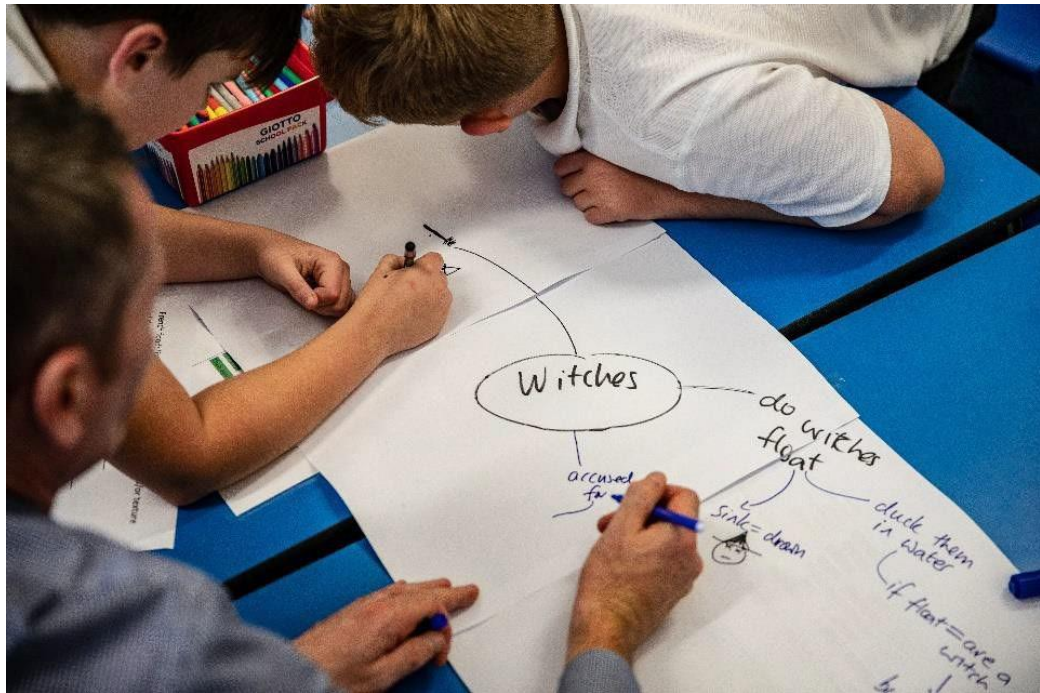




MacIntyre
Academies



Teaching Assistant

Venture Academy, Henley-in-Arden, Warwickshire

Recruitment Pack

Recruitment Advertisement

Teaching Assistant

Job Title:	Teaching Assistant	Reference No(s):	
Closing Date:	Friday 29 th November 2024	Location:	Venture Academy, Henley in Arden
Salary:	£22,667.60 - £22,998.15 (B18-21) Plus Special School Allowance £750 per yr 35 Hours (TTO) = £19,388.51 - £19,671.24 Actual – Monday to Friday <i>Part time hours available upon request</i>		
Start Date:	TBC	Interview Date:	TBC

About Us

Venture Academy based in Henley-in-Arden joined MacIntyre Academies Trust in September 2020 catering for pupils in years 5-11 (ages 9-16) who may have Social, Emotional and Mental Health Difficulties and/or Diagnoses of Autism or an associated condition.

MacIntyre Academies' mission is to become a leading Special Academy Trust that provides outstanding outcome-focused state education by promoting high aspirations, empowering parents as partners and successfully equipping every child for adult life. We currently have 4 Academies, 3 in Warwickshire and 1 in Oxford.

MacIntyre Academies benefits greatly from its sponsor MacIntyre, which over the last 50 years, has developed a strong reputation nationally, as a high quality, person centred organisation.

The Role

We are looking for an inspirational and creative Teaching Assistant to join us - this a really exciting opportunity to be part of something very special.

You will be responsible for supporting the teaching and learning in a class of up to 8 students, working alongside a class teacher and a HLTA. If you have Autism, BESD or AP experience that will be an advantage but is not required. Our current TAs come from a range of experiences.

You will care passionately about each child as an individual, be able to observe and listen and then respond to advice. You will be able to implement strategies for raising achievement across the curriculum and be committed to your further professional development. You will be non-judgemental, resilient and unconditionally accepting.

You will be confident and happy to work with children of any age or ability. All our children are currently verbal, able bodied and literate. They need support to make the most of their talents and abilities. Venture Academy is committed to the professional development of all; roles can be tailored to allow strengths to be shown as well as areas for development or professional interest to be experienced and understood. 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.

We know that children and young people with autism, social and emotional or mental health needs have to be presented with learning that is motivating and reinforcing and we want to recruit flexible and creative staff who understand how learning can impact on the overall wellbeing of children and young people and enable them to succeed. We will work very closely with parents/carers and families to ensure that they also feel supported and are confident that their child is getting the best that an academy can offer.

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

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 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.

*Salaries are based on Full-Time-Equivalent and are pro-rata for part time roles. Salaries are dependent on experience with option of additional hours through the extended school provision.

Information for Candidates

When completing the application form please account for all your time since leaving full time education including part-time, voluntary, travelling and independent work – explaining any gaps.

You must also ensure you complete the section relating to previous criminal convictions and sign the application form.

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 short listed 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 may conduct a social media check on applicants invited for interview.

Interviews

You will be given the opportunity to tour the school and meet members of the team that you would be joining which will help you decide whether you would be happy working as part of the school's team. 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 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 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.

Equalities

Venture Academy is committed to promoting equality and diversity in the education of our students and the employment of our staff and to avoiding unlawful discrimination in employment, the delivery of our service to students and interactions with our other customers.

The school will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

Job descriptions and Person specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the criteria of the job, taking into account any reasonable adjustments that may be required for candidates with a disability.



Our Vision and Ethos

We believe all children and young people, regardless of disability or difficulty, deserve the best education possible. We want our pupils 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. Our school welcomes the involvement of families, keeping education individualised to each child/young person. Venture Academy provides a healthy, safe and enjoyable environment, with excellent teaching and learning with a focus on high quality personalised education and positive behaviour support. It will continue to evolve according to local needs.

Venture Academy is delivered in close partnership with Warwickshire County Council and South Warwickshire Academy Trust to establish solid partnerships with all local stakeholders to ensure we provide innovative and child centred education to local children/young people and their families. Many of the children and families may have struggled to access facilities and services successfully due to the complex needs of their children or other factors and it is anticipated that Venture Academy will extend the breadth of appropriate local services. By understanding and responding to the current and future requirements of local young people, our aim is that the academy will be a center of excellence within Warwickshire, with a national reputation.

The main aims of the Academy are to:

- Improve outcomes and life chances for children and young people;
- Raise aspirations of both students and staff aspirations for their students;
- Support children back into mainstream schools where appropriate;
- Ensure better transitions, destinations and opportunities after school;
- Accelerate progress in literacy, numeracy as well as a broad and balanced curriculum;
- Operate a school which is environmentally sustainable and financially secure;
- Strengthen community cohesion by being a keystone within the local community;

With a curriculum that focuses on developing academic potential, social, vocational and life skills, we want every child to achieve his or her full potential. The academy's curriculum is motivational and will make connections. Learning is practical, will feel 'real' and relevant and builds on young people's strengths. To achieve this, learning happens in a wide variety of spaces including the local community, the school grounds and in specialist technology spaces. Through engaging projects young people access a broad and balanced curriculum including developing the literacy and numeracy skills which will help them to succeed in their adult life.

Supporting young people to improve their own well-being, particularly their communication, social, emotional and mental health needs, is central to the school curriculum. This includes learning to build positive relationships, being active, contributing positively to their school and local community, broadening experiences and learning to understand and shape their own emotions. We have a holistic and non-judgemental approach to supporting behaviour that empowers the child or young person to engage in education. We believe that a student that is motivated, encouraged and made to feel worthwhile will choose to learn, and as a consequence behave well. Venture Academy supports students to become socially responsible, polite and caring young adults, who value the lives of others and the environment in which they live. All staff, not just teachers, are trained to support children to develop positive behaviours and develop strategies to manage their own behaviour positively. Good behaviour and attendance are a direct outcome of positive attitudes to learning - importantly, our vision is for all children and young people to enjoy attending school.

Teaching Assistant Job Description

Reporting to:

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

Purpose:

To deliver exceptional standards of learning / support to children and young people within the school by facilitating their physical, emotional, psychological and recreational development.

You will deliver person centred learning / support to meet the needs, aspirations and choices of the student, exemplifying best practice at all times. 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:

1. To support Class Teachers, and in their absence the Higher-Level Teaching Assistants (HLTA), with the delivery of the curriculum and all aspect of personnel and social development.
2. To work as part of a class team to provide the best learning environment and support to the children in the school.
3. To support the child and young people within the academy in the development and review of their person-centered plans/individual learning plans and to work in accordance with the agreed plan.
4. To be a learning mentor for a named pupil.
5. To develop and draw on knowledge of particular needs in order to enhance the benefits to the children and young people within the Academy.
6. Under the direction of the Class Teacher help prepare resources and prepare the learning environment so that the children have the best access to learning.
7. To contribute to initial and baseline assessments and the ongoing assessment of learning
8. Under the direction of the Class Teacher, or HLTA, engage in leading individual or small group learning sessions.
9. To support the ongoing functional learning of the children during visits in and around the local community.
10. To support children in any work experience placements or off-site activities.
11. Where appropriate to liaise and feedback on children's progress with professionals and families.
12. Where appropriate be involved in assessments of children's progress and learning in the form of written observations, photographic or video assessments.
13. To ensure that you follow each individual's education plan, behaviour support plan, communication plan and any other relevant targets.
14. To be aware of and complete relevant information that requires daily attention such as student's logs, incident files, communication books, diaries, etc to ensure that you record all information accurately, legibly and communicate it appropriately.
15. To promote MacIntyre Academies' philosophy of behaviour management through consistency, respect, warmth, empathy and compassion.
16. To provide a caring and supportive environment for the children and young people that respects and affirms their racial, cultural and religious identity and lifestyle.
17. 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.
18. To attend and participate in staff meetings, individual formal supervisions, appraisals, staff debriefings to ensure consistency and good practice.

Teaching Assistant Person Specification

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.
- To be responsible for your own personal and professional development; undertaking learning and development activities including attending role specific training as required.
- To attend and participate in staff meetings, individual formal supervisions, appraisals, staff debriefings to ensure consistency and good practice.
- To undertake any other reasonable tasks as are required at the discretion of your line manager/ SLT.

Training Required:

- 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
- Administering Medication
- School Trips for organisers
- Autism
- Positive Behaviour Support

Education, knowledge and experience	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
	<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 such as B Squared etc. • Experience of working in a residential school or care environment. • Experience of working with students with ASC/SLD. • Experience of handling challenging and high-pressure situations.
Personal Attributes	<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-centred approach to the role • Adopt a reflective approach to your work. 	

MacIntyre Academies Trust
Teaching Assistant Competencies Probation to the End of Year 1

Competencies

Competency	Description	Positive Indicators
Personal and Professional Conduct	<ul style="list-style-type: none"> Understands and follows the ethos, policies and practices of the academy. 	<ul style="list-style-type: none"> Developing understanding of ethos, policies and practices. Beginning to working to a range of policies and practices. Beginning to reflect academy's values in their daily practice.
	<ul style="list-style-type: none"> Demonstrates and models' positive attitudes, values and behaviours. 	<ul style="list-style-type: none"> Emerging understanding of how positive attitudes impact upon relationships and learning. Generally, models the behaviours and positive attitudes expected of learners and colleagues. Beginning to build effective relationships with learners and colleagues. Completes tasks as directed. Beginning to take responsibility for quality of their work.
	<ul style="list-style-type: none"> Has regard for the need to safeguard learners' well-being. 	<ul style="list-style-type: none"> Completed induction safeguarding training. Beginning to learn about further relevant statutory guidance. Has engaged in safeguarding training throughout the year.
	<ul style="list-style-type: none"> Respects individual differences and cultural diversity. 	<ul style="list-style-type: none"> Understands that all learners are unique. Basic understanding of how to scaffold support. Aware that cultural diversity can offer both opportunities and challenges.
Knowledge and Understanding	<ul style="list-style-type: none"> Committed to improve own practice through self-evaluation and awareness 	<ul style="list-style-type: none"> Responds positively to advice and feedback and improves practice in response. Reflects on own practice with good understanding of strengths and areas for development. Actively addresses gaps in knowledge or experience.
	<ul style="list-style-type: none"> Shares responsibility for ensuring that own knowledge and understanding is relevant and up to date. 	<ul style="list-style-type: none"> Up to date with mandatory CPD. Uses own knowledge and CPD to ensure effectiveness in role. Knows who to approach in order to discuss own ongoing CPD.
	<ul style="list-style-type: none"> Takes opportunities to acquire appropriate skills, qualifications, and/or experience required for 	<ul style="list-style-type: none"> Begun to develop training portfolio. Usually understands the roles and responsibilities required to support learners'

Competency	Description	Positive Indicators
	the teaching assistant role.	needs. <ul style="list-style-type: none"> • Asks colleagues for support when needed.
	<ul style="list-style-type: none"> • Demonstrates expertise and skills in understanding the needs of learners and contributes to the adaptation and delivery of support to meet individual needs. 	<ul style="list-style-type: none"> • Understands how scaffolding and personalised provision is needed to meet the needs of all learners. • Beginning to demonstrate openness to change. • Has a basic knowledge of stages in learning, particularly in the core subjects.
	<ul style="list-style-type: none"> • Demonstrates a level of subject and curriculum knowledge relevant to their role. 	<ul style="list-style-type: none"> • Beginning to show an understanding in the role of supporting learners. • Emerging knowledge and understanding of progression across subject areas in which they are deployed to support learners and colleagues.
	Understands their roles and responsibilities within the academy.	<ul style="list-style-type: none"> • Beginning to understand own roles and responsibilities and extends this by supporting learners' needs.
	<ul style="list-style-type: none"> • Adopts strategies to support the work of colleagues and increase achievement. 	<ul style="list-style-type: none"> • Understands the importance of working co-operatively and in collaboration with colleagues. • Beginning to recognise and respond to barriers to learning.
	<ul style="list-style-type: none"> • Promotes, supports and facilitate inclusion by encouraging participation of all pupils in learning and other activities. 	<ul style="list-style-type: none"> • Understands the importance of building positive and supportive relationships with learners. • Aware of individual learners who may need additional support or adapted provision in order to be fully included in learning and other activities. • Shows emerging ability to encourage, praise and support learners to participate in learning and other activities.
	<ul style="list-style-type: none"> • Uses PBS consistently in line with the academy's policy and procedures 	<ul style="list-style-type: none"> • Is familiar with the academy's behaviour policy and procedures. • Is beginning to apply the principles of PBS.
	<ul style="list-style-type: none"> • Contributes to assessment by supporting the monitoring, recording and reporting of learner progress. 	<ul style="list-style-type: none"> • Demonstrates a developing ability to recognise and use a range of assessment techniques. • Makes some contribution to planning and preparation. • Contributes to maintaining records of progress.
	<ul style="list-style-type: none"> • Communicates effectively and sensitively with learners and adapts to their needs. 	<ul style="list-style-type: none"> • Recognises the importance of sensitive communication with learners. • Understands that there are a wide range of key factors that affect the way learners learn. • Beginning to understand the need to be ambitious and have high expectations for learners.

Competency	Description	Positive Indicators
		<ul style="list-style-type: none"> Beginning to understand and demonstrate the importance of modelling enthusiasm for learning.
Teaching and Learning	<ul style="list-style-type: none"> Adopts strategies to support the work of colleagues and increase achievement. 	<ul style="list-style-type: none"> Understands the importance of working co-operatively and in collaboration with colleagues. Beginning to recognise and respond to barriers to learning.
	<ul style="list-style-type: none"> Promotes, supports and facilitate inclusion by encouraging participation of all pupils in learning and other activities. 	<ul style="list-style-type: none"> Understands the importance of building positive and supportive relationships with learners. Aware of individual learners who may need additional support or adapted provision in order to be fully included in learning and other activities. Shows emerging ability to encourage, praise and support learners to participate in learning and other activities.
	<ul style="list-style-type: none"> Uses PBS consistently in line with the academy's policy and procedures 	<ul style="list-style-type: none"> Is familiar with the academy's behaviour policy and procedures. Is beginning to apply the principles of PBS.
	<ul style="list-style-type: none"> Contributes to assessment by supporting the monitoring, recording and reporting of learner progress. 	<ul style="list-style-type: none"> Demonstrates a developing ability to recognise and use a range of assessment techniques. Makes some contribution to planning and preparation. Contributes to maintaining records of progress.
	<ul style="list-style-type: none"> Communicates effectively and sensitively with learners and adapts to their needs. 	<ul style="list-style-type: none"> Recognises the importance of sensitive communication with learners. Understands that there are a wide range of key factors that affect the way learners learn. Beginning to understand the need to be ambitious and have high expectations for learners. Beginning to understand and demonstrate the importance of modelling enthusiasm for learning.
Working with Others	<ul style="list-style-type: none"> Respects the role and contribution of colleagues, other professionals, parents and carers by liaising effectively and working in partnership. 	<ul style="list-style-type: none"> Emerging understanding that the role of parents and carers are important to their child's learning. Aware that other professionals may be involved in a learner' learning.
	<ul style="list-style-type: none"> Under direction of the colleagues keeps other professionals accurately informed about learners. 	<ul style="list-style-type: none"> Reports back to the class teacher on outcomes after working with an individual or group of learners. Able to recognise when a child is struggling and

Competency	Description	Positive Indicators
		<p>informs the colleagues when this happens.</p> <ul style="list-style-type: none"> Undertakes straightforward tasks to support the class teacher, such as organising equipment.
	<ul style="list-style-type: none"> Understands their responsibility to share knowledge to inform planning and decision making. 	<ul style="list-style-type: none"> Is willing to contribute observations of particular learners to inform planning. Is starting to contribute ideas for resources or activities in planning meetings
	<ul style="list-style-type: none"> Works collaboratively with all and academy colleagues. 	<ul style="list-style-type: none"> Is aware that colleagues supporting learners' learning and development need to work as a team. Understands that they work under the direction of senior team colleagues at all times.
	<ul style="list-style-type: none"> Communicates with other staff and education, health and social care professionals, so that informed decisions can take place on intervention and provision. 	<ul style="list-style-type: none"> Beginning to have the confidence to communicate their knowledge of learners to colleagues.

MacIntyre Academies Trust
Teaching Assistant Competencies Probation –YR 2 plus

Competencies

Competency	Description	Positive Indicators
Personal and Professional Conduct	<ul style="list-style-type: none"> Understands and follows the ethos, policies and practices of the academy. 	<ul style="list-style-type: none"> Sound understanding of the ethos, policies and practices. Works to a range of policies and practices. Reflects academy's values in their daily practice.
	<ul style="list-style-type: none"> Demonstrates and models positive attitudes, values and behaviours. 	<ul style="list-style-type: none"> Understands the importance of providing an effective role model to learners and other colleagues. Regularly models behaviours and positive attitudes expected of learners.

Competency	Description	Positive Indicators
		<ul style="list-style-type: none"> Builds trusting, caring, supportive and respectful relationships with learners and colleagues. Completes work to a good standard. Takes responsibility for quality of their work.
	<ul style="list-style-type: none"> Has regard for the need to safeguard learners' well-being. 	<ul style="list-style-type: none"> Basic understanding statutory guidance. Able to work to relevant policies and practices to safeguard learners. Fully up to date with all relevant safeguarding training.
	<ul style="list-style-type: none"> Respects individual differences and cultural diversity. 	<ul style="list-style-type: none"> Demonstrates respect for individual differences. Able to scaffold resources and activities to support personalised provision. Understands and is beginning to respond to the opportunities and challenges offered by cultural diversity within and beyond the academy.
Knowledge and Understanding	<ul style="list-style-type: none"> Committed to improve own practice through self-evaluation and awareness 	<ul style="list-style-type: none"> Respond positively to and seeks advice and feedback. Reflects well on own practice to understand strengths and areas for development. Shows willingness to and actively addresses gaps in knowledge or experience.
	<ul style="list-style-type: none"> Shares responsibility for ensuring that own knowledge and understanding is relevant and up to date. 	<ul style="list-style-type: none"> Broadens own knowledge and skills through observing and shadowing colleagues. Participates in CPD to enhance own knowledge/skills. Proactive in own research and development. Meets CPD action plans.
	<ul style="list-style-type: none"> Takes opportunities to acquire appropriate skills, qualifications, and/or experience required for the teaching assistant role. 	<ul style="list-style-type: none"> Continues to maintain training portfolio. Demonstrates evidence of using knowledge and skills gained from relevant training in the classroom. Understands who to ask for support when needed.

Competency	Description	Positive Indicators
	<ul style="list-style-type: none"> • Demonstrates a level of subject and curriculum knowledge relevant to their role. 	<ul style="list-style-type: none"> • Sound level of subject and curriculum knowledge and applies this effectively. • Uses developing knowledge to support learners and colleagues effectively.
	<ul style="list-style-type: none"> • Demonstrates expertise and skills in understanding the needs of learners and contributes to the adaptation and delivery of support to meet individual needs. 	<ul style="list-style-type: none"> • Recognises how scaffolding and personalised provision supports learning. • Beginning to make suggestions to colleagues in terms of planning and preparation. • Demonstrates openness to change and adapts to new initiatives.
	<ul style="list-style-type: none"> • Understands their roles and responsibilities within the academy. 	<ul style="list-style-type: none"> • Developing understanding of own roles and responsibilities to support learners and how these relate to other colleagues supporting learning.
Teaching and Learning	<ul style="list-style-type: none"> • Adopts strategies to support the work of colleagues and increase achievement. 	<ul style="list-style-type: none"> • Adopts relevant strategies set by colleagues to support the achievement of all learners. • Adopts relevant strategies set by colleagues to support personalised provision. • Adapts their working style to meet the needs of learners. • Recognises and responds to the most common barriers to learning.
	<ul style="list-style-type: none"> • Promotes, supports and facilitate inclusion by encouraging participation of all pupils in learning and other activities. 	<ul style="list-style-type: none"> • Demonstrates a good ability to form positive and supportive relationships with learners. • Responds effectively to individual learners adapting provision in order to be fully included in learning and extra-curricular activities. • Developing ability to encourage, praise and support learners to participate in learning and other activities.
	<ul style="list-style-type: none"> • Uses PBS consistently in line with the academy's policy and procedures 	<ul style="list-style-type: none"> • Demonstrates developing confidence in the consistent application of academy's behaviour policy and PBS. • Understands the 4 functions of behaviour. • Uses the PBS 4:1 praise ratio. • Models appropriate behaviour at all times

Competency	Description	Positive Indicators
	<ul style="list-style-type: none"> Contributes to assessment by supporting the monitoring, recording and reporting of learner progress. 	<ul style="list-style-type: none"> Demonstrates a sound ability to use a range of assessment technique. Makes contributions to planning and preparation. Maintains purposeful records of progress in an effective manner.
	<ul style="list-style-type: none"> Communicates effectively and sensitively with learners and adapts to their needs. 	<ul style="list-style-type: none"> Communicates sensitively with learners' recognising their needs and any relevant factors that might be affecting their learning and engagement. Shows a developing ability to provide focussed support and feedback to learners. Understand the need to be ambitious and have high expectations for learners. Understands and demonstrate the importance of modelling enthusiasm for learning.
Working with Others	<ul style="list-style-type: none"> Respects the role and contribution of colleagues, other professionals, parents and carers by liaising effectively and working in partnership. 	<ul style="list-style-type: none"> Understands that the views and role of parents and carers are important and how this contributes in their child's learning. Listens to and demonstrates respect for the view of parents and carers and can reliably pass on information to and from colleagues.
	<ul style="list-style-type: none"> Under direction of the colleagues keeps other professionals accurately informed about learners. 	<ul style="list-style-type: none"> Able to carry out interventions requested by colleagues and reports back to colleagues' accurate observations of impact when required. Recognises and is quick to report back to the colleagues if a problem occurs. Beginning to recognise levels of progress and to identify why problems occur.
	<ul style="list-style-type: none"> Understands their responsibility to share knowledge to inform planning and decision making. 	<ul style="list-style-type: none"> Feeds back information observed or witnessed to colleagues. Willing and motivated to take part in planning meetings and contributes useful ideas.
	<ul style="list-style-type: none"> Works collaboratively with all and academy colleagues. 	<ul style="list-style-type: none"> Takes responsibility to ensure they understand what colleagues, including other professionals, expect of them when supporting learning. Works with learners on specialist

Competency	Description	Positive Indicators
		<p>programmes of support, accountable to senior team colleagues.</p> <ul style="list-style-type: none"> • Works well as part of a team.
	<ul style="list-style-type: none"> • Communicates with other staff and education, health and social care professionals, so that informed decisions can take place on intervention and provision. 	<ul style="list-style-type: none"> • Developing knowledge of the stages of progress learners make across the curriculum. • Confidence to communicate their knowledge of learners they work with to colleagues. • Beginning to present information logically and understandably in different forms.

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.'



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