100 children and young people with social, emotional and mental health needs and/or autism, aged between 7 years and 19 years. The new school has specialist facilities including a sensory room, therapy room, interactive immersive classroom, soft playroom, recording studio and photography suite. We are very proud of our holistic curriculum which enables the pupils to benefit from blended therapy in the classroom. We have a café located at the front of the school where parents can meet, and the pupils can display the items they have made within the school which will be available to purchase. We are passionate about supporting our pupils and families from the local community to ensure the best outcomes.

Whilst the new building was being constructed the academy was located in a temporary modern school building on the outskirts of Nuneaton and opened with 30 pupils in September 2017 rising to 55 pupils in September 2018.

MacIntyre Academies is delighted to have been chosen to set up this new Academy which joins the existing Endeavour Academy in Oxford which opened in 2014, Discovery Academy which opened in September 2015 and Venture in 2020. MacIntyre Academies is sponsored by MacIntyre Charity, which over the last 50 years has developed a strong reputation nationally, as a high-quality, person-centered organisation.

### The Role

We are looking for a Speech and Language Therapist to join this exciting school, this is a really exciting opportunity to be part of something very special from the start.

Reporting to the Principal at Quest Academy, you will provide a specialised child-centred speech and language therapy service to children and young people aged between 8 to 19 years of age who have autism and associated complex needs across the academy, undertaking assessment, interpretation of assessment results, evaluation, diagnosis, treatment, advice and review.

You will also work closely with internal and external stakeholders to successfully contribute to the delivery of the vision, ethos, aims and objectives of the academy; in turn, enabling successful learning and achievement by young people and sustained improvement in their spiritual, moral, social, cultural, mental and physical well-being in preparation for the opportunities, responsibilities and experiences of adult life.

### About You

You will hold a recognized professional Speech and Language Therapy Degree Qualification or equivalent and be both a registered member of the Royal College of Speech and Language Therapists (RCSLT) and also hold registration with the Health Care Professions Council (HCPC).

You will have demonstrative experience of working within Specialist Education supporting children and young people with Autism and learning disabilities who have severe and complex speech, language and communication needs and knowledge of statutory legislation concerning social care work including Health and Safety and Protection of Children and Young People.

**Benefits** – Our people are 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
- 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

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# Job Description

## Speech & Language Therapist

<b>JOB DESCRIPTION</b>	
<b>School:</b>	Quest Academy
<b>Job Title:</b>	Speech & Language Therapist
<b>Grade:</b>	Grade E29 (£29,761.80) – F36 (£37,050.03) FTE (Pro Rata for 35 hours Per week) Actual £23,446.74 - £29,188.51
<b>Hours:</b>	35 Hours – Monday to Friday – working pattern to be agreed upon appointment
<b>Responsible To:</b>	Assistant Principal SEND & Provision (SENCo)
<b>Responsible For:</b>	To provide a specialised speech and language therapy service to children and young people aged 7 to 19 years of age who have a primary area of need of social, emotional and mental health, with a secondary area of need of communication and interaction or cognition and learning.
<b>Key Relationships / Liaison with:</b>	SLT, Class Teams, Learners, Parents / Carers, external professional stakeholders
<b>Job Purpose:</b>	<p>The position of Speech &amp; Language Therapist is one of considerable responsibility and confidentiality. The post holder will be expected to show judgement and initiative at a level which is commensurate with this expectation of MacIntyre Academies Trust.</p> <p>The successful candidate will provide a specialised child-centred speech and language therapy service to children and young people aged between 7 to 19 years of age who have autism and associated complex needs across the academy, undertaking assessment, interpretation of assessment results, evaluation, diagnosis, treatment, advice and review.</p> <p>You will have will use your skills to support and maintain excellent practice and services for Quest Academy learners and to develop and deliver training to maintain high standards of practice using innovation in your practice.</p> <p>The candidate needs to be adaptable to new ways of working and have a keen interest in improving services. The successful candidate will be required to be flexible to meet the needs of the service.</p> <p>The role requires autonomy and excellent organisational skills and also requires the ability to work flexibly according to the needs of the service, which can be both dynamic and fast paced.</p> <p>You will contribute to the creation of MacIntyre Academies' ethos, provide the vision and direction which enables effective support, and achievement by students providing sustained improvement in their spiritual, moral, social, cultural, mental and physical well-being in preparation for the opportunities, responsibilities and experiences of adult life.</p>



## Key Responsibilities and Duties:

- To develop, plan and implement specialist therapeutic speech and language programme and strategies to meet the needs of individual students with a diverse range of needs, maintaining a high level of professional competence and demonstrate developing clinical expertise.
- To support the Principal in securing the commitment of parents, carers, stakeholders and the wider community to the vision and direction of the academy.
- To establish realistic goals and meaningful outcomes with the young person, parent/carer and teaching staff.
- To ensure that young people and their parents/carers are involved in the planning and prioritisation of their care plans wherever possible. Agreeing decision making relevant to individual care management.
- To form effective therapeutic relationships with students who may be under stress or present with behaviour that challenges.
- To motivate students to engage in the therapeutic process.
- To deliver individual and group therapy sessions as appropriate.
- To work alongside other specialist and support staff in the classroom so that pupils are able to access their lessons.
- To work collaboratively with the therapy team, teaching and support staff within the Academy modelling good practice, coaching, empowering and supporting to ensure that a high quality, total communication environment is consistently maintained at all times.
- To provide specialist training and presentations to staff teams within the education teams to facilitate the effective transfer of language therapy into the classroom.
- To assess, differentially diagnose, plan and implement therapy for children and young people with speech, language and communication, within the school.
- To monitor and review the progress of the young person against set targets and to modify targets as appropriate.
- To apply a 'Total Communication Approach' across the Academy to overcome barriers to communication during assessment and intervention. This will include the use of PECS, signing, or other alternative augmentation strategies with communication.
- To monitor, evaluate and modify treatment in order to measure progress and ensure effectiveness of intervention and modify student support plans where appropriate to reflect progress and highlight additional needs.
- To evaluate outcomes of specialist interventions.
- To liaise with and make referrals for students to other health, education or social services as necessary
- To attend relevant multidisciplinary meetings where relevant.
- To attend key meetings such as Annual Reviews, EHCPs and CLA
- To produce high quality, functional reports for annual review meetings, families and relevant professionals regarding communication and interaction needs and to produce reports/therapy programmes, advice and information as required for each student.
- To ensure high standards of quality in the delivery of Speech and Language Therapy requirements.
- To uphold professional and clinical standards within the school and ensure personal competency is maintained through CPD including clinical supervision.
- To maintain links with NHS colleagues and specialist groups locally and nationally in order to keep updated with regards to clinical and service developments.
- 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 undertake any other duties as reasonably required by your line manager.

### **Strategic Direction and Development of the Academy:**

To contribute to the creation of an ethos, provide the vision and direction which enables effective support, and achievement by students providing sustained improvement in their spiritual, moral, social, cultural, mental and physical well-being in preparation for the opportunities, responsibilities and experiences of adult life.

To support the Principal in securing the commitment of parents, carers, stakeholders and the wider community to the vision and direction of the academy.

To ensure high standards of quality in the delivery of Speech and Language Therapy requirements

### **Leading and Developing People:**

To lead, exemplify and evaluate excellent practice.

To provide high quality support and mentoring to all staff and other relevant stakeholders to ensure that they are able to support the daily delivery of speech and language therapy programmes.

To promote the health and safety of employees at work and of people supported through the implementation of MacIntyre Academies Trust Policy for Health, Safety and Welfare at Work in accordance with all relevant statutory requirements.

### **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.

### **Training Required:**

The below listed training and any further identified training, must be completed via our online training portal upon employment commencing.

- Prevent
- Safeguarding – Children & young people, Adults & Children, Safeguarding Vulnerable Adults.
- Code of conduct
- Accident Reporting
- GDPR – Data protection Essentials 2019
- GDPR – Information & Security
- KCSIE
- KCSIE annual update
- Health & safety Essentials & Basics
- Equality & Diversity
- Fire Awareness in Education
- Mental Health Awareness
- Stress Awareness
- Slips, Trips & Falls
- Display Screen Equipment
- Risk Assessment
- Manual Handling
- Conflict resolution
- Team Teach
- Infection prevention and Control
- H&S for managers and supervisors
- Autism
- Positive Behaviour Support

# Speech and Language Therapist Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
<b>Education, knowledge and experience</b>	<ul style="list-style-type: none"> <li>• A recognized professional Speech and Language Therapy Degree Qualification or equivalent.</li> <li>• Registered member of the Royal College of Speech and Language Therapists (RCSLT).</li> <li>• Registration with the Health Care Professions Council (HCPC)</li> <li>• Demonstrative experience of working within Specialist Education supporting children and young people with Autism and learning disabilities who have severe and complex speech, language and communication needs.</li> <li>• Knowledge of statutory legislation concerning social care work including Health and Safety and Protection of Children and Young People.</li> <li>• Demonstrative written and verbal communication skills.</li> </ul> <p style="margin-left: 40px;">Experience of building successful relationships with internal and external stakeholders including multi-disciplinary/agency working.</p>	<ul style="list-style-type: none"> <li>• Relevant Master's degree or evidence of continuous professional development</li> <li>• Post graduate certificate</li> <li>• Knowledge and training in PECS</li> <li>• A knowledge and training in SCERTS</li> <li>• Knowledge of Ofsted Standards</li> <li>• Understanding of the National Curriculum and its impact on children with autism and complex needs.</li> <li>• Full, driving licence with access to car and ability to travel for work.</li> </ul>
<b>Personal Attributes</b>	<p><i>The Candidate must be able to demonstrate:</i></p> <ul style="list-style-type: none"> <li>• Emotional resilience in working with behaviour that challenges.</li> <li>• Commitment to ensure a high quality transparent service for children and young people and their families.</li> <li>• A passion and drive to see tasks through to completion.</li> <li>• Capable of undertaking a wide variety of tasks.</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>	
<b>Special knowledge and Skills</b>	<p><i>The Candidate must be able to demonstrate:</i></p> <ul style="list-style-type: none"> <li>• Understanding of the principles and practices of special schools</li> <li>• Experience of and current evidence to support your work with children and young people with mild to moderate learning difficulties.</li> <li>• Able to deliver and develop a wide range of assessment and intervention strategies.</li> <li>• Ability to deliver training to a diverse audience.</li> <li>• Ability to develop the working practices of those in the whole school team</li> </ul>	

	<ul style="list-style-type: none"> <li>• The ability to manage the allocated caseload demonstrating excellent organisation and time management skills.</li> <li>• Ability to build successful relationships with internal and external stakeholders.</li> </ul>
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<h2 style="text-align: center;">MacIntyre Academies Trust Support / Care Role Competencies</h2>			
Competency	Description	Example Positive Indicators	Example Negative Indicators
Respecting and Understanding Others	<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>
Influential Communication	<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>
Facilitating Success and Improvement in Others	<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> </ul>



# MacIntyre Academies Trust

## Support / Care Role Competencies

Competency	Description	Example Positive Indicators	Example Negative Indicators
Supporting Learning and Teaching or Care in an Educational Setting (for those in an operational role)	<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 give feedback or celebrate success</li> <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>
Results & Quality Focus	<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>
Problem Solving and Decision Making	<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</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> </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> </ul>

# MacIntyre Academies Trust

## Support / Care Role Competencies

Competency	Description	Example Positive Indicators	Example Negative Indicators
	<p>aware the impact their decisions may have and willing to make difficult but necessary decisions to improve the practice.</p>	<ul style="list-style-type: none"> <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>• 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>
Resilience to Change and Challenges	<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>
Personal Development	<ul style="list-style-type: none"> <li>• Is committed to achieving high standards for their own self-development</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Strives towards targets and seeks responsibility</li> <li>• Demonstrates critical self-reflection and judgement</li> <li>• Is honest, owns up to mistakes, doesn't hide them</li> <li>• Asks for feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Stops or is put off by obstacles</li> <li>• Questions or doubts own ability</li> <li>• Seeks excuses rather than solutions</li> <li>• Fails to meet deadlines</li> <li>• Fails to acknowledge the feedback of others</li> </ul>

## MacIntyre Academies Trust Support / Care Role Competencies

Competency	Description	Example Positive Indicators	Example Negative Indicators
	colleagues and external stakeholders.	<ul style="list-style-type: none"> <li>• Is positive and enthusiastic about their job</li> <li>• Monitors tasks for accomplishment &amp; quality</li> <li>• Meets agreed development action plans as agreed with line manager</li> </ul>	<ul style="list-style-type: none"> <li>• Does not volunteer for new challenges and avoids unfamiliar tasks</li> <li>• Persistently underperforms, fails to meet targets and deadlines</li> </ul>