



MacIntyre Academies
Discovery Academy

Teaching Assistant



Discovery Academy, Nuneaton, Warwickshire

Application Pack

Recruitment Advertisement

Teaching Assistant

Job Title: Teaching Assistant **Location:** Nuneaton
Hours of Work: 35hrs per week as 2 terms Fixed term contract

(0.8 or 4 days may be considered) –

Mon 8:15am-4:45pm, Tues 8:30am-4:30pm & Weds to Fri 8:30 to 3:30pm

Salary: B18 £21,678 – B21 £22,997

Actual Salary: B18 £17,078 – B21 £18,117

Allowances: £750.00 per annum Special School Allowance

Weeks Worked: 39 weeks - Term Time only

Closing Date: Wed 21st February **Interview Date:** TBC **Start Date:** TBC

Be part of an exciting and creative school in Nuneaton for children and young people with autism and/or social, emotional and mental health needs.,

About Us

In September 2015, MacIntyre Academies Trust opened a new Academy in Nuneaton, Warwickshire, catering for children and young people aged between 9 years (Year 5) and 19 years with an autism diagnosis and/or an underlying condition that has enabled them to receive an education health and care plan (EHCP) for autistic spectrum condition (ASC) or social emotional mental health (SEMH). 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.

The Role

You will be responsible for supporting the teaching and learning in a class of around 9 students, working alongside a class teacher, HLTA and on occasions another TA. If you have ASC, SEMH or AP (alternative provision) experience that will be an advantage but is not required. Our current TAs come from a range of experiences; for example, parent, care homes, primary, secondary and special schools. You will care passionately about each child as an individual, be able to observe and listen and then respond to advice. You will be able to implement strategies for raising achievement across the curriculum and be committed to your further professional development. You will be non-judgemental, resilient and unconditionally accepting. You will be confident and happy to work with children of any age or ability. All our children are currently verbal, able bodied and literate. They need support to make the most of their talents and abilities. Discovery Academy is well staffed and committed to the professional development of all; roles can be tailored to allow strengths to be shown as well as areas for development or professional interest to be experienced and understood.

Benefits

In return, we can offer you a competitive salary, plus a MAT Life Day and local government pension scheme. We have an enhanced Sick Pay policy. We have an excellent Employee Assistance Programme to support your health and wellbeing as well as free flu jabs, full induction, training and career opportunities. This is on top of termly You Are Awesome awards, an annual Big Thank you day and whole trust CPD Day.

MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All positions will require an enhanced Disclosure and Barring Service check and registration with the DBS Update Service together with all other relevant recruitment checks including obtaining references. This post includes engaging in regulated activity relevant to children and is exempt

from the Rehabilitation of Offenders Act, 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Further information about filtering offences can be found in the DBS filtering guide: DBS filtering guide - GOV.UK (www.gov.uk) It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Referees will be asked to assess suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified. Individual Safeguarding Policies for our Academies can be found on our website under 'Essential Information' and candidates will be asked about this as part of the recruitment process.

In line with the update to KSCIE 2022 MacIntyre Academies will carry out an online search of the candidate once the shortlisting process has been completed as part of their due diligence. This may involve a google search of the candidate's name, looking at the top three search results over the past three years. If any incidents or issues are identified that are publicly available online this will be explored with the candidate at interview stage.

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

Letter from the Executive Principal

Dear Applicant

Discovery Academy is an education environment like no other – we work on child centred approaches and don't sweat the small stuff! We are looking for the right person to join our Leadership Team. We have recruited an amazing team of staff from many and varied experiences and backgrounds. They have taken to the role and challenges with enthusiasm, resilience and imagination. You may have mainstream (primary or secondary) or special education experience.

We work with children aged 9 – 19, and blend a Primary "Care" Model with a Secondary "Curriculum" Model and MacIntyre's Family Focus. We now have 104 children on roll. All our children have an EHC plan, often for Autism but also for SEMH. Simplistically as children get older they have more specialist teachers. Qualifications are tailored to need. The core curriculum is Maths, English, Science, ICT, Food and PE – supplemented by Thrive, PSHE, social skills and the core skills of Literacy and Numeracy. We are now seeking to expand the impact of the arts in our school to enable the development of learning skills, musicality and expression to support regulation in our pupils.

Your qualities are as important as your qualifications - we need staff who are non-judgemental, unconditionally accepting and resilient. Each day bring a fresh start, new challenges and many rewarding moments.

Teachers are currently working in 12 teams; usually 9 children with an HLTA and 1 TA (minimum). Off-site work is vital to our approach and success and this includes forest schools, farm visits, swimming, shopping, and a range of sports including archery, boxing and gymnastics. We also have a programme that keeps our students safe, and maintains learning as appropriate, when they are in times of crisis that all staff must be trained in and be ready and able to use to maintain safety if required.

If you would like to have an informal conversation about the opportunities please contact me at the academy on 024 77103370 or e-mail Emily.Hopkins-Hayes@macintyreacademies.org.

I hope the information provided enables you to make an informed decision if this is the right opportunity for you to pursue. The "Family Feel" of Discovery and indeed all MacIntyre Academy Trust employees has cemented our determination to create an outstanding academy for the benefit of this group of children in and around North Warwickshire.

Thank you for your interest in Discovery Academy, I look forward to receiving applications by the deadline.

Yours sincerely,

Emily Hopkins-Hayes

Interim Executive Principal

Discovery Academy,
Nuneaton

Information for Candidates

In September 2015, MacIntyre Academies Trust opened a new and exciting Academy (Discovery Academy, in Nuneaton, Warwickshire) for children and young people with Autism and/or social, emotional and mental health needs aged between 9 years and 19 years.

MacIntyre Academies was delighted to have been chosen to set up Discovery Academy which joined the existing 'Endeavour Academy' in Oxford. The Trust is building on the experience of MacIntyre Charity which has over 50 years of experience in providing specialist provision for over 1,000 children and adults across the UK and has developed a strong reputation nationally, as a high quality, person centred organisation. Since then the Trust has opened Quest Academy (2017) in Rugby and brought Venture Academy (2020) (Henley in Arden) into the Trust.

Warwickshire identified a significant gap in provision for children and young people with autism and social, emotional and mental health needs, sometimes requiring children to be placed in out of county provision or transported a long distance to school. Many parents and carers prefer their child to be as close to home as possible. Discovery enables young people to remain close to their families and friends, and MacIntyre Academies is able to use its wider expertise to develop a more integrated approach to delivering support, enabling children where possible to be supported back into mainstream education. .

The school is located in Nuneaton on the site of the old Manor Park School. MacIntyre Academies does not subscribe to any one particular pedagogical approach to teaching children and young people with autism or social and emotional needs. Personalised learning is at the heart of our delivery style enabling teachers and other educators to adopt individual strategies that work for each child or young person. We advocate an approach that encourages children to learn in and outside the classroom in real and practical environments that support socialisation, independent thinking and learning for the future.



Completing the application form

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

You must also ensure you complete the section relating to previous criminal convictions and sign the application form. Please address the person specifications on page 7 of this pack when writing about your reasons for wanting to apply.

Make sure you have taken time to look through our Trust and Discovery Academy websites to gain a good understanding of our values, ethos and the work we do with children and young people.

Pre-interview checks /references

Details of two referees must be provided on the application form including full postal address and an email address. Referees must know you in a professional capacity and should be well placed to comment on your suitability for the position for which you are applying. One should be your current or most recent employer. References will be obtained if you are short listed for interview for consideration during the selection process unless you specifically state you do not wish this procedure to be adopted. We also reserve the right to approach any previous employer listed on your application form. We will ask previous employers to provide information on your suitability to work with children and any disciplinary offences, allegations and investigations, including expired offenses.

Please note that the school may conduct a social media check on applicants invited for interview.

Interviews

If your application is successful, full details of all the selection activities will be provided in the letter inviting you to interview.

The Asylum & Immigration Act 1996 and the immigration (Restrictions on Employment) Order 2004 require employers to establish that an individual is entitled to work in the UK prior to that person commencing employment. This entitlement must be evidenced at interview stage and a copy will be retained once a formal offer has been made and accepted. You will be therefore asked to bring documentary evidence of your identity to interview as evidence of your right to work in the UK such as passport, national insurance card or work permit. If applying for a teaching post, original documents confirming your educational / professional qualifications will also be required.

Equalities

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

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

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

Our Vision and Ethos

We believe all children and young people, regardless of disability or difficulty, deserve the best education possible. We want our pupils to be ambitious for themselves and we need to be ambitious on their behalf. We have to act as their “thinking brain” in times of uncertainty.

Therefore our aim is to deliver an ‘outstanding’ school with outstanding outcomes. Our school welcomes the involvement of families, keeping education individualised to each child & young person. Discovery Academy provides a healthy, safe and enjoyable environment, with excellent teaching and learning with a focus on high quality personalised education and positive behaviour support. It will continue to evolve according to local needs.

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

The main aims of the Academy are to:

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

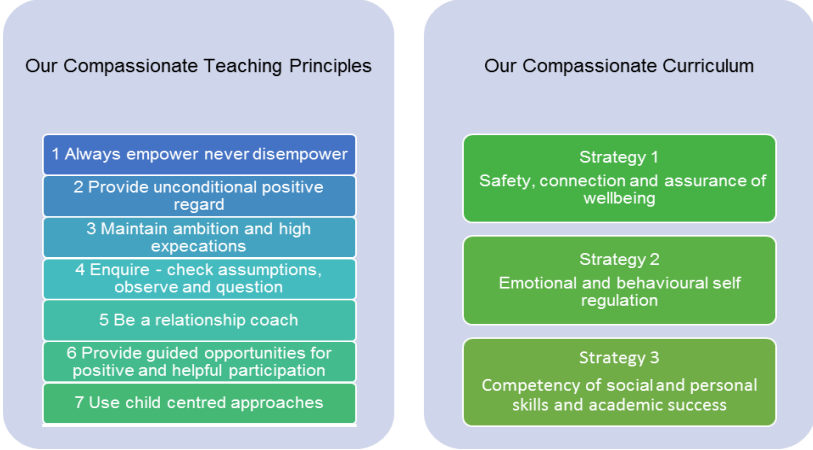
With a curriculum that focuses on developing academic potential, social, vocational and life skills, we want every child to achieve his or her full potential. The academy’s curriculum is compassionate and motivational helping children to make connections between life and learning. Learning is practical,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

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

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’ in-depth understanding and experience of how to design bespoke education solutions to children who requires specialist support strategies to achieve excellent outcomes.

Our Curriculum

We are committed to a compassionate curriculum that meets the needs of all our learners.



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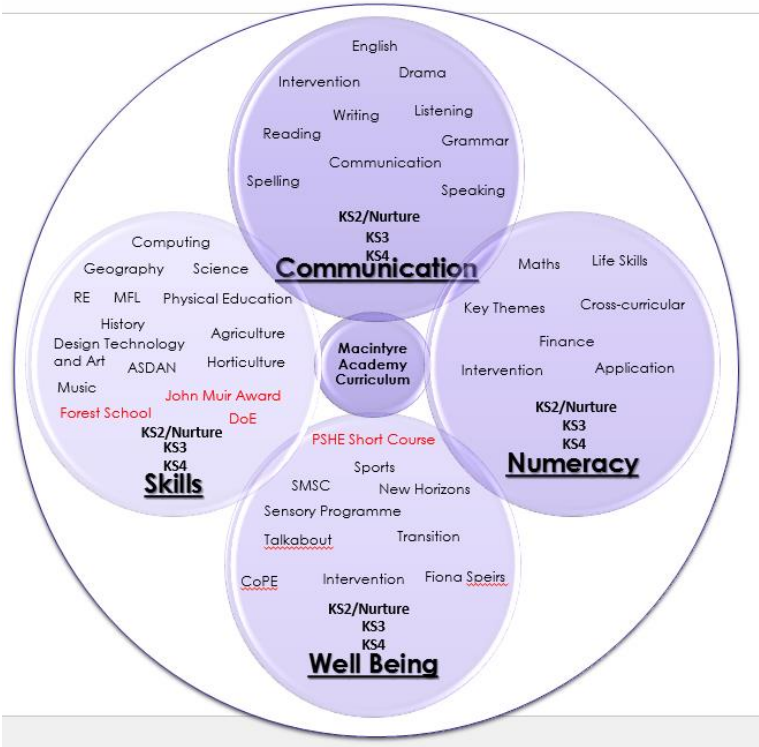
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Teaching Assistant Job Description

Reporting to: Learning Support Lead – strategically
Higher Level Teaching Assistant (HLTA) - daily

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.

Teaching Assistant Person Specification

	ESSENTIAL	DESIRABLE
Education, knowledge and experience	<ul style="list-style-type: none"> English and Maths GCSE (9-5) or English and Maths Functional Skills Level 2 (Pass) or English and Maths GCSE (A* - C) or English and Maths GCE O Level (A-C) or English and Maths CSE (Grade 1) Good ICT skills Knowledge of or an interest in autism, or other relevant diagnoses Demonstrable commitment to own continued professional development. Demonstrable experience of professional communication and interpersonal skills both written and verbal. 	<ul style="list-style-type: none"> Teaching Assistant Level 2 qualification Experience of working with multidisciplinary teams Experience of handling challenging and high-pressure situations Trauma informed and attachment aware practice
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. 	

Competencies

Personal and Professional Conduct	<ul style="list-style-type: none"> • Understands and follows the ethos, policies and practices of the academy. • Demonstrates and models positive attitudes, values and behaviours. • Has regard for the need to safeguard learners' well-being. • Respects individual differences and cultural diversity.
Knowledge and Understanding	<ul style="list-style-type: none"> • Committed to improve own practice through self-evaluation and awareness. • Shares responsibility for ensuring that own knowledge and understanding is relevant and up to date. • Takes opportunities to acquire appropriate skills, qualifications, and/or experience required for the teaching assistant role. • Demonstrates expertise and skills in understanding the needs of learners and contributes to the adaptation and delivery of support to meet individual needs. • Demonstrates a level of subject and curriculum knowledge relevant to their role. • Understands their roles and responsibilities within the academy. • Adopts strategies to support the work of colleagues and increase achievement. • Promotes, supports and facilitate inclusion by encouraging participation of all pupils in learning and other activities. • Uses PBS consistently in line with the academy's policy and procedures • Contributes to assessment by supporting the monitoring, recording and reporting of learner progress. • Communicates effectively and sensitively with learners and adapts to their needs.
Teaching and Learning	<ul style="list-style-type: none"> • Adopts strategies to support the work of colleagues and increase achievement. • Promotes, supports and facilitate inclusion by encouraging participation of all pupils in learning and other activities. • Uses PBS consistently in line with the academy's policy and procedures • Contributes to assessment by supporting the monitoring, recording and reporting of learner progress. • Communicates effectively and sensitively with learners and adapts to their needs. • Respects the role and contribution of colleagues, other professionals, parents and carers by liaising effectively and working in partnership.
Working with Others	<ul style="list-style-type: none"> • Respects the role and contribution of colleagues, other professionals, parents and carers by liaising effectively and working in partnership. • Under direction of the colleagues keeps other professionals accurately informed about learners. • Understands their responsibility to share knowledge to inform planning and decision making. • Works collaboratively with all and academy colleagues. • Communicates with other staff and education, health and social care professionals, so that informed decisions can take place on intervention and provision.

Macintyre Academies
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