



Teaching Assistant

Endeavour Academy, Headington, Oxford

Recruitment Pack

Recruitment Advertisement

Teaching Assistant

Job Title: Teaching Assistant
Salary: £19,356.34 to £21,264.71 FTE*
Hours of work: Full Time, 34hrs per week TTO
Start Date: ASAP

Reference No(s): 0000000089
Location: Headington, Oxfordshire
Closing Date: 18th February 2022
Interview Date: TBC

MacIntyre Academies Trust opened its first academy and Children's Home, in Headington, Oxford in September 2014. Endeavour Academy is an Academy School for children and young people with autism and associated Severe Learning Difficulties aged from 9 to 19 years old.

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.

The Role

Reporting to the Class Teacher or in their absence the Higher-Level Teaching Assistant you will be responsible for the support and delivery of teaching and learning at key stages 3, 4 and post 16. You will model best practice and provide effective communication surrounding lesson requirements. You will also work with colleagues in the residential provision to ensure delivery of the 24-hour curriculum.

You will also work closely with internal and external stakeholders to successfully contribute to the delivery of the vision, ethos, aims and objectives of the academy and children's home; in turn, enabling 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 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.

We can offer up to 34 hours per week; 39 weeks per year (Term-Time only). We can also offer a variety of hours through relief shifts.

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

In return, we can offer you Local Government Pension Scheme, Cycle to Work scheme upon successful completion of probation period), an Employee Assistance Programme to support your health and wellbeing and full induction, training and career opportunities.

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 \(www.gov.uk\)](https://www.gov.uk/guidance/db filtering guide) 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.

*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.

Information for Candidates

MacIntyre Academies Trust opened its first academy, in Headington, Oxford in September 2014. Endeavour Academy is an exciting Academy School for children and young people with autism and associated severe Learning Difficulties aged from 9 to 19 years old.

MacIntyre, a national charity founded in 1966 by the parents of a disabled child, is delighted to have been chosen as the sponsor for this new 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.

Currently, in Oxfordshire, a significant number of children and young people with autism are placed in out of county residential placements. Many parents and carers have told us that they would prefer their child to be as close to home as possible. We also understand that there is a gap in specialist provision in Oxfordshire and the prevalence/diagnosis of autism is increasing. The trustees of MacIntyre (many of whom are family members of people with disabilities) have created the independent MacIntyre Academies Trust and this trust runs the residential special school academy, Endeavour. It is exciting, as young people are able to remain close to their families and friends, but also MacIntyre uses its wider expertise to develop a more integrated approach to delivering our support to all local children and their families.

The school building and residential facility is located in Headington, Barton and has capacity for 30 students and the availability of 6 residential and up to 6 respite placements. The Academy 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).

As a priority, the Academy welcomes children and young people from Oxfordshire who have a statement of special educational needs that details the provision required to help the child to overcome the barriers to learning caused by their autism. Referrals are through the local authorities who have named the school in individual children's statements.



Letter from the Principal

Welcome to Endeavour Academy, our school and residential setting for children and young people with autism and severe learning difficulties aged 9 – 19. This much needed autism-specific setting has been developed by MacIntyre Academies Trust and Oxfordshire County Council working in partnership to meet the needs of students and their families. Endeavour Academy offers a combination of day school, extended day activities, short breaks and residential care all on the same site.

Our aim is to provide our children and young people with the skills needed to manage their autism so that we can best help them to live purposeful lives. Our curriculum helps to ensure that all students receive a highly personalised, relevant education. As some of our students will also be living at the school for up to 52 weeks a year, we will offer a waking day curriculum, which focuses on educational, social and emotional development as well as sensory aspects of the curriculum. Communication and sensory integration is embedded throughout our curriculum.

We understand that students with autism have to be presented with learning that is motivating and reinforcing so our staff possess the flexibility and creativity to tailor-make learning opportunities for them and all of our staff undergo a thorough induction and training program. We work very closely with the families of our students to ensure that, they too, feel supported and that they are reassured that their child is safe and happy and that they are respected and celebrated.

I believe we have created a happy and nurturing environment that has an ethos of warmth and understanding. We have a staff team that really understand the needs of children with autism and how they can support them to make the best progress.

If you would like to know more about Endeavour Academy, are interested in working for us or would like to find out more about how we can support you, please do not hesitate to get in touch with our office.

Michaela Soporova

Principal

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 individualized to each child/young person. The academy provides a healthy, safe and enjoyable environment, with excellent teaching and learning with a focus on high quality personalized education and support. It will evolve according to local needs. Parents/carers are encouraged to be fully involved and connected from the outset.

This project, which will be run in close partnership with Oxfordshire County Council, is particularly exciting to MacIntyre and its Academies Trust as we have for many years been successfully providing innovative and person centered services to local children/young people and their families. Many of these children and families struggle to access facilities and services successfully due to their complex autism, and MacIntyre has established an excellent reputation locally.

By understanding and responding to the current and future requirements of local young people, the academy will be a centre of excellence within Oxfordshire, with a national reputation.

With a curriculum that focuses on developing life skills, communication, wellbeing and on the achievement of each child's full potential, the academy will offer flexible arrangements that meet the needs of individual children and families. Key to the academy's success will be 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 to children who requires specialist support strategies 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 will be crucial. MacIntyre Academies Trust will work alongside Oxfordshire County Council, staff and stakeholders to ensure that the academy is successful in delivering their strategic aims.



Teaching Assistant Job Description

Reporting to:

Class Teacher, and in their absence the Higher-Level Teaching Assistant (HLTA)

Purpose:

To deliver exceptional standards of learning / support to children and young people within the school by facilitating their physical, emotional, psychological and recreational development.

You will deliver person centred learning / support to meet the needs, aspirations and choices of the student, exemplifying best practice at all times. You will support the Class Teacher and your team with the delivery of a value for money service which establishes Macintyre Academies brand and reflects the needs of the local community. This will be supported by induction and ongoing training and development.

Key Responsibilities and Duties:

1. To support Class Teachers, and in their absence the Higher-Level Teaching Assistants (HLTA), with the delivery of the curriculum and all aspect of personnel and social development.
2. To work as part of a class team to provide the best learning environment and support to the children in the school.
3. To support the child and young people within the academy in the development and review of their person centered plans/individual learning plans and to work in accordance with the agreed plan.
4. To be a learning mentor for a named pupil.
5. To develop and draw on knowledge of particular needs in order to enhance the benefits to the children and young people within the Academy.
6. Under the direction of the Class Teacher help prepare resources and prepare the learning environment so that the children have the best access to learning.
7. To contribute to initial and baseline assessments and the ongoing assessment of learning
8. Under the direction of the Class Teacher, or HLTA, engage in leading individual or small group learning sessions.
9. To support the ongoing functional learning of the children during visits in and around the local community.
10. To support children in any work experience placements or off-site activities.
11. Where appropriate to liaise and feedback on children's progress with professionals and families.
12. Where appropriate be involved in assessments of children's progress and learning in the form of written observations, photographic or video assessments.
13. To ensure that you follow each individual's education plan, behaviour support plan, communication plan and any other relevant targets.
14. To be aware of and complete relevant information that requires daily attention such as student's logs, incident files, communication books, diaries, etc. to ensure that you record all information accurately, legibly and communicate it appropriately.
15. To promote MacIntyre Academies' philosophy of behaviour management through consistency, respect, warmth, empathy and compassion.
16. To provide a caring and supportive environment for the children and young people that respects and affirms their racial, cultural and religious identity and lifestyle.
17. To be aware of the regulatory frameworks within which you work and to keep abreast of national, corporate and local developments which affect your work.
18. To attend and participate in staff meetings, individual formal supervisions, appraisals, staff debriefings to ensure consistency and good practice.

Additional Duties:

- To safeguard and promote the welfare of all children and young people in the school by being familiar with and aware of the School's Safeguarding and protection issues, procedures and guidelines and to adhere to them at all times.
- To bring to the attention of a senior colleague any matter of concern over the wellbeing, safety or safeguarding of a person we support.
- To be aware of your responsibilities in accordance with the current Health and Safety at Work Act.

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. • 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><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

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.

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MacIntyre Academies is an equal opportunities employer. Our policy on the Recruitment of Ex-Offenders is available to applicants on request and is also available on our website under 'Work for Us.'



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