



MacIntyre Academies

Compassion - Ambition - Partnership

Candidate Pack Teaching Assistant Quest Academy, Rugby



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Welcome

Dear Applicant

Thank you for your interest in the role of Teaching Assistant. This is an exciting opportunity to join a Trust with an inspiring vision to make a difference to the lives of children and young people.

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.

Our aim is to provide our children and young people with an environment in which they can feel safe and happy and are supported to develop the skills they need to learn effectively and to make a positive and successful transition into adult life. We support each young person's educational, social and emotional development as well as supporting their communication and sensory needs.

In addition, we also aim to create a happy and nurturing environment that has an ethos of warmth and understanding. We have a staff team that understand the needs of the young people and how they can support them to make the best progress. We work very closely with the families of our young people to ensure that they too feel supported, and that they are reassured that their child is safe and happy.

At the heart of what we do is a passion and dedication to supporting children and young people. Values, ethos and behaviours are as important as skills and experience; we want to hear from passionate people who value their contribution to a wider team in achieving our mission.

I look forward to reading your application and meeting you in person.

Best Wishes

L Thackaberry

Laura Thackaberry
Principal



Our Story So Far

MacIntyre Academies is a multi-academy special education trust for special schools and specialist alternative provision.

We are sponsored by the national charity MacIntyre and our school's benefit from 50 years experience of innovative approaches to supporting children with special educational needs and their families. Our philosophy is based on Macintyre's commitment to providing local personalised learning, support and care.

Our vision is for all young people to have confidence and belief in their potential, be ready for a successful adult life and connected where they live.

MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. Please see our Safeguarding page.

Putting children and families first

As our vision suggests, our pupils and their families are at the centre of everything that we do. To achieve this we use person centred approaches and place a high value on working in Partnership with Families.

We want all pupils to achieve their full potential and to develop in a way that makes sense to them. Each school has its own bespoke curriculum framework designed with holistic, flexible and ambitious opportunities. We work in collaboration with a wide range of partners including future destination providers for our young people.

We are proud of our Compassionate Curriculum which supports pupils to become more resilient, and fosters positive relationships between pupils and staff.

Our Sponsor MacIntyre's approach has informed and shaped our Core Values.

Our Strategic Objectives

- To grow the Academy Trust in a way that supports capacity building but ensures outcomes within existing academies are not compromised
- To create a culture of challenge, support and mutual benefit so that MAT academies are schools that children, families and employees are proud to be identified with and others want to join
- To build a leadership culture that promotes the sharing of skills and expertise across academies and encourages school leaders to work in partnership and support others in their journey
- To be transformational, set and expect high standards and provide challenge/ support to improve outcomes for children in all schools joining the Trust
- To provide exceptional and differentiated interventions that support all schools to raise aspirations of children and staff
- To provide outstanding governance and leadership that has high expectations and a rigorous process of scrutiny at every level
- To operate robust management systems and controls that support individual schools and promote efficient data analysis and sharing
- To use evidence based practice to continuously improve the offer, delivery and outcomes

Benefits

Our people are at the heart of our success

- A competitive salary
- Discretionary 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
- Benefits for death in Service
- Long Service Recognition
- Recommend a Friend Scheme - £100 Voucher
- Trained Mental Health First Aiders
- Enhanced DBS Certificate (Paid for by MacIntyre Academies)
- Self service portal to facilitate leave and amend personal information
- We have an active employee engagement programme which includes Termly 'You are Awesome' awards, an annual Employee Big Thank you Day, Annual CPD Trust wide conference.
- Access to Blue Light Card/ Discounts for Teachers which offers thousands of amazing discounts online and on the high street for social care staff/ Teachers and support staff

Our Core Values

Our vision is for all young people to have confidence and belief in their potential, be ready for a successful adult life and connected where they live.

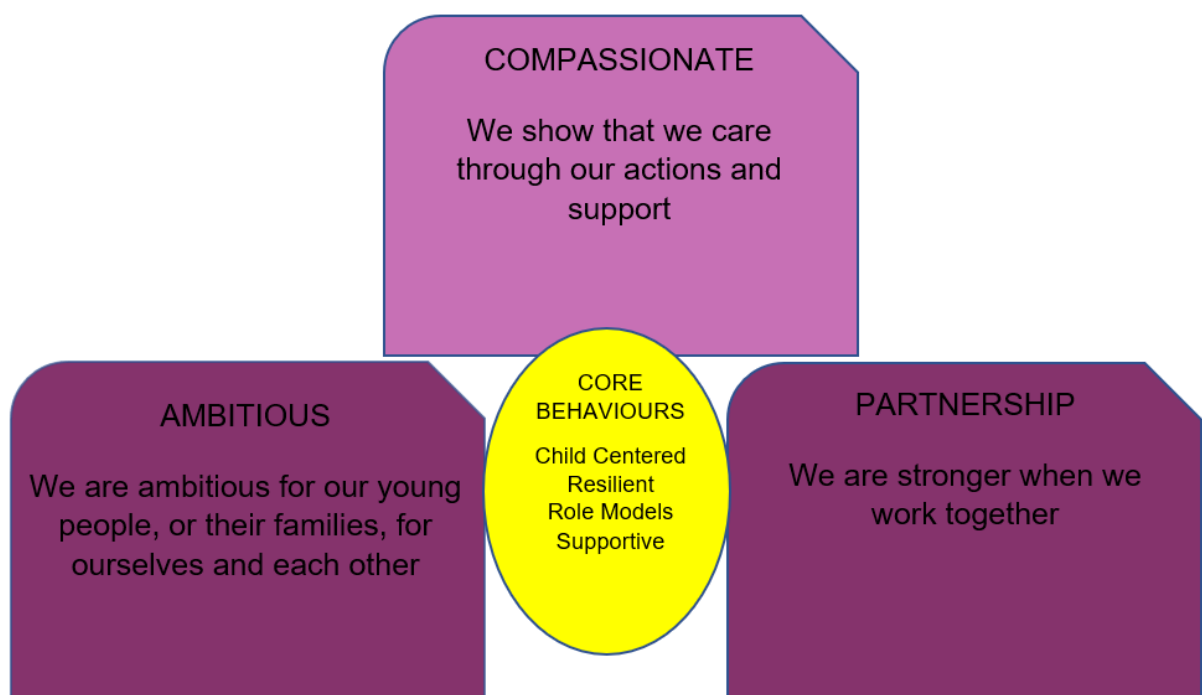
What is our DNA? Why is it important?

We don't just value what you do, but also how you do it. Our DNA defines who we are as individuals and as an organisation. It provides a defined way of working: how we do things around here, how we treat others and how we should expect to be treated.

Adhering to our DNA is also the key to delivering our vision, making MacIntyre Academies a great place to work and ensuring we provide high quality education and care to young people and their families.

What does the DNA mean for me?

Every colleague is expected to demonstrate behaviors which are consistent with our DNA. Whether you are applying for a job, you are a new employee or have been a colleague for many years, you will need to demonstrate our DNA in everything you do. This will be a key part in our recruitment, training and development and the appraisal processes.



Our Core Values

Our value: Compassion

- We are better together
- We will deliver success through teamwork and in
- partnership with families and other key stakeholders



Our value: Ambition

- We are ambitious for young people, for their families, for ourselves and each other
- We will set ambitious goals, seize every opportunity for young people to thrive and take personal accountability for everything we do.



Our value: Partnership

- By building safe, trusting, honest, kind and meaningful relationships
- We will focus on positives, create a safe environment and building trusting relationships to help young people overcome challenges day practices



Our Academies

Endeavour Academy, Oxfordshire

MacIntyre Academies' first school which opened in September 2014. Th provide 32 places for children and young people (aged 8 to 19) with autism and learning difficulties who are in need of specialist education, care and support.



Discovery Academy, Nuneaton

Discovery Academy opened in September 2015 in Nuneaton, Warwickshire for children and young people, aged 9 – 19 years who have an Education, Health and Care Plan for autism or a social, emotional or mental health need.

Quest Academy, Rugby

Quest Academy is for children and young people, aged 7 – 19 years who have additional needs associated with an autistic spectrum condition (ASC) or social, emotional and mental health (SEMH) difficulties.



Venture Academy, Henley-in-Arden

Venture Academy is a specialist school for children and young people aged 9 -16 years with autism and/or a social, emotional or mental health diagnosis. The school has capacity for 50 students and is based in Henley-in-Arden, Warwickshire

Quest Academy

Welcome to Quest Academy!

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).

With a commitment to understanding, acceptance, and individualised support, we strive to empower our learners to reach their full potential.

Our passionate team of educators, therapists, and support staff are here to ensure that every learner's unique needs are met. We believe that diversity is a strength, and we celebrate the individuality of each learner. Together, we create a community that fosters growth, learning, and a sense of belonging.

As we continue to grow and evolve, we are proud of the achievements of our learners and the positive impact they have on our school community. We are here to provide not only an exceptional education but also a caring and supportive network for our learners and their families.

We invite you to explore our website to learn more about our programmes, curriculum, and the incredible opportunities that await your child at Quest Academy. Feel free to reach out if you have any questions or would like to schedule a visit to experience our school firsthand.

We look forward to welcoming you into our community and working together to unlock the potential within each and every learner.

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.

Safeguarding

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.



Reference No(s): QA TA 062025

FTE Salary: B19 – B21 FTE £24,391.46 - £24,761.99, Actual £20,862.99 - £21,179.92

SSA: £750 per annum, pro rata

Hours: 35 hours, TTO

Location: Quest Academy, Rugby

Interviews: Rolling

Contract Type: 4 x Permanent and 2 x Fixed Term Vacancies Available

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

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.

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

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.

About You

We are looking for highly motivated, active members of staff who are looking to embark on an exciting and rewarding career working with children and young people with Autism and learning difficulties. Previous experience is not essential though desirable to have an understanding of Autism, Social, Emotional and Mental Health Difficulties and Learning disabilities; ultimately providing Care, education and support to Children and Young people. It is paramount that you must be an effective, confident communicator.

Experience will not be essential as you will receive ongoing support and training with a full induction. It is more important to us that you have the right outlook, can build relationships with our learner, and share our values and belief in their potential. “ MacIntyre hire for attitude and train for skill.”

You will be able to keep accurate records such as the recording of daily notes; mediation administration and learning outcomes with excellent attention to detail. You will demonstrate an approach of facilitation and reflective practice with a belief in a life of independence and choice for the young people you will support at all times.

Some of our young people are very active but at the same time are vulnerable if left on their own. Some young people can behave in a way that is challenging to others and part of our role is to teach young people safer and more effective ways of communicating their needs, however a level of challenge still exists; this can be physical or a reluctance to engage. For these reasons, this role requires someone who is physically fit. MacIntyre Academies will, where possible, look to make reasonable adjustments to comply with the Equality Act 2010.



Job Description

Reporting to:

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 and support to meet the needs, aspirations and choices of the student, exemplifying best practice at all times. 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 (HLTAs), with the delivery of the curriculum and all aspect of personal 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-centred plans/individual learning plans and to work in accordance with the agreed plan.
- To be a link worker for a named pupil.
- 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.
- To contribute to initial and baseline assessments and the ongoing assessment of 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 children in any work experience placements or off-site activities.
- Where appropriate to liaise and feedback on children's progress with professionals and families.
- Where appropriate be involved in assessments of children's progress and learning in the form of written observations, photographic or video assessments.
- To ensure that you follow each individual's education plan, behaviour support plan, communication plan and any other relevant plans.
- To be aware of and complete relevant information that requires daily attention such as students' logs, incident files, communication books, diaries, etc. to ensure that you record all information accurately, legibly and communicate it appropriately.
- To promote MacIntyre Academies' philosophy of behaviour management through consistency, respect, warmth, empathy and compassion.
- 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.
- To be aware of the regulatory frameworks within which you work.
- To attend and participate in staff meetings, individual formal supervisions, appraisals and staff debriefings to ensure consistency and good practice.

Job Description

Additional Duties:

- To safeguard and promote the welfare of all children and young people in the school by being familiar with and aware of the School's Safeguarding and child protection procedures and guidelines and to adhere to them at all times.
- To bring to the attention of a senior colleague any matter of concern over the wellbeing, safety or safeguarding of a person we support.
- To be aware of your responsibilities in accordance with the current Health and Safety at Work Act.
- To be aware of your responsibilities in accordance with the General Data Protection Regulations (GDPR) and be familiar with the content of the MAT Data Protection Policy, Acceptable use of ICT Policy, Password Policy and any other associated policies and procedures.

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

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



Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<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>Must be able to demonstrate</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. 	

Person Specification

Respecting and Understanding Others	<ul style="list-style-type: none"> • Reacts sensitively to other people and recognises different viewpoints, beliefs, values and opinions. • Treats children and young people we support and colleagues with respect, dignity, honesty and equality. • Adapts their working style and level of support to an individual's needs or wishes. • Work cooperatively with colleagues and assist when they need support. • Value the different contributions that people can make within a team.
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 display 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. • Support, motivate and inspire others to try new tasks or activities. • Seek assistance appropriately and receive feedback 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 a problems, exploring alternative ways of resolving problems including new possibilities. • Makes timely and well considered decisions, is aware the impact their decisions may have and willing to make difficult but necessary decisions to improve the practice.
Resilience to Change and Challenges	<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.

How To Apply

Come join us!

Please visit:

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

Or contact:

hr@macintyreacademies.org



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



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