

MacIntyre
Academies



Principal Application Pack

**Endeavour Academy, Headington,
Oxford**



Endeavour Academy Principal

Job Title: Principal

Hours of Work: Full-time

Location: Headington, Oxfordshire

Start Date: April 2018

Reference No(s): NTXMH264130

Salary: L18 - L30 (£58,677 to £78,726)

Closing Date: 22nd January 2018 5pm

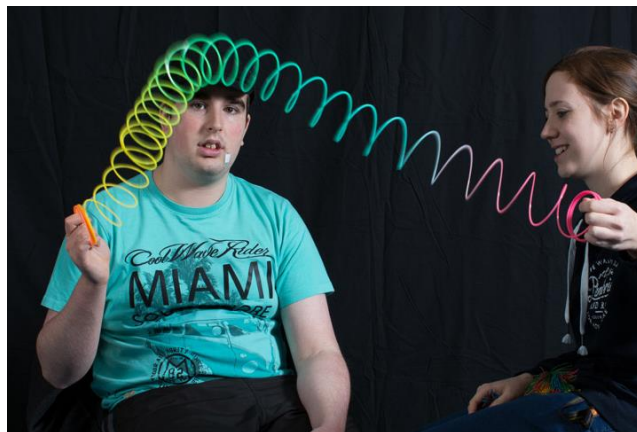
Interview Date: 25th and 26th January 2018

MacIntyre Academies Trust opened Endeavour Academy, Oxfordshire in September 2014. Endeavour is a progressive and ambitious school providing for 30 children and young people aged from 8 to 19 years old with autism and associated severe Learning Difficulties. The academy was fully refurbished in 2014, the site now includes a school and new residential children's home, Endeavour House. The academy can therefore offer a flexible combination of 52 week, short break and extended day provision to our children and young people. Our provision offers a high level of flexibility, valued by both parents and the Local Authority.

As a priority, the Academy welcomes children and young people from Oxfordshire who have an Education, Health and Care Plan that identifies needs that the school can meet. Referrals come through local authorities who have named Endeavour Academy in a child's EHCP.

Endeavour has enjoyed a highly successful first three years, with Endeavour House (specialist residential provision) being rated 'good' in all Ofsted inspections to date, and the school achieving a 'good' outcome during their first Ofsted inspection in 2017.

Our staff are highly skilled and reflective, committed to improving the lives of children and young people and supporting them to realise their potential. We are proud of our school and ambitious for the future. This is a fantastic opportunity for a vibrant and dynamic individual to lead the school on its journey towards being a centre of excellence.



We are looking for an enthusiastic, committed, energetic Principal to lead Endeavour Academy in providing high quality, personalised education care, and support for the children and young people. The role will also involve being the Responsible Individual for the Children's Home.

We are looking for someone who shares our vision for an establishment that sets the highest expectations, delivers outstanding outcomes, and prepares young people to become successful, integrated citizens. Someone who can inspire their team and drive this vision to strengthen and advance the school.

For this demanding yet rewarding role, you will need to possess the ability to create outstanding learning and care environments. A successful track record of creating strong partnerships with families and carers is also essential, as you will be working with them in leading and informing the delivery of individualised education and care programmes.

As a member of the Trust Leadership Group, you will have the opportunity to collaborate with other likeminded professionals and contribute to the growth of the Trust at this exciting time in its development.

In return, we can offer you a competitive salary, Teachers Pension Scheme, an Employee Assistance Programme to support your health and wellbeing, alongside full induction, training and career opportunities.

This high profile role will suit a creative and ambitious individual. If you can meet this exciting and challenging expectation then we want to hear from you!

MacIntyre Academies is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and follow safer recruitment practices. Such posts will require an enhanced DBS disclosure check together with all other relevant recruitment checks. This includes an Ofsted requirement for individuals to obtain an overseas police check, if they have spent six months or more outside the UK. MacIntyre Academies is an equal opportunities employer.

About You

You will have experience of school leadership, at a Headteacher, Principal, or Deputy level in a special school, ideally in a residential setting.

You will have a DfE recognised teaching qualification and ideally the National Professional Qualification for Headship (NPQH) or other relevant post-graduate qualification.

You should be able to evidence collaborative and inspirational leadership that creates a culture of high expectations and aspirations, one that raises standards and ensures that all children reach their full potential.

You will need the motivation and integrity to deliver, and the ability to communicate a vision that inspires, motivates and enthuses staff, pupils and the community as a whole. You will have a track record of improving performance, driving change and raising the standards and aspirations of all members of a school community. Previous experience of managing change and working collaboratively to deliver school improvement will be advantageous.

You will be able to drive and have access to your own transport.

To Apply

If you wish to apply please complete our online application form by 17.00pm on 22nd January 2018. The selection process will be held on 23rd January. Interviews will be held on 25th and 26th January.

For queries please contact
recruitment@macintyreacademies.org

MacIntyre Academy 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.



Endeavour Academy's Vision and Ethos

We believe all children and young people, regardless of disability, deserve the best education possible. We want our pupils to be ambitious for themselves and we need to be ambitious on their behalf. Therefore our aim is to deliver an outstanding academy with outstanding outcomes. An academy which is truly family-centred with education individualised to each child/young person. Endeavour Academy provides a healthy, safe and enjoyable environment, with a focus on high quality personalized education and support for functional and living skills. Parents/carers are encouraged to be fully involved and connected from the outset.

MacIntyre Academies Trust developed the school in partnership with Oxfordshire County Council. Partnerships with staff, families the council and other stakeholders are crucial to our success. We embrace an ethos of continual improvement, seeking to understand and respond to the current and future requirements of local young people, ensuring that Endeavour Academy is a centre of excellence within Oxfordshire.

Our curriculum focuses on developing life skills and on the achievement of each child's full potential. Endeavour Academy offers flexible arrangements that meet the needs of individual children and families. Key to the academy's success has been the recruitment and development of a highly skilled, flexible workforce that delivers high quality education and support, and benefits from MacIntyre Academies Trust's in-depth understanding and experience of how to design bespoke education solutions.

We have a holistic approach to supporting concerning or unsafe behaviour and a commitment to a Positive Behaviour Support that empowers the child or young person to engage in education.



**MacIntyre
Academies**

Putting children and families *first*

About MacIntyre Academies Trust

MacIntyre Academies is a multi-academy trust for special schools and specialist alternative provision. We believe all young people, regardless of learning difficulty, deserve the best education possible. We want our pupils to be ambitious for themselves and we need to be ambitious on their behalf.

Many of our pupils have had difficulty accessing mainstream education and experienced marginalisation and sometimes discrimination as they have struggled to manage their behaviour appropriately. Supporting young people to improve their own well-being, particularly their communication, social, emotional and mental health needs, is central to our ethos. 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.

MacIntyre Academies has a clear view of the quality of education it offers through its academies and we work in partnership with stakeholders to develop best practice, offer effective peer review and ultimately ensure all children achieve the best possible outcomes. We work closely with parents, carers and families and aim to make a difference to the lives of children and the other people in their lives.

Our first Academy was Endeavour Academy and Children's Home. Historically Oxfordshire County Council placed a significant number of children and young people with autism in out of county residential placements. Many parents and carers had told us that they would prefer their child to be as close to home as possible. We also understood that there was a gap in specialist provision in Oxfordshire and the prevalence/diagnosis of autism was increasing. In 2012 the trustees of MacIntyre (many of whom are family members of people with disabilities) created the independent MacIntyre Academies Trust to run the residential special academy, Endeavour. We are incredibly pleased that our young people are now able to remain close to their families and friends.

In 2015 we opened Discovery Academy, which caters for up to 80 young people with social, emotional and mental health needs and/or Autism, aged 9-19 years. In September 2017 we opened Quest Academy, Rugby, as sister school to Discovery. MacIntyre Academies Trust is ambitious and aims to grow so that we comprise of five or more schools.

Our Sponsor

MacIntyre Academies is sponsored by MacIntyre, a national charity with over 50 years' experience in providing specialist provision for over 1,000 children and adults with learning disabilities and autism across England and Wales. MacIntyre was established in 1966 by a parent's determination to provide education for his disabled child. Over the years MacIntyre has developed a strong reputation both nationally and locally in Oxfordshire, as a high quality, person centred organisation. MacIntyre Academies Trust was set up as a separate organisation to expand on this work.



MacIntyre

Providing support...your way

MacIntyre's philosophy has always been to welcome all, and service delivery is underpinned by what it calls its DNA. Through the promotion of Great Interactions and Person Centred Approaches, MacIntyre aims to give each and every individual a life that makes sense to them, support with a level and style of their choosing. This commitment is made to each person supported. Accordingly our staff are trained, and expected to work in a facilitative way, providing individualised support and regularly checking that each person supported is living their life, their way.

With a long and established track record of delivering outstanding provision for children with special educational needs, MacIntyre actively supports joint working between the charity and the Trust.

Letter from the Trust Senior Executive Lead



Thank you for taking the time to apply for the Principal role at Endeavour Academy, Oxford. This will be a unique opportunity for an inspiring and imaginative leader to develop this Centre of Excellence.

Our Academies place pupils at the centre of everything that they do. We believe all young people, regardless of learning difficulty, deserve the best education possible. Our new Principal will ensure that we stay loyal to these underlying values.

MacIntyre Academies has a clear view of the quality of education it offers through its academies and we are working closely with our sponsor and other partners to develop best practice, offer effective peer review and ultimately ensure all children achieve the best possible outcomes. You can read about the key values that underpin our approach at www.macintyreacademies.org. and about our sponsor at www.macintyrecharity.org

For this senior leadership role we are seeking an enthusiastic, passionate and hard-working school leader who shares our commitment to providing personalised education programmes that place each child at the centre of their learning programme. Vitally the post holder must be professional, caring, and have integrity with a readiness to assume responsibility for all aspects of school life.

We work closely with all our stakeholders and in particular parents, carers and families and aim to make a real and long lasting difference to the lives of children and the other people in their lives. We work closely with Oxfordshire County Council, however Endeavour Academy has the same status as any other academy or free school.

The Principal is line managed by the Senior Executive of the Multi-Academy Trust, whilst remaining accountable to the schools' Local Advisory Board which in turn reports to the MacIntyre Academies Trust Board. The Trust has a contract with the Department for Education for delivering the provision.

This role will suit an experienced school leader with a proven track record of success, who will relish the opportunity to develop a school that is ready for growth and development. The role will demand an individual who is an excellent practitioner capable of leading and inspiring others (staff, children and the wider community) to develop the schools vision and make it a reality. This will require a strategic thinker who will be creative, rigorous and practical in their approach. The role will require an experienced leader who can inspire an excellent team.

MacIntyre Academies will provide both direction and guidance (both practical and cerebral) to ensure the post holder is supported in all their endeavours. Support will be provided by fellow leaders and a Trust Board who are dedicated and effective, and who are committed to supporting the Principal's professional development.

This is an exciting time for the new Principal to join our team and I hope you are inspired by what you see in the pack. You will be looking for a real opportunity to make your mark and a name for yourself. If this sounds like you, I would be extremely pleased to hear from you.

Please call me on 07917186786 if you would like any further information or wish to arrange a visit. I look forward to receiving your application and meeting you during the selection process.

Yours Sincerely

A handwritten signature in purple ink, appearing to read 'Sumerjit Ram'.

Sumerjit Ram
Senior Executive Lead

Purpose:

- To provide professional leadership and management of the Endeavour Academy, Oxford and its educational and residential provision.
- To secure high standards in all areas of the Academy's work.
- To foster a culture that promotes excellence, equality and high expectations of all pupils and staff.
- As a member of the Trust Leadership Group, to contribute to the growth and development of the Trust and the delivery of its business plan.

Reporting to:

Senior Executive Leader of MacIntyre Academies Trust, with accountability to the Chair and Local Advisory Board.

Responsible for:

- Providing vision, leadership and direction for Endeavour Academy, which inspires and motivates pupils, staff and other stakeholders and creates and maintains a positive school culture.
- Ensuring the school and children's home are managed and organised to meet their aims and targets.
- Evaluating the Academy's performance and identifying the priorities for continuous improvement and raising standards.
- Ensuring equality of opportunity for all.
- Developing policies and practice.
- Ensuring that resources are effectively and efficiently used to achieve the Academy's overall aims and objectives.
- The day-to-day management, organisation and administration of the Academy.
- Continue to develop effective partnership with the wider community, LAs, parents and carers, feeder schools, local employers, MacIntyre Charity and any other services and professionals.
- Managing the Academy budget.

Strategic Direction and Development of Endeavour Academy:

- To work with the Local Advisory Board and the Leadership Team to ensure the successful delivery of the vision, ethos, aims and objectives of the Academy.
- To formulate overall aims and objectives for the Academy and policies for their implementation.
- To create an ethos and provide educational and residential vision and direction which secures effective teaching, care and support, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical well-being and prepares them for the opportunities, responsibilities and experiences of adult life.
- To secure the commitment of parents/carers, stakeholders and the wider community to the vision and direction of the Academy.
- To drive for high standards in the quality of teaching and learning whilst focusing on attainment, progress of teaching and learning, and person centred outcomes for all children and young people.
- To ensure that all those involved in the Academy are committed to its aims, motivated and ambitious about achieving them and involved in meeting the long, medium and short term targets which secure the success of the Academy.
- To ensure that the management, finance, organisation and administration of the Academy support its vision and aims and that the Academy works within its statutory and regulatory framework.
- To monitor, evaluate and review the effects of policies, priorities and targets of the Academy in practice and take action if necessary.

Leading Learning and Teaching:

- To work with the Local Advisory Board to ensure that an engaging and person centred curriculum is developed, and the delivery of the curriculum is translated into effective teaching and learning and assessment practice.
- To secure and sustain effective teaching and learning throughout the Academy and to monitor and evaluate the quality of teaching and standards of pupils' achievement, using benchmarks and setting targets for improvement.
- To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework.
- To monitor, evaluate and review practice and promote improvement strategies to ensure that under-performance is challenged at all levels and ensure effective corrective action and follow-up is undertaken.

Undertaking the Responsible Individual Role within Endeavour House:

- To work with the Care leadership team to ensure that the experience of children within the children's home is engaging, person centred and safe.
- To secure and sustain effective care and support within the home that builds on the education within the school and provides for the holistic needs of children.
- To monitor and evaluate the quality of the provision in line with the Children's Home Quality Standards, ensuring the best outcome for children through the use of benchmarks and setting targets for improvement.
- To be able to determine, organise and implement a diverse, flexible and responsive residential offer and implement an effective assessment framework that is valued by parents and the LA.
- To support the Head of Care to monitor, evaluate and review practice in residential setting and promote improvement strategies to ensure that under-performance is challenged at all levels and ensure effective corrective action and follow-up is undertaken.

Leading and Developing People:

- To lead and inspire the diverse senior leadership team to ensure effective working across the school and children's home.
- To recruit and retain the best employees and ensure effective induction for new starters.
- To secure a culture of continuous professional development for all, where learning and development activity is closely linked to individual, team and organisational priorities.
- To ensure that performance management systems and processes are robust, fit for purpose and explicitly linked to improvement priorities and pay progression.
- To ensure that performance reviews are undertaken in a timely manner and that target setting is of high quality, is relevant and plays a key role in securing continuous improvement.

Accountability:

- To work collaboratively with the Local Advisory Board providing accurate, timely and useful information, objective advice and support, to enable it to meet its responsibilities.
- To develop an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
- To ensure individual staff accountabilities (including teaching and non-teaching staff) are clearly defined, understood and agreed and are subject to rigorous review and evaluation.

Strengthening Community:

- To work in partnership with parents, carers and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- To ensure that the Academy reflects a culturally inclusive ethos which actively values and promotes diversity, unity and community cohesion, and support pupils to become successful citizens.
- To co-operate and work with relevant agencies to protect the children and young people.
- To be able to contribute to the development of the education and care system by, for example, sharing effective practice, working in partnership with others schools and agencies and promoting innovative initiatives.

Membership of the Trust leadership Group:

- Promote the Academy and the Trust to a range of audiences.
- To ensure that the mission, vision and values of the Trust and the Local Advisory Board are clearly articulated, shared, understood and acted upon effectively by all within your Academy.
- To work in partnership with colleagues in the MAT Central team and other academies to enable them to meet their responsibilities and further the aspirations of the Trust, and contribute to the implementation of the Trust Business Plan.
- To ensure that school planning recognises the needs and interests of the Trust and the Local Advisory Board so that a shared culture and positive climate is created and maintained.
- To communicate openly with Academy Trust Board (or those commissioned by them to complete work on their behalf) and to your Local Advisory Board on a regular basis.

Qualifications

The Candidate must have:

- A DfE recognised teaching qualification.
- The National Professional Qualification for Headship (NPQH) (for new Heads only) or other relevant post-graduate qualification, if an existing Head.

Experience

The Candidate must have:

- Successful experience of school leadership, at Headteacher or Deputy Headteacher level, ideally in a secondary, residential special school.
- Substantial experience of working with children with SEND.
- Good knowledge of Children's Home Regulations and experience of Children's Home settings.
- Evidence of relevant continuous professional development.

Competencies

Professional Qualities: Strategic Direction and Development of the Academy

The Candidate must be able to:

- Think strategically and build and communicate a coherent vision in a range of compelling ways.
- Inspire, challenge, motivate and empower others to carry the vision forward.
- Model the values and vision of the Academy.

Professional Qualities: Leading Learning and Teaching and Care

The Candidate must be able to:

- Demonstrate personal enthusiasm for and commitment to the learning process.
- Demonstrate the principles and practice of effective care that ensures children are happy and safe
- Demonstrate the principles and practice of effective learning and teaching.
- Access, analyse and interpret information.
- Initiate and support research and debate about effective learning, teaching and care and develop relevant strategies for performance management.

Professional Qualities: Working with Others

The Candidate must be able to:

- Demonstrate a commitment to their own and others' professional development.
- Foster an open, fair, equitable culture and manage conflicts.
- Develop, empower and sustain individuals and teams.
- Collaborate and network with others within and beyond the Academy.
- Challenge, influence and motivate others to achieve high goals.
- Give and receive effective feedback and act to improve personal performance.
- Accept support from others including the Senior Executive, colleagues, LAB members and the LA, the DfE, etc.

Professional Qualities: Being Accountable

The Candidate must be able to:

- Engage the Academy in the systematic and rigorous self-evaluation of the work of the School.
- Collect and use a rich set of data to understand the strengths and weaknesses of the Academy.
- Combine the outcomes of regular Academy self-review with external evaluations in order to develop the provision.


Professional Qualities: Community

The Candidate must be able to:

- Recognise and take account of the richness and diversity of the Academy's communities.
- Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities.
- Listen to, reflect and act on community feedback.
- Build and maintain effective relationships with parents, carers, partners and the community that enhance the outcomes for all pupils.

Special knowledge and Skills:

- Confident in the use of word-processing, spreadsheets and/or databases such as SIMS database
- Extensive knowledge of special needs curriculums from KS2 to KS5.
- Experience of Financial management at a senior level.
- Knowledge of statutory requirements and relevant legislation relating to school leadership and management including health and safety, child protection and safeguarding.
- Understanding of the principles and practice of Academies.

A photograph of two young men standing outdoors. The man on the left is wearing a purple polo shirt with a logo and is holding a green watering can. The man on the right is wearing a maroon t-shirt and a grey baseball cap, also holding a green watering can. They are both looking down at something in their hands. In the background, there are trees and a fence with some colorful posters.

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A photograph of a woman with glasses and a striped shirt sitting at a desk with a young child. They are both looking at a laptop screen. The desk has various items on it, including a box labeled 'Scissors' and some papers. The background shows a classroom setting with shelves and posters.

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A photograph of a man and a young boy playing in a wooden sandbox. The man is wearing a grey sweater and glasses, and the boy is wearing a blue t-shirt with 'UCLA' on it. They are both focused on playing with the sand and colorful toys in the sandbox. In the background, there is a large tree and a playground structure.