

# QUEST ACADEMY



## Teaching Assistant

Salary: B19 – B21 FTE £24,391.46 - £24,761.99, Actual £19,215.92 - £19507.82. SSA £750 Pro Rata

## REASONS TO WORK AT QUEST ACADEMY:

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

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

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

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

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

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

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

# QUEST ACADEMY



Interactive Immersive Classroom



Soft Play



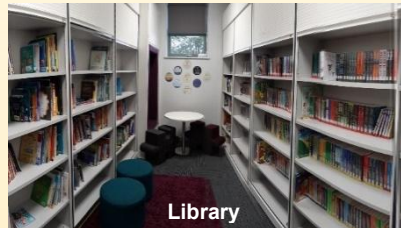
Sensory Room



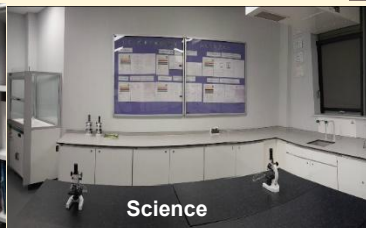
Therapy Room



Reception/ Cafe



Library



Science



Food Tech



Teacher Walls



## Our Mission-

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

## Our Ethos-

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

## Our Core strategies-

Planning, **Accountability**, **Communication** and **Empowerment**.



## STAFF BENEFITS

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

## HOW TO APPLY

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

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

You can contact the academy at:

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



## AT QUEST ACADEMY WE BELIEVE:

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

## OUR CORE VALUES

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

### Recent comments from Parents:

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

## OUR CURRICULUM

Our overriding aim is to ensure that our learners become:

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

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

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



MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All positions will require an enhanced Disclosure and Barring Service check and registration with the DBS Update Service together with all other relevant recruitment checks including obtaining references. This post includes engaging in regulated activity relevant to children and is exempt from the Rehabilitation of Offenders Act, 1974 and the amendments to the Exceptions Order, 1975, 2013 and 2020. Further information about filtering offences can be found in the DBS filtering guide. DBS filtering guide- GOV.UK ([www.gov.uk](http://www.gov.uk)). It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Referees will be asked to assess the suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified. Individual Safeguarding policies for MacIntyre Academies' can be found on our website under 'Essential Information' and candidates will be asked about this as part of the recruitment process.



Putting children and families first



## Therapy Assistant

**Reference No(s):** QA TA 062025

**FTE Salary:** B19 – B21 FTE £24,391.46 - £24,761.99, Actual £19,215.92 - £19,507.82

**Hours:** 35 hours, TTO

**Location:** Quest Academy, Rugby

**Interviews:** Rolling

**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 sponsored by MacIntyre Charity, which over the last 50 years, has developed a strong reputation nationally, as a high quality, person centred organisation.

At Quest Academy, we are dedicated to providing a nurturing and inclusive educational environment for learners with Autism Spectrum Conditions (ASC) and those with Social, Emotional and Mental Health (SEMH) difficulties. We cater for children between the ages of 7 and 19 (learners currently transition at 16).

We are committed to working together, nurturing individuals, celebrating uniqueness, unlocking potential, friendships and memories. **Ready for Adulthood!**

Our mission is to create a supportive and inclusive school community where every individual, regardless of their unique abilities and needs, is encouraged to embrace their true self and is empowered to become the best version of themselves. We are committed to providing a safe, supportive, and nurturing environment that prioritises the well-being of each learner, tailored to their strengths and challenges. This commitment extends to parents, carers, staff, and all who visit. By fostering an atmosphere of support, collaboration, and well-being, we aim to enable learners to reach their fullest potential and grow into confident, compassionate, and positive members of society.

**Quest** is a place where everyone belongs—a space where learners are nurtured, empowered, and protected, both physically and emotionally. It is a place where each learner's true self is embraced, allowing authenticity to flourish. In this supportive environment, creativity is inspired, and resilience is cultivated, enabling every student to grow, learn, and thrive.

The Principal wishes to appoint an enthusiastic and dedicated Teaching Assistant to work within all key stage areas. This is an exciting opportunity to be part of a team that will enhance the school experience for all. You will need to be reliable, committed and have experience. You should also be caring, trustworthy and an excellent role model for our learners with clear motivation to work in a school that seeks to be the best that it can be, amongst staff, learners, parents and governors who are all dedicated to learning and continual improvement.

Quest Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to Enhanced Disclosure and Barring Service check.

**The Principal encourages candidates to visit Quest Academy.**

School visits can be arranged via email to [laura.thackaberry@macintyreacademies.org](mailto:laura.thackaberry@macintyreacademies.org)

## Benefits

– Our people are at the heart of our success

- A competitive salary
- Excellent 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 and 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](http://www.gov.uk)) It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Referees will be asked to assess 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 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.

## Additional Duties:

- To safeguard and promote the welfare of all children and young people in the school by being familiar with and aware of the School's Safeguarding and protection issues, procedures and guidelines and to adhere to them at all times.



- To bring to the attention of a senior colleague any matter of concern over the wellbeing, safety or safeguarding of a person we support.
- To be aware of your responsibilities in accordance with the current Health and Safety at Work Act.
- To be aware of your responsibilities in accordance with the General Data Protection Regulations (GDPR) and be familiar with the content of the MAT Data Protection Policy, Acceptable use of ICT Policy, Password Policy and any other associated policies and procedures.

#### Training Required:

- 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

# Teaching Assistant Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> <li>• Knowledge of or an interest in Autism, Learning Disabilities or other behavioural difficulties.</li> <li>• Excellent classroom practitioner.</li> <li>• Demonstrable commitment to own continued professional development.</li> <li>• Demonstrable experience of professional communication and interpersonal skills both written and verbal.</li> <li>• Good ICT skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with multidisciplinary teams.</li> <li>• Experience of IT assessment packages such as B Squared etc.</li> <li>• Experience of working in a residential school or care environment.</li> <li>• Experience of working with students with ASC/SLD.</li> <li>• Experience of handling challenging and high pressure situations.</li> </ul>
Personal Attributes	<p><i>Must be able to demonstrate</i></p> <ul style="list-style-type: none"> <li>• Excellent communication and facilitation skills.</li> <li>• A passion for working with pupils with SEN and their families.</li> <li>• Ability to work flexibly to meet the needs of the academy.</li> <li>• Ability to work with the Class Teacher to promote motivate and work with others to create a shared culture and positive climate.</li> <li>• High level of resilience and determination.</li> <li>• Commitment to and a genuine interest in the pastoral welfare of the school community.</li> <li>• Calm and organised approach to work under pressure and the ability to inspire this in others.</li> <li>• Demonstrate a highly motivated and person centred approach to the role</li> <li>• Adopt a reflective approach to your work.</li> </ul>	

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

**Competencies**

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

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



Competency	Description	Positive Indicators
	parents and carers by liaising effectively and working in partnership.	<ul style="list-style-type: none"> <li>Aware that other professionals may be involved in a learner' learning.</li> </ul>
	<ul style="list-style-type: none"> <li>Under direction of the colleagues keeps other professionals accurately informed about learners.</li> </ul>	<ul style="list-style-type: none"> <li>Reports back to the class teacher on outcomes after working with an individual or group of learners.</li> <li>Able to recognise when a child is struggling and informs the colleagues when this happens.</li> <li>Undertakes straightforward tasks to support the class teacher, such as organising equipment.</li> </ul>
	<ul style="list-style-type: none"> <li>Understands their responsibility to share knowledge to inform planning and decision making.</li> </ul>	<ul style="list-style-type: none"> <li>Is willing to contribute observations of particular learners to inform planning.</li> <li>Is starting to contribute ideas for resources or activities in planning meetings</li> </ul>
	<ul style="list-style-type: none"> <li>Works collaboratively with all and academy colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Is aware that colleagues supporting learners' learning and development need to work as a team.</li> <li>Understands that they work under the direction of senior team colleagues at all times.</li> </ul>
	<ul style="list-style-type: none"> <li>Communicates with other staff and education, health and social care professionals, so that informed decisions can take place on intervention and provision.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to have the confidence to communicate their knowledge of learners to colleagues.</li> </ul>

**MacIntyre Academies Trust**  
**Teaching Assistant Competencies Probation –YR 2 plus**

**Competencies**

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

Competency	Description	Positive Indicators
		<ul style="list-style-type: none"> <li>• Uses developing knowledge to support learners and colleagues effectively.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrates expertise and skills in understanding the needs of learners and contributes to the adaptation and delivery of support to meet individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises how scaffolding and personalised provision supports learning.</li> <li>• Beginning to make suggestions to colleagues in terms of planning and preparation.</li> <li>• Demonstrates openness to change and adapts to new initiatives.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understands their roles and responsibilities within the academy.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing understanding of own roles and responsibilities to support learners and how these relate to other colleagues supporting learning.</li> </ul>
Teaching and Learning	<ul style="list-style-type: none"> <li>• Adopts strategies to support the work of colleagues and increase achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Adopts relevant strategies set by colleagues to support the achievement of all learners.</li> <li>• Adopts relevant strategies set by colleagues to support personalised provision.</li> <li>• Adapts their working style to meet the needs of learners.</li> <li>• Recognises and responds to the most common barriers to learning.</li> </ul>
	<ul style="list-style-type: none"> <li>• Promotes, supports and facilitate inclusion by encouraging participation of all pupils in learning and other activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a good ability to form positive and supportive relationships with learners.</li> <li>• Responds effectively to individual learners adapting provision in order to be fully included in learning and extra-curricular activities.</li> <li>• Developing ability to encourage, praise and support learners to participate in learning and other activities.</li> </ul>
	<ul style="list-style-type: none"> <li>• Uses PBS consistently in line with the academy's policy and procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates developing confidence in the consistent application of academy's behaviour policy and PBS.</li> <li>• Understands the 4 functions of behaviour.</li> <li>• Uses the PBS 4:1 praise ratio.</li> <li>• Models appropriate behaviour at all times</li> </ul>
	<ul style="list-style-type: none"> <li>• Contributes to assessment by supporting the monitoring, recording and reporting of learner progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a sound ability to use a range of assessment technique.</li> <li>• Makes contributions to planning and preparation.</li> <li>• Maintains purposeful records of progress in an effective manner.</li> </ul>
	<ul style="list-style-type: none"> <li>• Communicates effectively and sensitively with learners and adapts to their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates sensitively with learners' recognising their needs and any relevant factors that might be affecting their learning and engagement.</li> <li>• Shows a developing ability to provide focussed support and feedback to learners.</li> <li>• Understand the need to be ambitious and have high expectations for learners.</li> </ul>

Competency	Description	Positive Indicators
		<ul style="list-style-type: none"> <li>Understands and demonstrate the importance of modelling enthusiasm for learning.</li> </ul>
Working with Others	<ul style="list-style-type: none"> <li>Respects the role and contribution of colleagues, other professionals, parents and carers by liaising effectively and working in partnership.</li> </ul>	<ul style="list-style-type: none"> <li>Understands that the views and role of parents and carers are important and how this contributes in their child's learning.</li> <li>Listens to and demonstrates respect for the view of parents and carers and can reliably pass on information to and from colleagues.</li> </ul>
	<ul style="list-style-type: none"> <li>Under direction of the colleagues keeps other professionals accurately informed about learners.</li> </ul>	<ul style="list-style-type: none"> <li>Able to carry out interventions requested by colleagues and reports back to colleagues accurate observations of impact when required.</li> <li>Recognises and is quick to report back to the colleagues if a problem occurs.</li> <li>Beginning to recognise levels of progress and to identify why problems occur.</li> </ul>
	<ul style="list-style-type: none"> <li>Understands their responsibility to share knowledge to inform planning and decision making.</li> </ul>	<ul style="list-style-type: none"> <li>Feeds back information observed or witnessed to colleagues.</li> <li>Willing and motivated to take part in planning meetings and contributes useful ideas.</li> </ul>
	<ul style="list-style-type: none"> <li>Works collaboratively with all and academy colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Takes responsibility to ensure they understand what colleagues, including other professionals, expect of them when supporting learning.</li> <li>Works with learners on specialist programmes of support, accountable to senior team colleagues.</li> <li>Works well as part of a team.</li> </ul>
	<ul style="list-style-type: none"> <li>Communicates with other staff and education, health and social care professionals, so that informed decisions can take place on intervention and provision.</li> </ul>	<ul style="list-style-type: none"> <li>Developing knowledge of the stages of progress learners make across the curriculum.</li> <li>Confidence to communicate their knowledge of learners they work with to colleagues.</li> <li>Beginning to present information logically and understandably in different forms.</li> </ul>