



MacIntyre Academies

Compassion - Ambition - Partnership

Candidate Pack Teacher Endeavour Academy, Oxford



**Putting learners
and their families first.**

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Welcome

Dear Applicant,

Thank you for your interest in the role of Teacher. These are exciting times for MacIntyre Academies, and we are looking for the right person to join our team. We have recruited an amazing team of staff from many varied and experienced backgrounds. They have taken to the role and challenges with enthusiasm, resilience and imagination. You may have experience within the education or social care sectors but will be familiar with the unique rewards and challenges that working with learners with complex needs can bring.

Your qualities are as important as your qualifications - we need staff who are non-judgemental, unconditionally accepting and resilient. Each day bring a fresh start, new challenges and many rewarding moments.

At Endeavour Academy, we are proud of the holistic and individual support that we provide to our learners which allows them to feel safe in a world they often find overwhelming. Building on this sense of safety, our bespoke curriculum allows learners to learn at their own pace and in line with their unique abilities and aptitudes and enables them to achieve to their highest potential. We also have a positive approach to supporting behaviour that empowers learners to engage in education.

So, if you share our values and passion for helping young people succeed then this might be the right job for you. I make no bones about it, this is a demanding role, but a hugely rewarding one too.

I look forward to reading your application.

Best Wishes,

Mark Shears

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 learners 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 learners. 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 learners 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
- Discretionary regional allowance of £1,000 (pro-rata)
- Discretionary Special School Allowance £750 per annum (pro rata role dependent)
- Teacher 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.

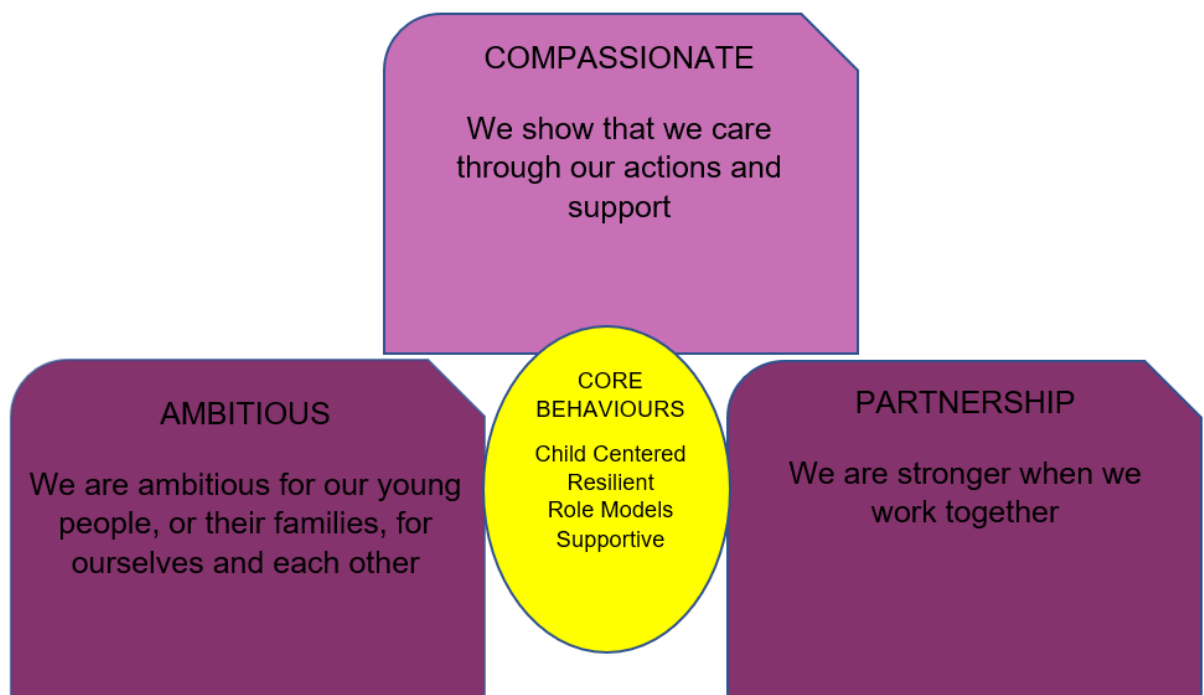
What is our DNA? Why is it important?

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 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. They 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

Endeavour Academy

Welcome to Endeavour!

Our specialist school in Oxford is for learners aged between 8 and 19 with autism and severe learning disabilities who benefit from an autism specific environment.

Developed in partnership with MacIntyre Academies Trust and Oxfordshire County Council, Endeavour was established to meet the needs of local learners and their families. Our Academy provides a person centred curriculum for learners; meeting their individual needs with a strong focus on gaining life skills that support independence. We work closely with the parents and carers of each learner to ensure the whole family is fully supported and reassured that the learner is safe and happy, respected and celebrated.

Our aim is to provide our learners with the skills and opportunities that will equip them to live purposeful lives. The curriculum we follow helps to ensure that all learners receive a highly personalised, relevant and functional education - with communication and sensory integration embedded.

Our staff work creatively and flexibly to tailor-make learning opportunities that motivate our learners and reinforce learning. We are committed to staff development and all staff undergo a thorough induction and training program.

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) 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 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 2026 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: Class teacher

Reference No(s):

Salary: MPS/UPS + SEN 1 plus Regional Allowance £1000 per annum

Location: Headington, Oxfordshire

Hours of work: Full Time, 35 hours per week

Start Date: 4th January 2027

Candidates may be shortlisted and invited to interview before the closing date. We reserve the right to close applications early.

The Role

We are currently recruiting for an inspirational and creative Class Teacher to join the school. This is an exciting opportunity to be part of something special and change the lives of vulnerable young people.

Reporting to the Assistant or Deputy Principal you will be responsible for the delivery of teaching and learning within the age range of 8-19 years, following the school's bespoke curriculum framework, whilst looking for continuous improvement by monitoring and assessing the progress and attainment of our young people. You will line manage teaching support staff and provide effective communication and guidance surrounding lesson requirements.

You will work closely with internal and external stakeholders to successfully deliver the vision, ethos, aims and objectives of the academy. This will enable 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 need to be an exceptional classroom practitioner, hold QTS and have demonstrable experience of working with Children and Young People with Autism, associated challenging behaviour and other complex needs. You will need to demonstrate resilience and compassion in line with our compassionate schools ethos and you will be able to implement strategies for raising achievement and be committed to your further professional development.

You will be able to keep accurate records such as the recording of daily notes; medication 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 learners you will support at all times.

Some of our learners are very active but at the same time are vulnerable if left on their own. Some learners can behave in a way that is challenging to others and part of our role is to teach learners 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:

Deputy or Assistant Principal

Purpose:

- To provide a high-quality package of education and social development for a class of students, delivering an appropriate curriculum for age and stage.
- To collect record and report assessment data and progress of pupils to the Senior Leadership Team. To foster a culture that promotes excellence, equality and high expectations of all students and educational support staff.

Key Responsibilities and Duties:

- To deliver the Endeavour curriculum.
- To be an excellent classroom practitioner.
- To effectively plan lessons that are stimulating, relevant and well-structured to a wide range of abilities and communication needs to ensure all students can participate and reach their full potential.
- To ensure that all learning equipment is in good order and available for the delivery of lessons
- To organise a person-centred learning environment allowing students to take ownership of their learning and ambitions.
- To participate in all relevant training required to ensure your continuous professional development.
- To have line management responsibility for a team of educational support staff and associated delivery of training in a range of classroom tasks they will be required to undertake.
- To promote the Academy's behaviour support policy.
- To work collaboratively with all stakeholders including parents, carers and families and external professionals, providing a welcoming positive atmosphere.

Strategic Direction and Development of the Academy:

- To work with the Senior Leadership Team to ensure the successful delivery of the vision, ethos, aims and objectives of the academy.
- To deliver the ethos of the Academy and the educational vision and direction which enables effective teaching and support, successful learning and achievement by students 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.
- To support the Senior Leadership Team in securing the commitment of parents, carers, stakeholders and the wider community to the vision and direction of the academy.

Job Description

Quality of Education:

- To deliver effective education and monitor and evaluate the quality of teaching support and standards of students' achievement, using benchmarks and setting targets for improvement.
- To monitor, evaluate and review practice in the classroom and implement strategies to ensure that under- performance is challenged and appropriate changes to practice are implemented.
- To ensure that individual behaviour strategies are incorporated into all planning for teaching and learning, are rigorously monitored and evaluated and appropriately changed when required.
- To complete all relevant paperwork in relation to student progress, lesson planning, EHCP reviews and other statutory requirements.
- To participate in all aspects of assessment, ensuring any assessment reflects the learning needs of our students.
- Work collaboratively with the school's therapy teams in implementing therapy programmes.
- Liaise with the Deputy and/or Assistant Principal to ensure that there is continuity in students' learning across the school.

Leading and Developing People:

- To contribute to the culture of continuous professional development for educational support staff, where learning and development activity is closely linked to individual, team and organisational priorities.
- To ensure that appraisal reviews are undertaken in a timely manner and that target setting is of a high standard, relevant and plays a key role in securing continuous improvement.

Student Support and Progress:

- To be the teacher of an assigned class of pupils.
- To be a key worker for named pupils.
- To promote the general progress and well-being of individual pupils and the class group.



Job Description

Accountability:

- Contribute to EHCP review meetings as required and attend any other relevant multi-disciplinary meetings held for students.
- To contribute to the promotion of an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- To ensure individual staff accountabilities are clearly defined, understood, agreed and subject to rigorous review and evaluation in consultation with the Senior Leadership Team.

Strengthening Community:

- To work in partnership with all school staff, parents, carers and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
- To promote a culturally inclusive ethos which actively values and promotes diversity, unity and community cohesion and supports students to become successful citizens.
- To work with the Designated Safeguarding Leads and all relevant agencies to safeguard the students.
- To contribute to the development of the education system, for example, sharing effective practice.

Additional Duties:

- To safeguard and promote the welfare of all learners in the school by being familiar with and aware of the School's Safeguarding and child protection 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.

This description is not intended as a total definition of the post, only an outline of the duties involved. The post-holder will be expected to carry out any other duties commensurate with the level of the post and which may reasonably be required by the Principal according to the normal practice of the Trust.



Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	• Qualified Teacher Status or evidence of working towards QTS. • Excellent classroom practitioner. • Experience of working with students with ASC needs and other learning needs or diagnoses. • Proven track record of using curriculum frameworks and adapting them to meet the needs of young people. • Be able to implement strategies for raising achievement and achieving excellence including using data and benchmarks to monitor progress in learning. • Demonstrate knowledge of how to enhance • pupil's social and personal development. • Demonstrable commitment to own continued professional development. • Demonstrable experience of professional communication and interpersonal skills both written and verbal. • Good ICT skills. • Evidence of the ability to monitor, evaluate and reviewing the impact of teaching strategies and pupil targets • Managing and leading teaching support staff and/or other practitioners. • Knowledge of Primary or Early Years Education	• Post graduate SEN qualification • Experience of working with multi- disciplinary teams. • Experience of IT assessment packages and data management systems • Knowledge of working with accreditation boards such as ASDAN. • Knowledge of child development.

Person Specification

Personal Attributes	<i>The Candidate must be able to demonstrate:</i> • Confidence and skills to maintain a successful team. • Excellent communication and facilitation skills with all stakeholders. • A passion for working with pupils with SEND and their families. • Ability to work flexibly to meet the needs of the academy. • Ability to work with the Senior Leadership Team to motivate and work with others to create a shared culture and positive climate. • High level of resilience and determination. • A high level of tolerance and an entirely non-judgmental attitude to children whose behaviour may be challenging • Commitment to and a genuine interest in the pastoral welfare of the school community. • Calm and organised approach to work under pressure and the ability to inspire this in others. • Energy, enthusiasm, flexibility • Ability to reflect, prioritise, plan and work to deadlines. • Adopt a reflective approach to work. • A belief that people with learning disabilities have the right to participate in making decisions about the service they receive and to access opportunities including learning, training, employment and wider experiences. • A commitment to the implementation of MacIntyre Academies Equal Opportunities Policy.
Competencies	• All teachers will be expected to meet the requirements of the Teachers' Standards (2021)
Respecting and Understanding Others	• Reacts sensitively to other people and recognises different viewpoints, beliefs, values and opinions. • Treats learners we support and colleagues with respect, dignity, honesty and equality. • Adapts their working style and level of support to an individual's needs or wishes. • Work cooperatively with colleagues and assist when they need support. • Value the different contributions that people can make within a team.

Person Specification

Influential Communication	- Ensures great interactions are achieved by using a variety of communication techniques including language, tone and non-verbal behaviour. - Listens actively and displays enthusiasm in their communication
Facilitating Success and Improvement in Others	- Use encouragement, praise and appropriate direction, as necessary. - Support, motivate and inspire others to try new tasks or activities. - Seek assistance appropriately and receive feedback from others.
Supporting Learning and Teaching)	- Is ambitious, has consistent and high expectations of staff and learners - Demonstrates personal enthusiasm for and commitment to the learning process - Demonstrates the principles and practice of effective learning and teaching - Initiates and supports research and debate about effective learning and teaching - Provides appropriate support intervention based upon a detailed knowledge of individual pupils
Problem Solving and Decision Making	- Is able to collect, interpret and evaluate information - Can develop a deep understanding of problems, exploring alternative ways of resolving problems including new possibilities. - Makes timely and well considered decisions, is aware the impact their decisions may have and willing to make difficult but necessary decisions to improve the practice.
Resilience to Change and Challenges	- Is open to change and embracing new developments / initiatives - Adapts well in new and unfamiliar situations responding to changing plans quickly - Works independently without direction - Is resilient and copes well in challenging situations.
Personal Development	- Is committed to achieving high standards for their own self-development - Is able to reflect on self-development needs and address them. - Meets agreed development action plans as agreed with line manager. - Achieves positive feedback from peers, senior colleagues and external stakeholders.

How To Apply

Come join us!

Please visit:

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

Or contact:

hr@macintyreacademies.org



macintyreacademies.org
endeavour-academy.org
thediscoveryacademy.org
thequestacademy.org
ventureacademy.org.uk



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