

QUEST ACADEMY



HLTA Interventions

Closing Date – 5th April 2019

SCP 22 £20,810.04 — SCP 28 £24,972.05

Vacancy Reference Number: ACRD404447

Interviews to be held on w/c 8th April 2019

To apply please visit <https://macintyrecharity.current-vacancies.com/Jobs/Advert/1566419?cid=1347>

In case of any queries about applying please contact – recruitment@macintyreacademies.org

QUEST ACADEMY

REASONS TO WORK AT QUEST ACADEMY:

- ◆ Supportive, forward thinking Multi Academy Trust (MAT).
- ◆ Sponsored by MacIntyre Charity who have a strong reputation nationally as a high quality person centred establishment.
- ◆ Friendly and caring atmosphere.
- ◆ Weekly joint planning time every Friday 1.45- 3.30.
- ◆ Staff who work collaboratively, share resources and ideas.
- ◆ Positive, enthusiastic and dedicated staff team.
- ◆ Ideas are sought and welcomed.
- ◆ Wellbeing of staff is considered.
- ◆ A unique, innovative learning environment that is child centred.
- ◆ The Leadership team is approachable and supportive.
- ◆ Great opportunities for staff development and significant emphasis on staff CPD.
- ◆ Wonderful pupils and supportive families.
- ◆ Innovative curriculum and bespoke holistic assessment.

Quest Academy is a special school which provides 80 places for children of both sexes aged 9 –19 years who have social, emotional and mental health needs and/or an autistic spectrum condition. We recently carried out a consultation to lower our admission age to 7 and to increase our numbers to 100 and hope that this will be approved by the DfE for September 2019.

We are currently based in a temporary building and will be moving to a state of the art new building in Rugby in August 2019.

We recently achieved the “Family First Quality” award which is a national award given to schools who are able to “demonstrate how families lie at the heart of everything they do.”

As a new school we have termly monitoring DfE visits which have been positive and indicate that we are on track to achieve at least a good Ofsted outcome in Year 3.

We are looking to appoint someone who:

- ◆ Has a passion for making a difference and is willing to go to the extra mile.
- ◆ Has a compassionate approach.
- ◆ Is an exceptional classroom practitioner.
- ◆ Is ambitious for the future on pupils behalf.
- ◆ Understands the importance of working together with stakeholders.
- ◆ Shares the same vision and values as the school.
- ◆ Views change as an opportunity to build upon the school’s current successes.
- ◆ Is innovative and willing to try out new ideas.
- ◆ Has high expectations of themselves and others.

Our Quest: working together, nurturing individuals, celebrating uniqueness, unlocking potential. Ready for Life

THE 'NEW' QUEST ACADEMY



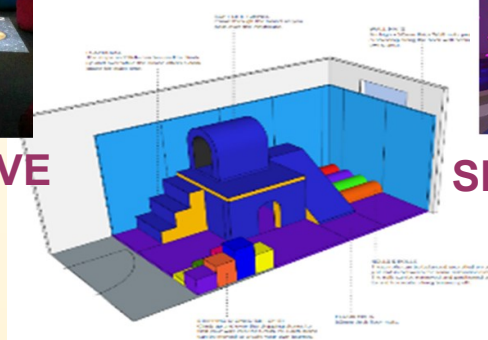
At Quest Academy we are committed to ensuring that we provide the children and young people in our care with an exceptional life-changing education; an education that teaches them the skills needed to live life to the full as well as providing them with daily positive experiences, lifelong memories, and friendships.

To quote Rita Pierson we believe 'Every child deserves a champion: an adult who will never give up on them... and insists they become the best they possible can be.'

THE 'NEW' QUEST ACADEMY



INTERACTIVE IMMERSIVE CLASSROOM



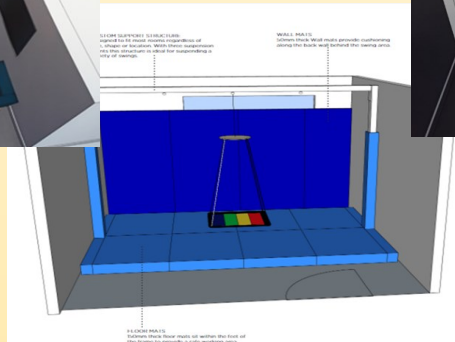
SOFT PLAY DESIGN



SENSORY ROOM DESIGN



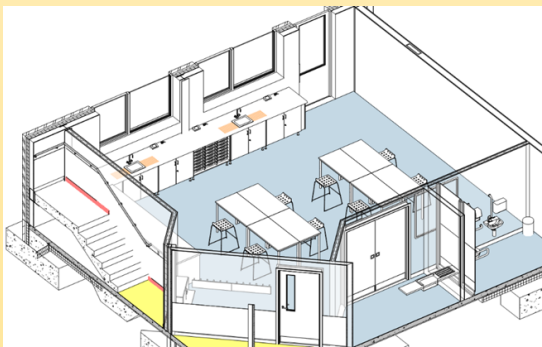
CONCEPT FOR CAFE



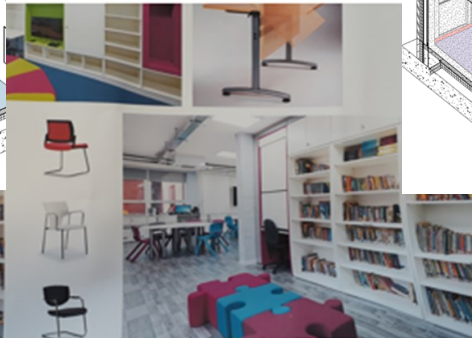
THERAPY ROOM DESIGN



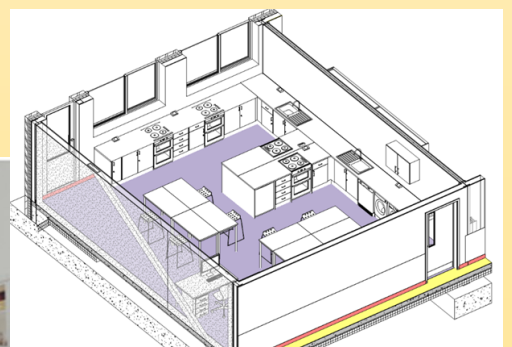
TEACHER WALLS



SCIENCE



CONCEPT FOR LIBRARY



FOOD TECH

**New Address: Quest Academy
Anderson Avenue
Rugby
CV22 5PE**

STAFF BENEFITS

- ◆ Free onsite Gym or a discounted local gym.
- ◆ Easy access to Rugby railway Station and close to the M6, A5 and M1.
- ◆ State of the art technology and facilities in a brand new building.
- ◆ Access to the Employee Assistance Programme to support health and well being.
- ◆ Cycle to Work Scheme upon successful completion of probation period.
- ◆ Pension scheme with generous employer contributions.

HOW TO APPLY

Full details of this vacancy can be found on the school's website:

<http://www.thequestacademy.org/home>

Or via the link below:

<https://macintyrecharity.current-vacancies.com/Jobs/Advert/1566419?cid=1347>

You can contact the school at:

quest.office@macintyreademies.org

Visits to the school are warmly welcomed—please



AT QUEST ACADEMY WE BELIEVE:

- In a strong sense of community placing the child and their family at the heart of everything we do.
- That our pupils deserve an outstanding education.
- In the need to be ambitious for pupils' futures.
- In growing our own teachers and leaders for tomorrow.
- That happy staff and pupils supports everyone to be the best that they can be.
- Believe in being outward facing.

OUR CORE VALUES

Inclusive

We work by collaboration & coproduction

Compassionate

Every day is a fresh start.
We listen before we act

Personal

Each person matters -
We go the extra mile!

Ambitious

We aim high for our pupils,
families & staff

Reflective

We pay attention to detail -
to innovate & improve



Recent comments from Parents:

“Can't find fault with the school, it exceeds our expectations and communication is excellent”

“The school is excellent and supports my child and its parents in whatever way possible.

Highly commended.”

OUR CURRICULUM

Our overriding aim is to ensure that our pupils become:

- ◆ Successful learners
- ◆ Confident individuals
- ◆ Responsible citizens

We place equal emphasis on our pupils developing the skills and knowledge from the four areas of our holistic curriculum:

- ◆ Academic
- ◆ Skills for Life
- ◆ Engagement
- ◆ Wellbeing



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.

Quest Academy

St David's Way

Bermuda Park

Nuneaton

CV10 7SG

E: quest.office@macintyreademies.org



MacIntyre Academies
Quest Academy

Recruitment Advertisement

Higher Level Teaching Assistant—Interventions

Job Title: HLTA—Interventions

Reference No(s): ACRD404447

Salary: £20,810.04 to £24,972.05 FTE

Location: Rugby, Warwickshire

Closing Date: 5th April 2019

Interviews: w/c 8th April 2019

Start Date: 1st September 2019

Hours of Work: Full time, term time only

Be part of a team that is passionate and committed to making a positive difference to the lives of the pupils and their families; in an innovative new school in Rugby, for children and young people with autism and/or social, emotional and mental health needs.

About Us

In September 2019, MacIntyre Academies Trust will be opening a new and exciting Academy in a purpose built state of the art building in Rugby, Warwickshire for children and young people with social, emotional and mental health needs and /or autism, aged between 9 years and 19 years. The new school will have specialist facilities including a sensory room, therapy room, interactive immersive classroom, soft play room, recording studio and photography suite. We are very proud of our holistic curriculum which enables the pupils to benefit from blended therapy in the classroom. We have a café located at the front of the school where parents can meet and the pupils can display the items they have made within school which will be available to purchase. We are passionate to support our pupils and families from the local community to ensure the best outcomes.

Whilst the new building was being constructed the academy was located in a temporary modern school building on the outskirts of Nuneaton and opened with 30 pupils in September 2017 rising to 55 pupils in September 2018.

MacIntyre Academies is delighted to have been chosen to set up this new Academy which joins the existing 'Endeavour Academy' in Oxford which opened in 2014 and 'Discovery Academy' which opened in September 2015. 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 Higher Level Teaching Assistant to join this new and exciting school, this a really exciting opportunity to be part of something very special.

Reporting to the Class Teacher you will be responsible for the support and delivery of teaching and learning. The school needs a blend of Key stages 2,3 4 and 5 and you will model best practice to teaching support staff and provide effective communication surrounding lesson requirements.

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; 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.

You will need to be an exceptional classroom practitioner and have demonstrable experience of working with Children and Young people with Autism, associated challenging behaviour and other complex needs.

You must be an effective and confident oral and written communicator and be able to accurately record learning outcomes and keep detailed records.

Benefits of Working for MacIntyre Academies

In return, we can offer you a competitive salary, local government pension scheme (with generous employer contributions), 33 days holiday pro rata per annum (inclusive of bank holidays) an Employee Assistance Programme to support your health and wellbeing and full induction, training and career opportunities

To Apply

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Higher Level Teaching Assistant Job Description- Interventions

Reporting to:

Assistant Principal

Key Responsibilities:

- To be part of a team to deliver bespoke interventions that support pupils to make good progress across the four areas of the holistic curriculum.
- To record outcomes of individual interventions on provision maps and Odyssey.
- To differentiate schemes of work to ensure programmes being delivered are suitable for the pupil/group
- To be part of a team that contributes to building up the school's intervention programmes
- When delivering interventions to some classes use the school's agreed templates to support learning (for example, agenda sheets and the Accelerated Learning PowerPoint format)
- To effectively plan interventions 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.
- To use the school's bespoke assessment system to record pupil progress and upload evidence.
- To organise a person centred learning environment, in line with Autism Accreditation standards, allowing students to take ownership of their learning and ambitions.
- To participate in all relevant training required to ensure your continuous professional development.
- To support pupils transfer their learning from their 1-1 /small groups into the classroom.
- To promote the Academy's behaviour management policy.(Compassionate Schools Policy)
- To work collaboratively with parents, carers and families by building positive relationships with families and making them feel welcome when they come into the school.

Purpose:

To support the school achieve its vision.

To deliver high standards of learning and support to pupils within the school by using a person centred approach to your work as well as facilitating their physical, emotional, social, psychological and creative development.

To lead in your specialist area so that pupils engage with their learning

This role will be supported by a comprehensive induction and on-going training and support.

Key Responsibilities and Duties:

- To lead the class in times of teacher absence (such as Teacher PPA time, Teacher training time and short time absence).
- To be involved and work with others to develop your specialist area across the school
- To work as part of a class team to provide the best learning environment and support to the children and young people within the school.
- Help prepare resources and the learning environment so that the children and young people have the best access to learning.
- To assist in ongoing assessment, data collection, recording and support teaching assistants in this process.
- To lead individual, small group or whole group learning sessions when required.
- To take a lead in liaising and giving feedback on children and young people's progress with professionals and families.
- To liaise regularly with teachers on individual's progress and programmes
- To attend and contribute during meetings with other professionals (Speech and language therapists, occupational therapists, school nurse etc.).
- Attend any relevant multi-disciplinary meetings about the children.
- To support the ongoing functional learning of the children and young people during visits in and around the local community.
- To support children in work experience placements or off site activities.
- To lead progress with each individual's Education Health Care plan, behaviour support plan, Personal Development Plan and any other relevant targets.
- To collate relevant information that requires daily attention such as pupils' logs, incident files, etc. and ensure that you record all information accurately and legibly and communicate it appropriately.
- To promote McIntyre Academies' philosophy of positive behaviour management through consistency, respect, warmth, empathy and compassion.
- To provide a caring and supportive environment for pupils that respects and affirms their racial, cultural and religious identity and lifestyle.
- To be proactive in ensuring that the wellbeing of pupils are monitored and protected, whilst being highly alert to recognise the signs of distress and abuse.
- To attend and participate in staff meetings, individual formal supervisions, appraisals, staff debriefings to ensure consistency and good practice.
- To model best practice to Teaching Assistants at all times.
- To be responsible for your own personal and professional development and undertaking learning and development activities to include attending service specific training as required.
- To undertake any other duty commensurate with the role.

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.

Higher Level Teaching Assistant

Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> • Experience of working with children who have a statement or EHC plan. • Experience of working in a school • Appropriate Academic Qualifications • Excellent and confident 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"> • HLTA Qualification or equivalent such as NNEB or NVQ Level 3 In Childcare • Experience of working with multidisciplinary teams. • Experience of working with students with ASD and SEMH • Experience of assessing students levels and needs • Demonstrate knowledge of how to enhance pupil's social and personal development. • Knowledge of working with accreditation boards such as ASDAN.
Personal Attributes	<p><i>Must be able to demonstrate</i></p> <ul style="list-style-type: none"> • 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 teachers to promote to 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. • Adopt a reflective approach to work. 	

Competencies

<p>Respecting and Understanding Others</p>	<p>Reacts sensitively to other people and recognises different viewpoints, beliefs, values and opinions.</p> <p>Treats the pupils we support and colleagues with respect, dignity, honesty and equality.</p> <p>Adapts their working style and level of support to an individual's needs or wishes.</p> <p>Works cooperatively with colleagues and assists when they need support.</p> <p>Values the different contributions that people can make within a team.</p>
<p>Influential Communication</p>	<p>Positive Interactions are achieved by using a variety of communication techniques including language, tone and non-verbal behaviour.</p> <p>Listens actively and display enthusiasm in their communication.</p> <p>Uses and presents information in a manner which is persuasive, logical and understandable to the receiver.</p>
<p>Facilitating Success and Improvement in Others</p>	<p>Uses encouragement, praise and appropriate direction as necessary.</p> <p>Supports, motivates and inspires others to try new tasks or activities.</p> <p>Seeks assistance appropriately and receive feedback from others.</p>
<p>Supporting Learning and Teaching or Care in an Educational Setting (for those in an operational role)</p>	<p>Is ambitious, has consistent and high expectations of staff and pupils</p> <p>Demonstrates personal enthusiasm for and commitment to the learning process</p> <p>Demonstrates the principles and practice of effective learning and teaching</p> <p>Initiates and supports research and debate about effective learning and teaching</p> <p>Provides appropriate support intervention based upon a detailed knowledge of individual pupils</p>
<p>Problem Solving and Decision Making</p>	<p>Is able to collect, interpret and evaluate information</p> <p>Can develop a deep understanding of a problems, exploring alternative ways of resolving problems including new possibilities.</p> <p>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.</p>
<p>Resilience to Change and Challenges</p>	<p>Is open to change and embraces new developments / initiatives</p> <p>Adapts well in new and unfamiliar situations responding to changing plans quickly</p> <p>Works independently without direction</p> <p>Is resilient and copes well in emergency situations.</p>
<p>Personal Development</p>	<p>Is committed to achieving high standards for their own self-development</p> <p>Is able to reflect on self-development needs and address them.</p> <p>Meets agreed development action plans as agreed with line manager.</p> <p>Achieves positive feedback from peers, senior colleagues and external stakeholders.</p>