



# MacIntyre Academies

Compassion - Ambition - Partnership

## Candidate Pack

# Teaching Assistant at Venture Academy, Henley in Arden



Putting learners  
and their families first.

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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 learners 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 learner'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 learners and how they can support them to make the best progress. We work very closely with the families of our learners 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 learners. 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

*James Bowater*

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 learners 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 learners  
and their families first.**

As our vision suggests, our learners 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 learners 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 learners.

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

## Our people are at the heart of our success

- A competitive salary
- Generous Annual Leave Entitlement (Plus Bank Holidays)
- A loyalty scheme which rewards you with an extra day of annual leave each September with length of service over 12 months (up to 5 additional days)
- 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
- Driving training – MPV minibus awareness course
- 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.**

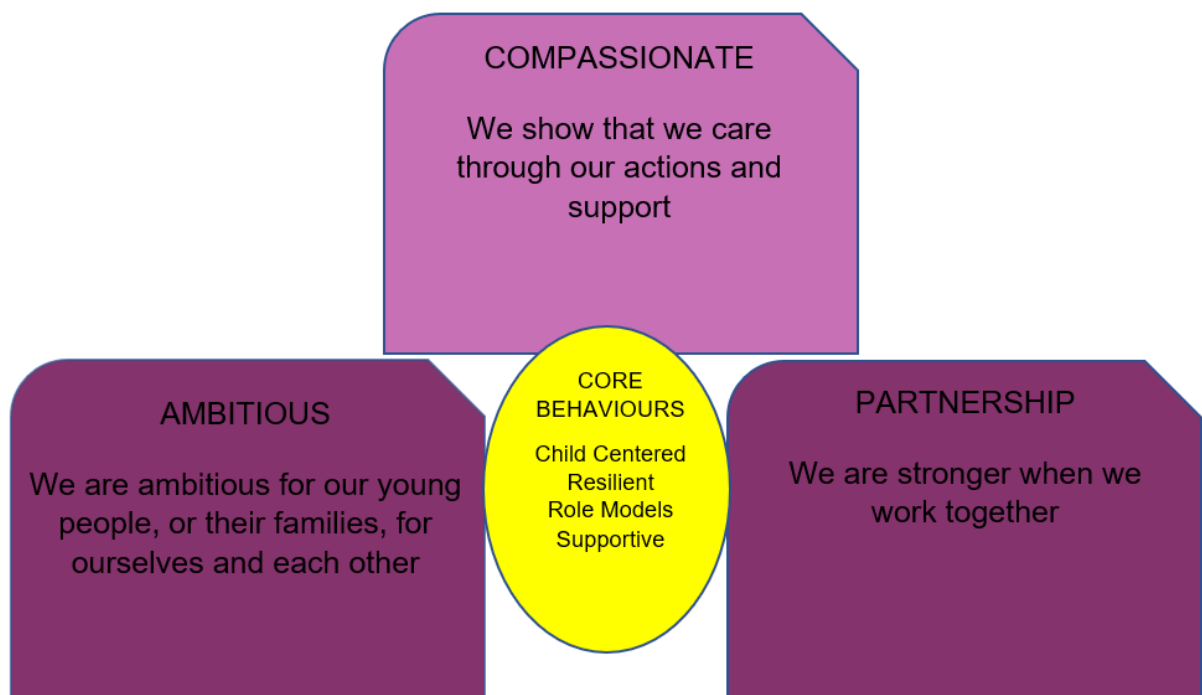
## *What is our DNA? Why is it important?*

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 learners (aged 8 to 19) with autism and learning disabilities who are in need of specialist education, care and support.



## Discovery Academy, Nuneaton

Discovery Academy opened in September 2015 in Nuneaton, Warwickshire for learners, 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 learners, 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 learners aged 9 -16 years with autism and/or a social, emotional or mental health diagnosis. The school has capacity for 50 learners and is based in Henley-in-Arden, Warwickshire

# Venture Academy

Welcome to Venture!

Venture is a specialist academy in Warwickshire for 50 children and young people with an autism spectrum condition or an identified social, emotional or mental health need aged 9 – 16 years. Our overarching ambitions are to be:

- A place where everybody feels safe, valued and belongs
- A place with quality first provision
- A place that supports our pupils to be ready for life

We value children as individuals and offer a personalized approach to learning that combines:

- the nurturing approach of Early Years and Primary School
- the range of curriculum, specialist teachers and specialist facilities of a Secondary School
- a close working relationship with families and other partners

Class sizes are small with a wide range of curriculum subjects on offer, off-site activities and access to a range of therapies. We have many pupils who join us with significant gaps in their school history and/or their learning and we are ambitious in helping them to close those gaps and achieve their very best outcomes.



# 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](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.



**Job Title:** Teaching Assistant

**Reference No:** VATA112025

**Salary:** Actual - £20,003.73 - £20,294.86; MAT Pay Scale B, points 19-21

**Location:** Venture Academy, Henley in Arden

**Hours of Work:** Term Time only full-time roles available

**Interviews:** Rolling interview

**Start Date:** ASAP

**Be part of the Academy Trust behind schools for children and young people with autism and/or additional needs.**

## About Us

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. Endeavour Academy in Oxford opened in 2014 and is a residential academy for children and young people with autism and associated severe Learning difficulties aged from 9 to 19 years old. In 2015 we opened Discovery Academy in Nuneaton, for children with social, emotional and mental health needs and /or autism. In 2017 we opened Quest Academy also catering for children with SEMH and/or autism. Finally, in September 2020, Venture Academy based in Henley-in-Arden joined the Trust 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 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 currently recruiting for inspirational and creative Teaching Assistants to join this exciting school; this is an opportunity to be part of something very special as we continue our journey to become a centre of excellence.

Please take a look at our website <https://www.macintyreacademies.org/> to find out more about us.

Reporting to the Class Teacher and the Higher-Level Teaching Assistant you will be responsible for the support and delivery of teaching and learning. You will model best practice and enable successful learning and achievement by learners 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.

Some learners can behave in a way that is challenging to others and part of our role is to teach learners 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.

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 learners 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, always exemplifying best practice. 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 learner 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 learner.
- Under the direction of the Class Teacher help prepare resources and prepare the learning environment so that the learners 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 learner during visits in and around the local community.
- To support learners 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.



# 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 Solar 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>Must be able to demonstrate</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>	

# Person Specification

Respecting and Understanding Others	<ul style="list-style-type: none"> <li>• Reacts sensitively to other people and recognises different viewpoints, beliefs, values and opinions.</li> <li>• Treats children and young people we support and colleagues with respect, dignity, honesty and equality.</li> <li>• Adapts their working style and level of support to an individual's needs or wishes.</li> <li>• Work cooperatively with colleagues and assist when they need support.</li> <li>• Value the different contributions that people can make within a team.</li> </ul>
Influential Communication	<ul style="list-style-type: none"> <li>• Ensures great interactions are achieved by using a variety of communication techniques including language, tone and non-verbal behaviour.</li> <li>• Listens actively and display enthusiasm in their communication.</li> <li>• Uses and presents information in a manner which is persuasive, logical and understandable to the receiver.</li> </ul>
Facilitating Success and Improvement in Others	<ul style="list-style-type: none"> <li>• Use encouragement, praise and appropriate direction, as necessary.</li> <li>• Support, motivate and inspire others to try new tasks or activities.</li> <li>• Seek assistance appropriately and receive feedback from others.</li> </ul>
Supporting Learning and Teaching or Care in an Educational Setting (for those in an operational role)	<ul style="list-style-type: none"> <li>• Is ambitious, has consistent and high expectations of staff and pupils</li> <li>• Demonstrates personal enthusiasm for and commitment to the learning process</li> <li>• Demonstrates the principles and practice of effective learning and teaching</li> <li>• Initiates and supports research and debate about effective learning and teaching</li> <li>• Provides appropriate support intervention based upon a detailed knowledge of individual pupils</li> </ul>
Problem Solving and Decision Making	<ul style="list-style-type: none"> <li>• Is able to collect, interpret and evaluate information</li> <li>• Can develop a deep understanding of a problems, exploring alternative ways of resolving problems including new possibilities.</li> <li>• 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.</li> </ul>
Resilience to Change and Challenges	<ul style="list-style-type: none"> <li>• Is open to change and embracing new developments / initiatives</li> <li>• Adapts well in new and unfamiliar situations responding to changing plans quickly</li> <li>• Works independently without direction</li> <li>• Is resilient and copes well in emergency situations.</li> </ul>
Personal Development	<ul style="list-style-type: none"> <li>• Is committed to achieving high standards for their own self-development</li> <li>• Is able to reflect on self-development needs and address them.</li> <li>• Meets agreed development action plans as agreed with line manager.</li> <li>• Achieves positive feedback from peers, senior colleagues and external stakeholders.</li> </ul>

# How To Apply

**Come join us!**

Please visit:

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

Or contact:

[hr@macintyreacademies.org](mailto:hr@macintyreacademies.org)



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