

QUEST ACADEMY



Teaching Assistant

FTE Salary £22, 667.60 to £22,997.15

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



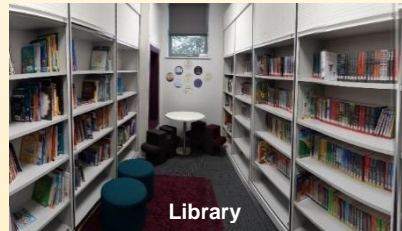
Sensory Room



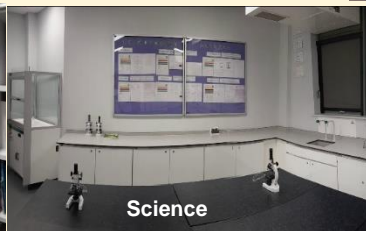
Therapy Room



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



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:

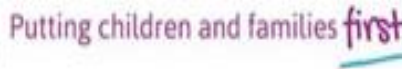
- ◆ Successful learners
- ◆ Confident individuals
- ◆ Responsible citizens

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). 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.



Job Title: Teaching Assistant

Reference No(s): QA TA 0924

FTE Salary: £22,667 - £22998.15 plus £750 SSA, ACTUAL salary £19,388.51 - £19,671.24, plus SSA £750

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

Location: Quest Academy, Rugby, CV22 5PE

Interviews: TBC

Start Date: TBC

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 academy 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 children and young people with social, emotional and mental health needs and/or autism, aged between 7 years and 17 years. The academy has specialist facilities including a sensory room, therapy room, interactive immersive classroom, soft play room, 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 academy where parents can meet and the pupils can display the items they have made within the academy which will be available to purchase. We are passionate to support 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 modern academy building on the outskirts of Nuneaton and opened with 30 pupils in September 2017 rising to 55 pupils in September 2018 and currently 97.

MacIntyre Academies is delighted to have been chosen to set up this new Academy which joined the existing 'Endeavour Academy' in Oxford which opened in 2014 and '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 centred organisation.

The Role

We are currently recruiting for an inspirational Teaching Assistant to join this exciting academy, this a really exciting opportunity to be part of something very special.

Reporting to the Class Teacher or in their absence the Higher Level Teaching Assistant you will be responsible for the support and delivery of teaching and learning at key stages 2, 3, 4 and post 16. You will model best practice and provide effective communication surrounding lesson requirements.

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.

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

You will be working to support children, young people, and their families at Quest Academy.

About You

Are you committed to person centred approaches? Want to support families and young people to have a powerful voice? Value the importance of a person-centred transition and curriculum? Have ambition for young people?

We are looking for applicants who have an outstanding track record in promoting and delivering person centred education and support for children and young people who have social, emotional and mental health needs and/or Autism.

It is also desirable for the post holder to be able to drive and have access to their own transport

Benefits

In return, we can offer you:

- A competitive salary
- A local government pension scheme
- Family friendly policies
- Wellbeing, Bereavement and Menopause Policies
- An Employee Assistance Programme to support your health and wellbeing and access to various perks including discounts including Tesco, Cineworld, Go Ape and many more
- Annual flu jabs
- Cycle to work scheme
- Access to further professional development through the Trust's Leadership Programmes
- Training and Development
- Access to Blue Light Card which offers thousands of amazing discounts online and on the high street for emergency and social care staff
- Death in Service
- Enhanced DBS Certificate (paid for by MacIntyre Academies)

We also have an active employee engagement programme which includes termly 'You Are Awesome' awards, an annual Big Thank You Day and a Trust Wide Annual Conference.

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

In line with the update to KSCIE 2022 MacIntyre Academies will carry out an online search of the candidate once the shortlisting process has been completed as part of their due diligence. This may involve a google search of the candidate's name, looking at the top three search results over the past three years. If any incidents or issues are identified that are publicly available online this will be explored with the candidate at interview stage.

Teaching Assistant Job Description

Reporting to:

Class Teacher, and in their absence the Higher Level Teaching Assistant (HLTA)

Purpose:

To support exceptional standards of learning to pupils by facilitating their physical, emotional, social psychological and creative development.

You will support person centered learning to meet the needs, aspirations and choices of the pupil, always exemplifying best practice. You will support the Class Teacher and your team with the delivery of a value for money service which establishes Macintyre Academies brand and reflects the needs of the local community. This will be supported by induction and ongoing training and development.

Key Responsibilities and Duties:

- To support Class Teachers, and in their absence the Higher Level Teaching Assistants (HLTA), with the delivery of the curriculum and all aspects of personnel and social development.
- To work as part of a class team to provide the best learning environment and support to the children in the school.
- To support the child and young people within the academy in the development and review of their person-centered plans/Personal Development plans and to work in accordance with the agreed plan.
- To be a learning mentor for named pupils.
- To develop and draw on knowledge of particular needs in order to enhance the benefits to the children and young people within the Academy.
- Under the direction of the Class Teacher help prepare resources and prepare the learning environment so that the pupils have the best access to learning.
- To contribute to initial and baseline assessments and the ongoing assessment of learning
- To support the Class Teacher to evidence learning
- Under the direction of the Class Teacher, or HLTA, engage in leading individual or small group learning sessions.
- To support the ongoing functional learning of the children during visits in and around the local community.
- To support pupils in any work experience placements or off-site activities.
- Where appropriate to liaise and feedback on pupil's progress with professionals and families.
- Where appropriate be involved in assessments of pupil's progress and learning in the form of written observations, photographic or video assessments.
- To ensure that you follow each pupil's Education Health Care Plan, behaviour support plan and any other relevant targets.
- To be aware of and complete relevant information that requires daily attention such as pupil's logs, incident files, communication books, planners, etc to ensure that you record all information accurately, legibly and communicate it appropriately.
- To promote MacIntyre Academies' philosophy of positive behaviour management through consistency, respect, warmth, empathy and compassion.
- To provide a caring and supportive environment for pupils that respects and affirms their racial, cultural and religious identity and lifestyle.
- To be aware of the regulatory frameworks within which you work and to keep abreast of national, corporate and local developments which affect your work.
- To attend and participate in staff meetings, individual formal supervisions, appraisals, staff debriefings to ensure consistency and good practice.
- To carry out any other duties commensurate with your role.

Additional Duties:

- To safeguard and promote the welfare of all pupils 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 pupil 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.

Teaching Assistant Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
<p>Education, knowledge and experience</p>	<ul style="list-style-type: none"> • Knowledge of or an interest in Autism, Learning Disabilities or other behavioural difficulties. • Excellent classroom practitioner. • Demonstrable commitment to own continued professional development. • Demonstrable experience of professional communication and interpersonal skills both written and verbal. • Good ICT skills. 	<ul style="list-style-type: none"> • Experience of working with multidisciplinary teams. • Experience of IT assessment packages • Experience of working in a Special Needs school • Experience of working with students with ASD. • Experience of handling challenging and high-pressure situations.
<p>Personal Attributes</p>	<p><i>Must be able to demonstrate</i></p> <ul style="list-style-type: none"> • Excellent communication and facilitation skills. • A passion for working with pupils with SEN and their families. • Ability to work flexibly to meet the needs of the Academy. • Ability to work with the Class Teacher to promote motivate and work with others to create a shared culture and positive climate. • High level of resilience and determination. • 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. • Demonstrate a highly motivated and person centered approach to the role <p>Adopt a reflective approach to your work.</p>	

Competencies

Respecting and Understanding Others	<ul style="list-style-type: none"> • Reacts sensitively to other people and recognises different viewpoints, beliefs, values and opinions. • Treats the pupils 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. • Works cooperatively with colleagues and assists when they need support. • Value the different contributions that people can make within a team.
Influential Communication	<ul style="list-style-type: none"> • 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. • Uses and presents information in a manner which is persuasive, logical and understandable to the receiver.
Facilitating Success and Improvement in Others	<ul style="list-style-type: none"> • Use encouragement, praise and appropriate direction as necessary. • Supports, motivates and inspires others to try new tasks or activities. • Seeks assistance appropriately and able to receive feedback positively from others.
Supporting Learning and Teaching or Care in an Educational Setting (for those in an operational role)	<ul style="list-style-type: none"> • Is ambitious, has consistent and high expectations of staff and pupils • 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	<ul style="list-style-type: none"> • 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 of the impact their decisions may have and willing to make difficult but necessary decisions to improve the practice.
Resilience to Change and Challenges	<ul style="list-style-type: none"> • 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 emergency situations.
Personal Development	<ul style="list-style-type: none"> • 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.