



MacIntyre
Academies



Class Teacher

Endeavour Academy, Headington, Oxford

Recruitment Pack

Recruitment Advertisement

Class Teacher

Job Title: Class Teacher

***Salary:** MPS - UPS + SEN 1
Plus Regional Allowance
£1000 per annum (pro rata)

Hours of Work: 35 hours per week

Interview Date: Week commencing
20th May 2024

Reference No(s): 0000000227

Location: Headington Oxfordshire

Closing Date: Monday 13th May
2024

Start Date: 1st September 2024

Applications from Early Careers Teachers (ECT) would also be welcomed.

MacIntyre Academies Trust opened its first academy in Headington, Oxford in September 2014. Endeavour Academy is a school for children and young people with autism and associated Moderate/Severe Learning Disabilities aged from 8 to 19 years old. MacIntyre Academies is sponsored by MacIntyre Charity, 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 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 also work closely with colleagues in the residential provision (Endeavour House) to ensure delivery and commitment to the Waking Day Curriculum.

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 school's ethos and you will be able to implement strategies for raising achievement and be committed to your further professional development.

Benefits

In return, we can offer you a competitive salary, plus a MAT Life Day (one additional day a year for you to take off) and the teacher pension scheme. We have an enhanced Sick Pay policy. We have an excellent Employee Assistance Programme to support your health and wellbeing as well as an annual flu jab, full induction, training and career opportunities. This is on top of termly You Are Awesome awards, an annual Big Thank you day and whole trust CPD.

MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All positions will require an enhanced Disclosure and Barring Service check and registration with the DBS Update Service together with all other relevant recruitment checks including obtaining references. This post includes engaging in regulated activity relevant to children and is exempt from the Rehabilitation of Offenders Act, 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Further information about filtering offences can be found in the DBS filtering guide: [DBS filtering guide - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/db filtering guide) It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Referees will be asked to assess the 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.

*Salaries are based on full-time equivalent (FTE) per annum and are dependent upon experience

Information for Candidates

MacIntyre, a national charity founded in 1966 by the parents of a disabled child, is the sponsor for Endeavour Academy. With over 40 years of experience in providing specialist provision for over 1,000 children and adults with learning difficulties and autism across the UK, MacIntyre has developed a strong reputation both nationally and locally in Oxfordshire, as a high-quality, person-centered organisation.

The school building and residential facility are located in Headington. The school has capacity for 32 students and the residential provision has capacity for 6 full time and 6 respite placements. The residential home provides some 52-week placements and the opportunity for day placements and some shorter stays (e.g. weekly, weekend, term-time boarding or holiday residential periods).

All young people have Education, Health and Care Plans and the majority have allocated social workers. In addition, pupils may be supported by Learning Disability CAMHS, the Virtual School and respite providers.

Pre-interview checks /references

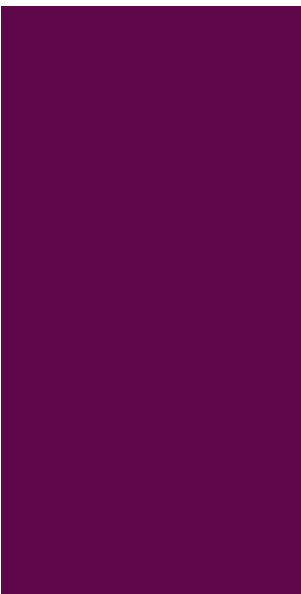
Details of two referees must be provided on the application form including full postal address and an email address. Referees must know you in a professional capacity and should be well placed to comment on your suitability for the position for which you are applying. One should be your current or most recent employer. References will be obtained if you are shortlisted for interview for consideration during the selection process unless you specifically state you do not wish this procedure to be adopted. We also reserve the right to approach any previous employer listed on your application form. We will ask previous employers to provide information on your suitability to work with children and any disciplinary offences, allegations and investigations, including expired offenses.

Please note that the school will conduct a social media check on applicants invited for interview in line with Keeping Children Safe in Education (2023).

Interviews

If your application is successful, full details of all the selection activities will be provided in the letter inviting you to interview.

The Asylum & Immigration Act 1996 and the immigration (Restrictions on Employment) Order 2004 require employers to establish that an individual is entitled to work in the UK prior to that person commencing employment. This entitlement must be evidenced at the interview stage and a copy will be retained once a formal offer has been made and accepted. You will be therefore asked to bring documentary evidence of your identity to the interview as evidence of your right to work in the UK such as passport, national insurance card or work permit. If applying for a teaching post, original documents confirming your educational / professional qualifications will also be required.



Our Vision and Ethos

We believe all young people, regardless of disability, deserve the best education possible. We want our students to be ambitious for themselves and we need to be ambitious on their behalf. Therefore, our aim is to deliver an 'outstanding' school with outstanding outcomes. A school which is truly family centred with education individualised to each child/young person. The academy provides a healthy, safe and enjoyable environment, with excellent teaching and learning and a focus on high quality personalised education and support. Parents/carers are encouraged to be fully involved and connected from the outset.

Our bespoke curriculum focuses on 4 key areas:

Knowledge, Skills and Understanding

Independence

Wellbeing

Social Skills

These are underpinned by a developmental curriculum and the academy offers flexible education that meets the needs of individual children and families.

Key to the academy's success is the recruitment and development of a highly skilled, flexible workforce that delivers outstanding education and support and benefits from MacIntyre Academies Trust's in-depth understanding and experience of how to design bespoke education solutions for children who requires specialist support to achieve excellent outcomes.

We have a holistic approach to supporting behaviour that empowers the child or young person to engage in education.

To achieve this vision, partnership working is crucial. MacIntyre Academies Trust works alongside parents/carers, Local Authority SEND, social care, CAMHS and Children We Care For (LAC) teams and other stakeholders to ensure that the academy is successful in delivering the best outcomes for our young people.



Class Teacher 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:

1. To deliver the Endeavour curriculum.
2. To be an excellent classroom practitioner.
3. 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.
4. To ensure that all learning equipment is in good order and available for the delivery of lessons
5. To organise a person-centred learning environment allowing students to take ownership of their learning and ambitions.
6. To participate in all relevant training required to ensure your continuous professional development.
7. 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.
8. To promote and teach the Academy's behaviour support policy.
9. To work collaboratively with all stakeholders including parents, carers and families, providing a welcoming positive atmosphere.

Strategic Direction and Development of the Academy:

1. To work with the Senior Leadership Team to ensure the successful delivery of the vision, ethos, aims and objectives of the academy.
2. 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.
3. 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.

Teaching and Learning:

1. To deliver effective teaching and learning and monitor and evaluate the quality of teaching support and standards of students' achievement, using benchmarks and setting targets for improvement.
2. 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.
3. 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.
4. To complete all relevant paperwork in relation to student progress, lesson planning, EHCP reviews and other statutory requirements.
5. To participate in all aspects of assessment, ensuring any assessment reflects the learning needs of our students including SMSC, personal, social and emotional development.
6. Work collaboratively with the school's therapy teams in setting up joint targets and implementing therapy programmes.
7. Liaise with the Deputy and/or Assistant Principal to ensure that there is continuity in students' learning across the school.

Leading and Developing People:

1. To participate in the recruitment and retention of educational support staff and ensure an effective induction for all new starters in the class team.
2. 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.
3. To ensure that performance 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:

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

Accountability:

1. Contribute to EHCP review meetings as required and attend any other relevant multi-disciplinary meetings held for students.
2. 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.
3. 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:

1. Liaise with outside agencies to set up relevant work placements for students where appropriate
2. 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.
3. To promote a culturally inclusive ethos which actively values and promotes diversity, unity and community cohesion and supports students to become successful citizens.
4. To work with the Designated Safeguarding Leads and all relevant agencies to safeguard the students.
5. To contribute to the development of the education system, for example, sharing effective practice.

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 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.

Class Teacher Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
Personal Attributes	<p><i>The Candidate must be able to demonstrate:</i></p> <ul style="list-style-type: none"> • 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).

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MacIntyre Academies is an equal opportunities employer. Our policy on the Recruitment of Ex-Offenders is available to applicants on request and is also available on our website under 'Work for Us.'

