



MacIntyre
Academies



Teaching Assistant

Discovery Academy, Nuneaton, Warwickshire

Application Pack

Recruitment Advertisement

Teaching Assistant

Job Title: Teaching Assistant **Location:** Nuneaton
Hours of Work: 35hrs per week as 1-year Fixed term contract (flexible working hours may be considered) - Mon 8:15am-4:45pm, Tues 8:30am-4:30pm & Weds to Fri 8:30 to 3:30pm
Salary: B18 £20,646.54 – B21 £21,902 (subject to 5% uplift in November) B18 £16,265 – B21 £17,255
Actual Salary:
Allowances: £750.00 per annum Special School Allowance
Weeks Worked: 39 weeks - Term Time only

Closing Date: Monday 18th September **Interview Date:** TBC **Start Date:** ASAP

Be part of an exciting and creative school 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 education health and care plan (EHCP) for autistic spectrum condition (ASC) or social emotional mental health (SEMH). 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

You will be responsible for supporting the teaching and learning in a class of around 9 students, working alongside a class teacher, HLTA and on occasions another TA. If you have ASC, SEMH or AP (alternative provision) experience that will be an advantage but is not required. Our current TAs come from a range of experiences; for example, parent, care homes, primary, secondary and special schools. You will care passionately about each child as an individual, be able to observe and listen and then respond to advice. You will be able to implement strategies for raising achievement across the curriculum and be committed to your further professional development. You will be non-judgemental, resilient and unconditionally accepting. You will be confident and happy to work with children of any age or ability. All our children are currently verbal, able bodied and literate. They need support to make the most of their talents and abilities. Discovery 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.

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.

Benefits

In return, we can offer you a competitive salary, plus a MAT Life Day and local government pension scheme. We have an enhanced Sick Pay policy. We have an excellent Employee Assistance Programme to support your health and wellbeing as well as annual flu jab, full induction, training and career opportunities. This is on top of termly You Are Awesome awards, an annual Big Thank you day and whole trust CPD Day

*Salaries are based on Full-Time-Equivalent and are pro-rata for part time roles. Salaries are dependent on experience.

Information for Candidates

Completing the application form

When completing the application form please account for all your time since leaving full time education including part-time, voluntary, travelling and independent work – explaining any gaps.

You must also ensure you complete the section relating to previous criminal convictions and sign the application form. Please address the person specifications on page 7 of this pack when writing about your reasons for wanting to apply.

Make sure you have taken time to look through our Trust and Discovery Academy websites to gain a good understanding of our values, ethos and the work we do with children and young people.

Pre-interview checks /references

Details of two referees must be provided on the application form including full postal address and an email address. Referees must know you in a professional capacity and should be well placed to comment on your suitability for the position for which you are applying. One should be your current or most recent employer. References will be obtained if you are short listed for interview for consideration during the selection process unless you specifically state you do not wish this procedure to be adopted. We also reserve the right to approach any previous employer listed on your application form. We will ask previous employers to provide information on your suitability to work with children and any disciplinary offences, allegations and investigations, including expired offenses.

Please note that the school may conduct a social media check on applicants invited for interview.

Interviews

If your application is successful, full details of all the selection activities will be provided in the letter inviting you to interview.

The Asylum & Immigration Act 1996 and the immigration (Restrictions on Employment) Order 2004 require employers to establish that an individual is entitled to work in the UK prior to that person commencing employment. This entitlement must be evidenced at interview stage and a copy will be retained once a formal offer has been made and accepted. You will be therefore asked to bring documentary evidence of your identity to interview as evidence of your right to work in the UK such as passport, national insurance card or work permit. If applying for a teaching post, original documents confirming your educational / professional qualifications will also be required.

Equalities

Discovery Academy is committed to promoting equality and diversity in the education of our students and the employment of our staff and to avoiding unlawful discrimination in employment, the delivery of our service to students and interactions with our other customers.

The school will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Job descriptions and Person specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the criteria of the job, taking into account any reasonable adjustments that may be required for candidates with a disability.

Safeguarding

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. 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.'

Letter from our Principal

Dear Applicant

Thank you for your interest in joining our school. Discovery Academy is an education environment like no other – we work on child centred approaches and don't sweat the small stuff! We are looking for the right person to join our classroom support team. Previously, we have recruited an amazing team of staff from many and varied experiences and backgrounds. At Discovery we work with children and young people between 9 – 19 years and blend a primary “care” with a secondary “curriculum” model alongside Macintyre’s family focus.

Our vision is for all young people to have confidence and belief in their potential, be ready for a successful adult life and connected where they live.

The following core values underpin all our work with children and young people:

Compassion - *we focus on the positives*

Ambition - *we challenge ourselves to go further*

Partnership - *we are better when we work together*

Your qualities are as important as your qualifications - we need staff who are resilient, non-judgemental and unconditionally accepting. Each day brings a fresh start, new challenges and many rewarding moments.

If you would like to have an informal conversation about the opportunities please contact Ruth Pike, Learning Support Lead at the academy on 024 77103370 or e-mail ruth.pike@macintyreacademies.org.

Before making your application, I recommend that you take some time to browse our websites to get a real feel for the work we do:

www.macintyreacademies.org

www.thediscoveryacademy.org

Hopefully, along with this pack you will be able 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.

We look forward to receiving applications by the deadline.

Yours sincerely

Emily Hopkins-Hayes

Executive Principal

Discovery Academy

Nuneaton

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. We have to act as their “thinking brain” in times of uncertainty.

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 and 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.

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

For more information about the Macintyre Academies Trust and Discovery Academy visit our website:

www.macintyreacademies.org
www.thediscoveryacademies.org

Page Break

Teaching Assistant Job Description

Reporting to: Learning Support Lead – strategically
Higher Level Teaching Assistant (HLTA) - daily

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

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

Key Responsibilities and Duties:

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

Additional Duties:

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

Teaching Assistant Person Specifications

	ESSENTIAL	DESIRABLE
Education, knowledge and experience	<ul style="list-style-type: none"> English and Maths GCSE (9-5) or English and Maths Functional Skills Level 2 (Pass) or English and Maths GCSE (A*- C) or English and Maths GCE O Level (A-C) or English and Maths CSE (Grade 1) Good ICT skills Knowledge of or an interest in autism, or other relevant diagnoses Demonstrable commitment to own continued professional development. Demonstrable experience of professional communication and interpersonal skills both written and verbal. 	<ul style="list-style-type: none"> Teaching Assistant Level 2 qualification Experience of working with multidisciplinary teams Experience of handling challenging and high-pressure situations Trauma informed and attachment aware practice
Personal Attributes	<p>Must be able to demonstrate:</p> <ul style="list-style-type: none"> Excellent communication and facilitation skills. A passion for working with pupils with SEN and their families. Ability to work flexibly to meet the needs of the academy. Ability to work with the Class Teacher to promote motivate and work with others to create a shared culture and positive climate. High level of resilience and determination. Commitment to and a genuine interest in the pastoral welfare of the school community. Calm and organised approach to work under pressure and the ability to inspire this in others. Demonstrate a highly motivated and person-centred approach to the role Adopt a reflective approach to your work. 	

Competencies

Personal and Professional Conduct	<ul style="list-style-type: none"> Understands and follows the ethos, policies and practices of the academy. Demonstrates and models positive attitudes, values and behaviours.
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	<ul style="list-style-type: none"> • Has regard for the need to safeguard learners' well-being. • Respects individual differences and cultural diversity.
Knowledge and Understanding	<ul style="list-style-type: none"> • Committed to improve own practice through self-evaluation and awareness. • Shares responsibility for ensuring that own knowledge and understanding is relevant and up to date. • Takes opportunities to acquire appropriate skills, qualifications, and/or experience required for the teaching assistant role. • Demonstrates expertise and skills in understanding the needs of learners and contributes to the adaptation and delivery of support to meet individual needs. • Demonstrates a level of subject and curriculum knowledge relevant to their role. • Understands their roles and responsibilities within the academy. • Adopts strategies to support the work of colleagues and increase achievement. • Promotes, supports and facilitate inclusion by encouraging participation of all pupils in learning and other activities. • Uses PBS consistently in line with the academy's policy and procedures • Contributes to assessment by supporting the monitoring, recording and reporting of learner progress. • Communicates effectively and sensitively with learners and adapts to their needs.
Teaching and Learning	<ul style="list-style-type: none"> • Adopts strategies to support the work of colleagues and increase achievement. • Promotes, supports and facilitate inclusion by encouraging participation of all pupils in learning and other activities. • Uses PBS consistently in line with the academy's policy and procedures • Contributes to assessment by supporting the monitoring, recording and reporting of learner progress. • Communicates effectively and sensitively with learners and adapts to their needs. • Respects the role and contribution of colleagues, other professionals, parents and carers by liaising effectively and working in partnership.
Working with Others	<ul style="list-style-type: none"> • Respects the role and contribution of colleagues, other professionals, parents and carers by liaising effectively and working in partnership. • Under direction of the colleagues keeps other professionals accurately informed about learners. • Understands their responsibility to share knowledge to inform planning and decision making. • Works collaboratively with all and academy colleagues. • Communicates with other staff and education, health and social care professionals, so that informed decisions can take place on intervention and provision.

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

Twitter: @MacIntyre_ac

Email: discovery.office@macintyreademies.org

Website: www.thediscoveryacademy.org

LinkedIn: company/macintyre-academies