



MacIntyre Academies
Discovery Academy

Assistant Principal “Pastoral”



Discovery Academy, Nuneaton, Warwickshire

Application Pack

Recruitment Advertisement

Assistant Principal (PBS and Student WellBeing)

Job Title: Assistant Principal

Salary*: L8 – 12 (£47,501 - £52,414)

Start Date: 1st January 2020 (or earlier)

Closing Date: 9.00am 30th September 2019

Reference No: ACDQ462873

Hours of Work: Full-time

Location: Nuneaton, Warwickshire

Interview Date: Monday 7th October 2019

This vacancy arises as the current postholder has been promoted to a Headship in Cambridgeshire. Come and be part of an exciting and creative academy 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 EHC plan for ASC or SEMH. We plan to expand to admit Y3 (age 7) in the near future. 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

Due to the promotion of the current postholder to Headship we are recruiting for a creative and inspirational Assistant Principal to join us. It is a really exciting opportunity to be part of something very special. We have a leadership team of 5; our 3 APs oversee all Provision and Pastoral aspects between them.

Our teachers work with timetabled groups, probably supported by an HLTA and 2 TAs, to deliver the academic and well being curriculum. Classes are usually between 7 and 10 students. The 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.

They are exceptional classroom practitioners and have demonstrable experience of working with Children and Young People with either social and emotional needs or Autism, associated challenging behaviour or other complex needs, whilst demonstrating proven experience of implementing the national curriculum. They are able to implement strategies for raising achievement across the curriculum and are committed to their further professional development.

As an Assistant Principal you will be part of the oversight of our PBS and families work, emotional support and curriculum delivery for young people aged 9 – 19. The tasks are varied and can be tailored to strengths – e.g. EHCP targets being put into action, off site opportunities and QA, providing outreach to other settings and supporting our own staff with their practice and own well being.

Your first task will be to appoint a Lead Practitioner for PBS and Student wellbeing (Interviews set for Thurs 7th November) to enable you to have a more strategic view across the entire holistic curriculum than the current postholder. This will, at least initially, mean that you work closely with our 3 Family Footings workers as well as our Compassionate Schools Team (2.6 FTE), Occupational therapist (Full time), Educational Psychology (WCC bought in 1 day a week) and Speech and Language Therapist (WCC 0.3 FTE)

“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. Referees will be asked to assess suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified. MacIntyre Academies’ Safeguarding Policy can be found on our website and candidates will be asked about this as part of the recruitment process.”

*Salaries are dependent upon qualifications and experience

Letter from Principal

Dear Applicant

These are really exciting times at Discovery Academy and we are looking for the right person to join our Senior 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 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 92 children on roll. All our children have a statement of additional need or EHC plan, often for Autism but also for SEMH.

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 11 teams; usually 9 children with an HLTA and 2TAs. 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 horse riding, 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.

If you would like to have an informal conversation about the opportunities please contact me at the academy on 07494 457314 or e-mail matthew.pike@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.

Yours sincerely,

Matthew Pike

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.

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.



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.

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.

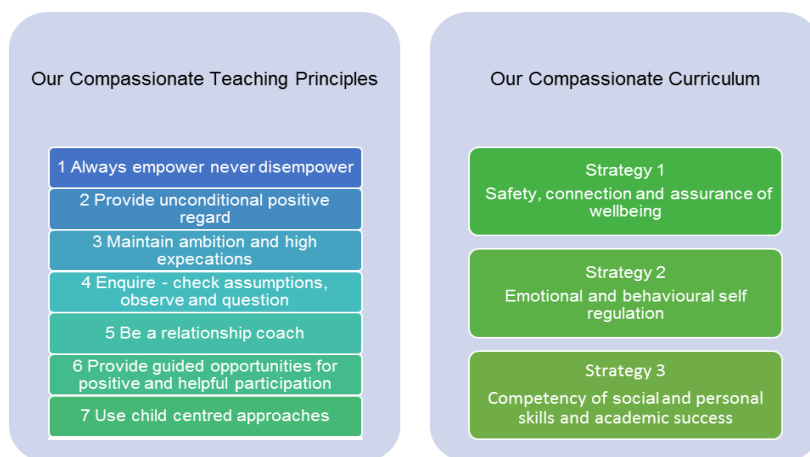
With a curriculum that focuses on developing academic potential, social, vocational and life skills, we want every child to achieve his or her full potential. The academy's curriculum is compassionate and motivational helping children to make connections between life and learning. Learning is practical, 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. We say that now we are full with 92 children we have 92 curricula.



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.

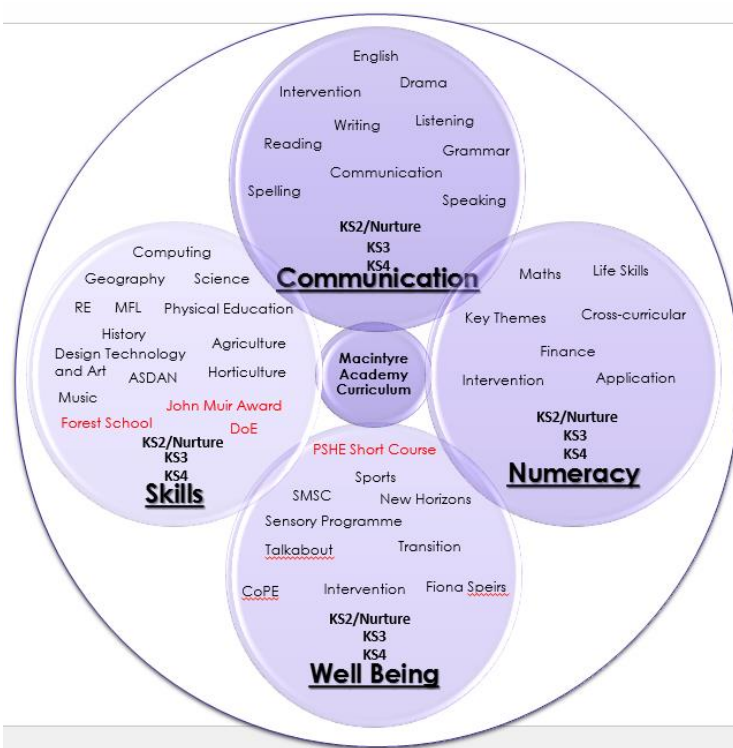
Supporting young people to improve their own well-being, particularly their communication, social, emotional and mental health needs, is central to the school curriculum. This includes learning to build positive relationships, being

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.

Assistant Principal – Pastoral

Job Description

Leadership 8 - 12

Reporting to

Principal of Discovery Academy, MacIntyre Academies, Nuneaton

Purpose:

- To further the aims of the academy and support the Principal in ensuring the vision of the academy is communicated and clarified and to foster a culture that promotes excellence, equality and high expectations of all students and staff.
- To contribute to the overall leadership and management of Discovery with specific responsibilities identified relating to the pastoral provision, family liaison, therapies and student well being.
- To share with the Principal a responsibility for providing quality assurance in all academy activities.
- To provide for the Principal an overview of major academy issues through a wide ranging awareness and contact with staff, the students and their families/carers.
- To assist the Principal in promoting awareness and observation of the Health and Safety Guidelines of MacIntyre Academies Trust and of Warwickshire County Council.

Key Responsibilities:

Strategic Direction and Development of the Academy:

1. Promote an ethos of Positive Behaviour Support. Developing, monitoring and evaluating the implementation of the academy's PBS strategy, including a commitment to reducing physical interventions and restrictive practice.
2. To work with the Principal and other members of the leadership team to ensure the successful delivery of the vision, ethos, aims and objectives of the academy.
3. To contribute to the formulation of overall aims and objectives for the academy and relevant policies requiring implementation.
4. To contribute to the creation of an ethos and provide the educational vision and direction which enables effective teaching and support, successful learning and achievement by students and sustained improvement in their spiritual, moral, cultural, mental and physical well-being in preparation for the opportunities, responsibilities and experiences of adult life.
5. With the school leadership team, support the Principal in the evaluation, development and implementation of the School Improvement Plan.
6. To assist the Principal in identifying academy needs by a process of school self-evaluation, as agreed by the governing body and MacIntyre Academies Trust. To assist in the monitoring and review of the outcomes of the review.
7. To develop a clear knowledge of the administrative and financial matters related to the academy and to work with the Principal and Business & Finance manager in monitoring and managing the academy budget.
8. To support the Principal in securing the commitment of parents, carers, stakeholders and the wider community to the vision and direction of the academy.
9. To ensure high standards of quality of pastoral support and assure its contribution to the, achievement of person centred learning outcomes for students.
10. To provide appropriate leadership in order to ensure all staff are committed to and involved in the achievement of objectives securing the success of the academy.

Leading Learning and Teaching:

1. To work with the Principal to ensure that an engaging and person centred curriculum is developed, and the delivery of the curriculum is translated into effective teaching, learning and assessment practice. This will focus on Thrive Approach materials.
2. To monitor, evaluate and review practice and promote improvement strategies to ensure that under-performance is challenged at all levels and appropriate changes to practice are implemented.
3. To work with key staff to draw up and implement intervention targets for each pupil in need of support. Develop effective strategies to reduce or remove barriers to learning.

Leading and Developing People:

1. To provide leadership and coaching to others to develop their PBS skills and make a positive difference to student's lives. Promoting a culture of reflection, debriefs and proactive planning.
2. To develop and promote a knowledge of the range of programmes, activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support students,
3. To participate in the recruitment and retention of the best employees and ensure an effective induction for all new starters.
4. Promote a culture of continuous professional development for all, where learning and development activity is closely linked to individual, team and organisational priorities.
5. 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.
6. To share with the Principal the responsibility for supporting and promoting the wellbeing of all staff.
7. To support staff working with students whose behaviour may be challenging through behaviour meetings, the formulation and evaluation of behaviour support plans, incident debriefing and monitoring of the academy behaviour policy and procedures.
8. To carry out return to work interviews following staff absence.

Supporting Children, Young People and their families:

1. To work with school leadership team in ensuring that the needs of individuals are considered at all stages of planning.
2. To support students and their families by ensuring that the needs and priorities for individuals are widely disseminated.

Accountability:

1. To work collaboratively with the Principal in order to provide accurate and timely reports, objective, advice and support, enabling the academy to meet its responsibilities.
2. To promote 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.
4. To undertake staff appraisals and well being checks for your team.

Strengthening Community:

1. To work in partnership with parents, carers and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
2. To promote a culturally inclusive ethos, which actively values and promotes diversity, unity and community cohesion, and support students to become successful citizens.

3. To work in liaison with all relevant agencies in order to adequately safeguard and protect the students.
4. To contribute to the development of the education system, for example, sharing effective practice.
5. With the Principal work in partnership with other schools / agencies, promoting innovative initiatives.

Assistant Principal Person Specification

	Essential	Desirable
Education Knowledge Experience	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrable commitment to own education and continued professional development - you are likely to have a degree. <input type="checkbox"/> Experience of working with children with autism and/or social, emotional and mental health difficulties <input type="checkbox"/> Unequivocal and unerring commitment to Positive Behaviour Support. <input type="checkbox"/> Experience of developing and implementing strategic improvement strategies <input type="checkbox"/> Demonstrable experience of excellent communication and interpersonal skills <input type="checkbox"/> Good ICT skills <input type="checkbox"/> Evidence of the ability to monitor, evaluate and reviewing the impact of policies and targets <input type="checkbox"/> Use of data and benchmarks to monitor progress <input type="checkbox"/> Demonstrable knowledge of methods of enhancing social and personal development <input type="checkbox"/> Experience of managing and leading staff 	<ul style="list-style-type: none"> <input type="checkbox"/> Post graduate SEN qualification <input type="checkbox"/> Teaching experience <input type="checkbox"/> Experience of working with multidisciplinary teams <input type="checkbox"/> Training in positive behaviour support
Personal Attributes	<p><i>Must be able to demonstrate</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Confidence and skills to lead a successful team, including the ability to positively and effectively inspire and influence staff teams <input type="checkbox"/> Excellent communication and facilitation skills with all stakeholders <input type="checkbox"/> A passion for working with students with SEN and their families <input type="checkbox"/> Ability to work flexibly to meet the needs of the academy <input type="checkbox"/> Ability to work with the Principal to motivate and work with others to create a shared culture and positive climate <input type="checkbox"/> High level of resilience and determination <input type="checkbox"/> Non judgemental, tolerant and creative <input type="checkbox"/> Commitment to and a genuine interest in the pastoral welfare of the school community <input type="checkbox"/> Calm and organised approach to work under pressure and the ability to inspire confidence in others <input type="checkbox"/> Ability to plan and prioritise workload in order to meet deadlines <input type="checkbox"/> Adopt a reflective approach to work 	

Competencies

Professional Qualities: Strategic Direction and Development of the Academy	<p>The Candidate must be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Think strategically, contributing to the build and communication of a coherent vision in a range of compelling ways <input type="checkbox"/> Support the Principal to inspire, challenge, motivate and empower others to carry the Academy's vision forward <input type="checkbox"/> Demonstrate the values and vision of the Academy
Professional Qualities: Leading Learning and Teaching	<p>The Candidate must be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate personal enthusiasm for and commitment to the learning process <input type="checkbox"/> Demonstrate the principles and practice of effective learning and teaching <input type="checkbox"/> Access, analyse and interpret information <input type="checkbox"/> Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance management
Professional Qualities: Working with Others	<p>The Candidate must be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate a commitment to own and others' professional development <input type="checkbox"/> Foster an open, fair, equitable culture and manage conflicts effectively <input type="checkbox"/> Develop, empower and sustain individuals and teams <input type="checkbox"/> Collaborate and network with others within and beyond the Academy <input type="checkbox"/> Challenge, influence and motivate others to achieve high goals <input type="checkbox"/> Give and receive effective feedback and act to improve personal performance <input type="checkbox"/> Accept support from others including colleagues, Governors and the LA, the DfE, etc
Professional Qualities: Being Accountable	<p>The Candidate must be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in the systematic and rigorous self-evaluation of the work of the Academy <input type="checkbox"/> Collect and use a rich set of data to understand the strengths and weaknesses of the Academy <input type="checkbox"/> Contribute in combining the outcomes of regular self-review with external evaluations in order to develop the provision
Professional Qualities: Community	<p>The Candidate must be able to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognise and take account of the richness and diversity of the Academy's communities <input type="checkbox"/> Engage in a dialogue which builds partnerships and community consensus on values, beliefs and shared responsibilities <input type="checkbox"/> Listen to, reflect and act on community feedback <input type="checkbox"/> Build and maintain effective relationships with parents,
Special knowledge and Skills:	<p>The Candidate must be able to demonstrate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Knowledge of statutory requirements and relevant legislation relating to school leadership and management including health and safety, child protection and safeguarding <input type="checkbox"/> Understanding of the principles and practice of schools/Academies <input type="checkbox"/> Ability to travel when necessary

“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. Referees will be asked to assess suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified. MacIntyre Academies’ Safeguarding Policy can be found on our website and candidates will be asked about this as part of the recruitment process.”

Macintyre Academies is an equal opportunities employer. We are committed to treating all applicants fairly and have a policy on the recruitment of Ex-Offenders which is available to applicants on request and is also available on our website under ‘Work for Us’.

Macintyre Academies
Discovery Academy
Vernons Lane
Nuneaton
CV11 5SS
Tel: 02477 103370

Twitter: @MacIntyre_ac

Email: discovery.office@macintyreacademies.org

Website: www.thediscoveryacademy.org

LinkedIn: company/macintyre-academies