



**MacIntyre
Academies**



Teaching Assistant

Endeavour Academy, Headington, Oxford

Recruitment Pack

Recruitment Advertisement

Teaching Assistant

Job Title: Teaching Assistant

Reference No(s): EA TA 0724

Salary: £23,658 FTE* plus allowances of £1,436 Actual £18,051.81

Location: Headington, Oxfordshire

Hours of work: Full Time, 34hrs per week TTO

Start Date: ASAP

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 <http://www.endeavour-academy.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 young people and sustained improvement in their spiritual, moral, social, cultural, mental and physical well-being in preparation for the opportunities, responsibilities and experiences of adult life.

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.

The role is 34 hours per week; 39 weeks per year (Term-Time only). We can also offer a variety of additional hours through relief shifts in the residential home.

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.

Benefits – Our people are the heart of our success

- A competitive salary
- Discretionary regional allowance of £1,000 (pro-rata)
- Discretionary Special School Allowance £750 per annum (pro rata role dependent)
- Excellent local government pension scheme
- Family Friendly policies
- Wellbeing, Bereavement and Menopause policies
- Enhanced Sick Pay
- Wellbeing initiatives in your setting
- Full induction
- Training and development and the support of a trained line manager and dedicated senior leaders
- Access to further professional development
- Cycle to Work Scheme
- Annual MAT Life Day to take for that special occasion
- Annual Flu Jabs
- Free eye tests through Specsavers
- An Employee Assistance Programme to Support your health and wellbeing an access to various perks including discounts Tesco, Cineworld, Go Ape and many more
- Death in Service
- Long Service Recognition
- Recommend a Friend Scheme - £100 Voucher
- Trained Mental Health First Aiders
- 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

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

Information for Candidates

MacIntyre, a national charity founded in 1966 by the parents of a disabled child, is the sponsor for Endeavour Academy. With over 40 years of experience in providing specialist provision for over 1,000 children and adults with learning difficulties and autism across the UK, MacIntyre has developed a strong reputation both nationally and locally in Oxfordshire, as a high-quality, person-centered organisation.

The school building and residential facility are located in Headington. The school has capacity for 32 students and the residential provision has capacity for 6 full time and 6 respite placements. The residential home provides some 52-week placements and the opportunity for day placements and some shorter stays (e.g. weekly, weekend, term- time boarding or holiday residential periods).

All young people have Education, Health and Care Plans and the majority have allocated social workers. In addition, pupils may be supported by Learning Disability CAMHS, the Virtual School and respite providers.



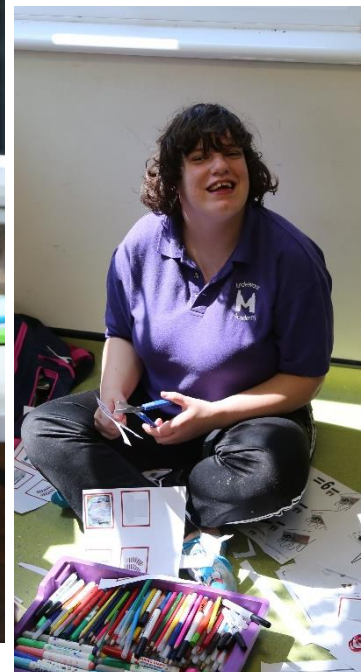
Our Vision and Ethos

We believe all young people, regardless of disability, deserve the best education possible. We want our students to be ambitious for themselves and we need to be ambitious on their behalf. Therefore, our aim is to deliver an 'outstanding' school with outstanding outcomes. A school which is truly family centered with education individualised to each child/young person. The academy provides a healthy, safe and enjoyable environment, with excellent teaching and learning and a focus on high quality personalised education and support. Parents/carers are encouraged to be fully involved and connected from the outset.

Key to the academy's success is the recruitment and development of a highly skilled, flexible workforce that delivers outstanding education and support and benefits from MacIntyre Academies Trust's in-depth understanding and experience of how to design bespoke education solutions for children who requires specialist support to achieve excellent outcomes.

We have a holistic approach to supporting behaviour that empowers the child or young person to engage in education.

To achieve this vision, partnership working is crucial. MacIntyre Academies Trust works alongside parents/carers, Local Authority SEND, social care, CAMHS and Children We Care For (LAC) teams and other stakeholders to ensure that the academy is successful in delivering the best outcomes for our young people.



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 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:

1. 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.
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-centred plans/individual learning plans and to work in accordance with the agreed plan.
4. To be a link worker for a named pupil.
5. 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.
6. To contribute to initial and baseline assessments and the ongoing assessment of learning
7. Under the direction of the Class Teacher, or HLTA, engage in leading individual or small group learning sessions.
8. To support the ongoing functional learning of the children during visits in and around the local community.
9. To support children in any work experience placements or off-site activities.
10. Where appropriate to liaise and feedback on children's progress with professionals and families.
11. Where appropriate be involved in assessments of children's progress and learning in the form of written observations, photographic or video assessments.
12. To ensure that you follow each individual's education plan, behaviour support plan, communication plan and any other relevant plans.
13. 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.
14. To promote MacIntyre Academies' philosophy of behaviour management through consistency, respect, warmth, empathy and compassion.
15. 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.
16. To be aware of the regulatory frameworks within which you work.
17. To attend and participate in staff meetings, individual formal supervisions, appraisals and staff debriefings to ensure consistency and good practice.

Additional Duties:

1. 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.
2. To bring to the attention of a senior colleague any matter of concern over the wellbeing, safety or safeguarding of a person we support.
3. To be aware of your responsibilities in accordance with the current Health and Safety at Work Act.
4. 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.

Teaching Assistant 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. • 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. • Excellent classroom practitioner.
Personal Attributes	<p><i>Must be able to demonstrate</i></p> <ul style="list-style-type: none"> • Excellent communication and facilitation skills. • A passion for working with pupils with SEN and their families. • Ability to work flexibly to meet the needs of the academy. • Ability to work with the Class Teacher to promote motivate and work with others to create a shared culture and positive climate. • High level of resilience and determination. • Commitment to and a genuine interest in the pastoral welfare of the school community. • Calm and organised approach to work under pressure and the ability to inspire this in others. • Demonstrate a highly motivated and person centred approach to the role • Adopt a reflective approach to your work. 	

Competencies

<p>Respecting and Understanding Others</p>	<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.
<p>Influential Communication</p>	<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.
<p>Facilitating Success and Improvement in Others</p>	<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.
<p>Supporting Learning and Teaching or Care in an Educational Setting (for those in an operational role)</p>	<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
<p>Problem Solving and Decision Making</p>	<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.
<p>Resilience to Change and Challenges</p>	<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.
<p>Personal Development</p>	<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.



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