



MacIntyre
Academies



Class Teacher

Endeavour Academy, Headington, Oxford

Recruitment Pack

Recruitment Advertisement

Class Teacher

Job Title: Class Teacher

***Salary:** MPS - UPS + SEN 1

Plus Regional Allowance

£1000 pro rata

Hours of Work: Full Time/ part time

Interview Date: TBC

Applications from Early Careers Teachers (ECT) would also be welcomed.

Reference No(s): 0000000138

Location: Headington Oxfordshire

Closing Date: 31st October 2022

Start Date: 1st January 2023 or earlier

MacIntyre Academies Trust opened its first academy, 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 8 to 19 years old. 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

We are currently recruiting for an inspirational and creative Class Teacher to join this exciting school, this a really exciting opportunity to be part of something very special.

Reporting to the Assistant Principal you will be responsible for the delivery of teaching and learning within the range of key stages 3, 4 and post 16, whilst looking for continuous improvement by monitoring and assessing the achievement of our young people. You will line manage teaching support staff and provide effective communication and guidance surrounding lesson requirements. You will also work closely with colleagues in the residential provision, Endeavour House to ensure delivery and commitment to the Waking Day curriculum.

You will also work closely with internal and external stakeholders to successfully deliver the vision, ethos, aims and objectives of the academy. This will 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.

About You

You will need to be an exceptional classroom practitioner, hold QTS and have demonstrable experience of working with Children and Young people with Autism, associated challenging behaviour and other complex needs. You will be able to implement strategies for raising achievement and have knowledge of working with accreditation boards such as ASDAN and AQA and be committed to your further professional development.

Benefits

In return, we can offer you a competitive salary, local government pension scheme, 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 (FTE) per annum and are dependent upon experience

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.

The school building and residential facility is located in Headington, Barton and has capacity for 32 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 (eg weekly, weekend, term- time boarding or holiday residential periods).

As a priority, the Academy welcomes children and young people 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.



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.

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 works alongside local authority staff and stakeholders to ensure that the academy is successful in delivering their strategic aims.



Class Teacher Job Description

Reporting to

Deputy Principal

Purpose:

- To provide professional education and social development of a class of students' educational provision, delivering an appropriate curriculum for age and stage.
- To collect record and report assessment data and progress of pupils to the Principal or Deputy Principal. To foster a culture that promotes excellence, equality and high expectations of all students and educational support staff.

Key Responsibilities and Duties:

1. To deliver the Endeavour curriculum.
2. To be an excellent classroom practitioner.
3. To effectively plan lessons that are stimulating, relevant and well-structured to a wide range of abilities and communication needs to ensure all students are able to participate and reach their full potential.
4. To ensure that all learning equipment is in good order and available for the delivery of lessons
5. To organise a person centred learning environment allowing students to take ownership of their learning and ambitions.
6. To participate in all relevant training required to ensure your continuous professional development.
7. To have line management responsibility for a team of educational support staff and associated delivery of training in a range of classroom tasks they will be required to undertake.
8. To promote and teach the Academy's behaviour support policy.
9. To work collaboratively with parents, carers and families, providing a welcoming positive atmosphere.

Strategic Direction and Development of the Academy:

1. To work with the Principal, Deputy Principal and other members of the leadership team to ensure the successful delivery of the vision, ethos, aims and objectives of the academy.
2. To deliver the ethos of the Academy and the educational vision and direction which enables effective teaching and support, successful learning and achievement by students 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.
3. To support the Senior Leadership Team in securing the commitment of parents, carers, stakeholders and the wider community to the vision and direction of the academy.

Learning and Teaching:

1. To deliver effective teaching and learning and monitor and evaluate the quality of teaching support and standards of students' achievement, using benchmarks and setting targets for improvement.
2. To monitor, evaluate and review practice in the classroom and implement strategies to ensure that under-performance is challenged and appropriate changes to practice are implemented.
3. To ensure that individual behaviour strategies are incorporated into all planning for teaching and learning, are rigorously monitored and evaluated and appropriately changed when required
4. To complete all relevant paperwork in connection to student progress, lesson planning and legislative requirements.
5. To participate in all aspects of assessment, ensuring any assessment reflects the learning needs of our students including SMSC, personal, social and emotional development.
6. Work collaboratively with the school's therapy teams in setting up joint targets and implementing therapy programmes.
7. Liaise with the Deputy Principal to ensure that there is continuity in students learning across the school.

Leading and Developing People:

1. To participate in the recruitment and retention of the best employees and ensure an effective induction for all new starters.
2. To contribute to the culture of continuous professional development for educational support staff, where learning and development activity is closely linked to individual, team and organisational priorities.
3. To ensure that performance reviews are undertaken in a timely manner and that target setting is of a high standard, relevant and plays a key role in securing continuous improvement.

Student Support and Progress:

1. To be a Form Tutor to an assigned group of pupils.
2. To be a key worker for named pupils.
3. To promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole.

Accountability:

1. Contribute to and chair review meetings as required and attend any other relevant multi-disciplinary meetings held for students.
2. To contribute to the promotion of an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
3. To ensure individual staff accountabilities are clearly defined, understood, agreed and subject to rigorous review and evaluation in consultation with the Deputy Principal.

Strengthening Community:

1. Liaise with outside agencies to set up relevant work placements for students where appropriate
2. To work in partnership with all school staff, parents, carers and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
3. To promote a culturally inclusive ethos which actively values and promotes diversity, unity and community cohesion and supports students to become successful citizens.
4. To work in liaison with the Senior Leadership Team and all relevant agencies in order to adequately safeguard and protect the students.
5. To contribute to the development of the education system, for example, sharing effective 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.
- 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.

Class Teacher Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> • Qualified Teacher Status. • Excellent classroom practitioner • Experience of working with students with ASC, social, emotional and mental health needs. • Proven track record of implementing the national curriculum. • Be able to implement strategies for raising achievement and achieving excellence including using data and benchmarks to monitor progress in learning. • Demonstrate knowledge of how to enhance pupil's social and personal development. • Demonstrable commitment to own continued professional development. • Demonstrable experience of professional communication and interpersonal skills both written and verbal. • Good ICT skills. • Evidence of the ability to monitor, evaluate and reviewing the impact of policies and targets. • Managing and leading teaching support staff and/or other practitioners. 	<ul style="list-style-type: none"> • Post graduate SEN qualification • Experience of working with trans-disciplinary teams. • Experience of IT assessment packages and data management systems • Experience of undertaking Key Stage assessments. • Knowledge of working with accreditation boards such as ASDAN.
Personal Attributes	<p><i>The Candidate must be able to demonstrate:</i></p> <ul style="list-style-type: none"> • Confidence and skills to maintain a successful team. • Excellent communication and facilitation skills with all stakeholders. • 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 Senior Leadership Team to motivate and work with others to create a shared culture and positive climate. • High level of resilience and determination. • A high level of tolerance and an entirely non-judgemental attitude to children whose behaviour may be challenging • 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. • Energy, enthusiasm, flexibility • Ability to reflect prioritise and plan and work to deadlines. • Adopt a reflective approach to work. • A belief that people with learning disabilities have the right to participate in making decisions about the service they receive and to access opportunities including learning, training, employment and wider experiences. • A commitment to the implementation of MacIntyre Academies Equal Opportunities Policy. 	

Competencies

<p>Set high expectations which inspire, motivate and challenge pupils</p>	<ul style="list-style-type: none"> • Establish a safe and stimulating environment for pupils, rooted in mutual respect • Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
<p>Promote good progress and outcomes by pupils</p>	<ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impact on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study.
<p>Demonstrate good subject and curriculum knowledge</p>	<ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
<p>Plan and teach well-structured lessons</p>	<ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • Contribute to the design and provision of an engaging curriculum.
<p>Adapt teaching to respond to the strengths and needs of all pupils</p>	<ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
<p>Make accurate and productive use of assessment</p>	<ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
<p>Manage behaviour effectively to ensure a good and safe learning environment</p>	<ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

<p>Fulfil wider professional responsibilities</p>	<ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • Communicate effectively with parents with regard to pupils' achievements and well-being.
<p>Personal and Professional Conduct</p>	<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

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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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