



MacIntyre Academies

Compassion - Ambition - Partnership

Candidate Pack

Class Teacher KS3 (FTC)

at

Discovery Academy, Nuneaton



Contents

Welcome

Our Story so Far

Benefits

Our Core Values and DNA

Our Academies

Safeguarding

The Role

Job Description

Person Specification

How to Apply

Welcome

Dear Applicant,

I appreciate your interest in joining our school. Discovery Academy is an educational environment like no other – we work on child-centred approaches. We are looking for the right person to join our classroom support teams. Previously, we recruited an amazing staff team from 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 successful adult life and be 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 Tony Leigh, Principal at the academy on 024 77103370 or e-mail tony.leigh@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 and 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

Tony Leigh

Principal



Our Story So Far

MacIntyre Academies is a multi-academy special education trust for special schools and specialist alternative provision.

We are sponsored by the national charity MacIntyre and our school's benefit from 50 years experience of innovative approaches to supporting children with special educational needs and their families. Our philosophy is based on Macintyre's commitment to providing local personalised learning, support and care.

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

MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. Please see our Safeguarding page.

Putting children and families *first*

As our vision suggests, our learners and their families are at the centre of everything that we do. To achieve this we use person centred approaches and place a high value on working in Partnership with Families.

We want all learners to achieve their full potential and to develop in a way that makes sense to them. Each school has its own bespoke curriculum framework designed with holistic, flexible and ambitious opportunities. We work in collaboration with a wide range of partners including future destination providers for our learners.

We are proud of our Compassionate Curriculum which supports learners to become more resilient, and fosters positive relationships between learners and staff.

Our Sponsor MacIntyre's approach has informed and shaped our Core Values.

Our Strategic Objectives

- To grow the Academy Trust in a way that supports capacity building but ensures outcomes within existing academies are not compromised
- To create a culture of challenge, support and mutual benefit so that MAT academies are schools that learners, families and employees are proud to be identified with and others want to join
- To build a leadership culture that promotes the sharing of skills and expertise across academies and encourages school leaders to work in partnership and support others in their journey
- To be transformational, set and expect high standards and provide challenge/ support to improve outcomes for children in all schools joining the Trust
- To provide exceptional and differentiated interventions that support all schools to raise aspirations of learners and staff
- To provide outstanding governance and leadership that has high expectations and a rigorous process of scrutiny at every level
- To operate robust management systems and controls that support individual schools and promote efficient data analysis and sharing
- To use evidence based practice to continuously improve the offer, delivery and outcomes

Our people are at the heart of our success

- A competitive salary
- Generous Annual Leave Entitlement (Plus Bank Holidays)
- A loyalty scheme which rewards you with an extra day of annual leave each September with length of service over 12 months (up to 5 additional days)
- Discretionary Special School Allowance £750 per annum (pro rata role dependent)
- Enrolment in the Teacher Pension Scheme
- Family Friendly policies
- Wellbeing, Bereavement and Menopause policies
- Enhanced Sick Pay
- Wellbeing initiatives in your setting
- Full induction
- Training and development and the support of a trained line manager and dedicated senior leaders
- Access to further professional development
- Cycle to Work Scheme
- Annual MAT Life Day to take for that special occasion
- Annual Flu Jabs
- Free eye tests through Specsavers
- An Employee Assistance Programme to Support your health and wellbeing an access to various perks including discounts Tesco, Cineworld, Go Ape and many more
- Benefits for Death in Service
- Long Service Recognition
- Recommend a Friend Scheme - £100 Voucher
- Trained Mental Health First Aiders
- Enhanced DBS Certificate (Paid for by MacIntyre Academies)
- Self service portal to facilitate leave and amend personal information
- We have an active employee engagement programme which includes Termly 'You are Awesome' awards, an annual Employee Big Thank you Day, Annual CPD Trust wide conference.
- Access to Blue Light Card/ Discounts for Teachers which offers thousands of amazing discounts online and on the high street for social care staff/ Teachers and support staff

Our Core Values

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.

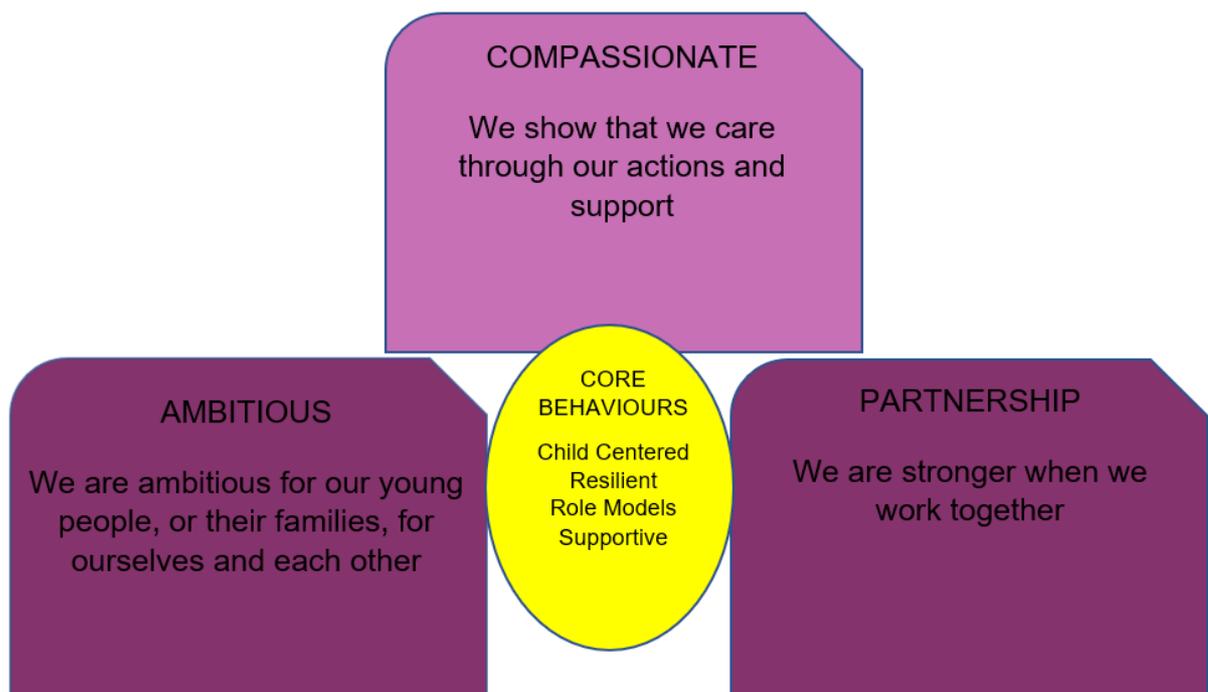
What is our DNA? Why is it important?

We don't just value what you do, but also how you do it. Our DNA defines who we are as individuals and as an organisation. It provides a defined way of working: how we do things around here, how we treat others and how we should expect to be treated.

Adhering to our DNA is also the key to delivering our vision, making MacIntyre Academies a great place to work and ensuring we provide high quality education and care to young people and their families.

What does the DNA mean for me?

Every colleague is expected to demonstrate behaviors which are consistent with our DNA. Whether you are applying for a job, you are a new employee or have been a colleague for many years, you will need to demonstrate our DNA in everything you do. This will be a key part in our recruitment, training and development and the appraisal processes.



Our Core Values

Our value: Compassion

- We are better together
- We will deliver success through teamwork and in
- partnership with families and other key stakeholders



Our value: Ambition

- We are ambitious for learners, for their families, for ourselves and each other
- We will set ambitious goals, seize every opportunity for learners to thrive and take personal accountability for everything we do.



Our value: Partnership

- By building safe, trusting, honest, kind and meaningful relationships
- We will focus on positives, create a safe environment and building trusting relationships to help learners overcome challenges day practices



Our Academies

Endeavour Academy, Oxfordshire

MacIntyre Academies' first school which opened in September 2014. We provide 32 places for learners (aged 8 to 19) with autism and learning disabilities who are in need of specialist education, care and support.



Discovery Academy, Nuneaton

Discovery Academy opened in September 2015 in Nuneaton, Warwickshire for learners, aged 9 – 19 years who have an Education, Health and Care Plan for autism or a social, emotional or mental health need.

Quest Academy, Rugby

Quest Academy is for learners, aged 7 – 19 years who have additional needs associated with an autistic spectrum condition (ASC) or social, emotional and mental health (SEMH) difficulties.



Venture Academy, Henley-in-Arden

Venture Academy is a specialist school for learners aged 9 -16 years with autism and/or a social, emotional or mental health diagnosis. The school has capacity for 50 learners and is based in Henley-in-Arden, Warwickshire

Discovery Academy

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. Since then, the Trust has opened Quest Academy (2017), in Rugby and brought Venture Academy (2020) (Henley in Arden) into the Trust.

Warwickshire identified a significant gap in provision for children and young people with autism and social, emotional and mental health needs, sometimes requiring learners 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 can 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 in Nuneaton on the site of the old Manor Park School. MacIntyre Academies does not subscribe to any one 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.

Safeguarding

MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of learners. 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 learners 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) 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 learners 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.

In line with the update to KSCIE 2022 MacIntyre Academies will carry out an online search of the candidate once the shortlisting process has been completed as part of their due diligence. This may involve a google search of the candidate's name, looking at the top three search results over the past three years. If any incidents or issues are identified that are publicly available online this will be explored with the candidate at interview stage.



Job Title: Class Teacher KS3 (Fixed term Contract until 31/12/2026)

Reference No: DATEACH032026

Salary: Salary MPS + SEN1 Point (UPS considered / salary matched for the right candidate)

Location: Discovery Academy, Nuneaton

Hours of Work: Term Time – 35 hours per week

Closing Date: 13th April 2026

Interviews: TBC

Be part of the Academy Trust behind schools for children and young people with autism and/or additional needs.

About Us

MacIntyre Academies' mission is to become a leading Special Academy Trust that provides outstanding outcome-focused state education by promoting high aspirations, empowering parents as partners and successfully equipping every child for adult life.

We currently have 4 Academies. Endeavour Academy in Oxford opened in 2014 and is an academy for children and young people with autism and associated severe Learning difficulties aged from 9 to 19 years old. In 2015 we opened Discovery Academy in Nuneaton, for children with social, emotional, and mental health needs and /or autism. In 2017 we opened Quest Academy also catering for children with SEMH and/or autism. Finally, in September 2020, Venture Academy based in Henley-in-Arden joined the Trust catering for pupils in years 5-11 (ages 9-16) who may have Social, Emotional and Mental Health Difficulties and/or Diagnoses of Autism or an associated condition.

MacIntyre Academies benefits greatly from its sponsor MacIntyre, which over the last 50 years, has developed a strong reputation nationally, as a high quality, person centred organisation.

The Role

Due to the needs of our youngest learners, our academy are seeking a class teacher (FTC) to bring primary expertise to support a cohort of learners working below their age-related curriculum level. Our school continues to grow and develop and we now work with over 100 children and young people and their families. This role has oversight of learners across years 5 to 8 who are accessing learning at KS3 level.

Please take a look at our website <https://www.macintyreacademies.org/> to find out more about us.

As a class teacher you will be fully involved in the strategic planning and daily operation of your class team (staff) and the learners. We are a close staff team, very committed to our learners, our peers and each other. All staff meet every Monday and Tuesday after school. Teachers (whole school and phase specific) and Middle Leaders rotate on a Wednesday meeting.

Our young people have diverse and complex needs and supporting them may include assisting with aspects of personal care. We are committed to ensuring this support is provided with dignity, sensitivity and respect, and applicants should feel comfortable undertaking personal care as part of their role.

About You

We are seeking an individual with the confidence and skill to lead a class team, inspiring and influencing colleagues in a positive and effective way. The successful candidate will demonstrate excellent communication and facilitation skills with all stakeholders, along with a genuine passion for working with students with SEN and their families. Flexibility, resilience, and determination are essential, as is the ability to work collaboratively with the Principal to foster a shared culture and positive climate across the academy. We are looking for someone who is non-judgmental, tolerant, creative, and deeply committed to the pastoral welfare of our school community. A calm, organised approach under pressure, strong planning and prioritisation skills, and a reflective mindset are key to thriving in this role.

Some learners communicate how they are feeling through their behaviour and at times that may be unsafe behaviour. It is part of our shared responsibility to teach our learners how to communicate safely and effectively. At times they may need our support to keep themselves and others safe and we provide training to ensure all staff are able to do this. For these reasons, this role requires someone who is able to manage these, at times, high physical demands effectively. MacIntyre Academies will, where possible, look to make reasonable adjustments to comply with the Equality Act 2010 and fully assess risks.



Job Description

Reporting to

Phase Leader & Assistant Principal – Quality of Education

Purpose:

- Ensure that a professional demeanour and attitude is maintained by all staff in your class team
- Positively contribute to professional development of staff through example, creating strong team work and fostering a collaborative approach
- Support the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate
- Support the induction of any new staff in Key Stage 1 & 2 Curriculum delivery

Key Responsibilities:

Strategic Direction and Development of the Academy:

1. Promote an ethos of high quality, person centred curriculum with coaching support for practitioners
2. To work with the Phase Leaders and SLT 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. Within your area of responsibility, support the Principal in the evaluation, development and implementation of the School Improvement Plan
6. To ensure high standards of quality of pastoral support and assure its contribution to the, achievement of person-centred learning outcomes for students
7. 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

Learning and Teaching:

1. To work with the Phase Leaders & SLT to ensure that an engaging and person-centred curriculum is developed, and the delivery of the curriculum is translated into effective outcomes and assessment practice
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
4. To liaise effectively with appropriate teachers when providing cover for your class, including supply cover for course attendance and PPA release.
5. To maintain effective records of pupil progress of the assigned class, including groups and individual pupils, teacher assessment and any other agreed system.
6. To become a member of a curriculum development team as part of the planned programme of professional development meetings.

Job Description

7. To promote the vision, aims and values of the school and to contribute to their development.
8. To play a full part in the life of the school, including staff meetings and briefings, INSET, assemblies, liaising with key stakeholders and school policymaking.
9. To participate fully in the school self-evaluation process including lesson observations and other appropriate evaluative activities (such as work and planning samples, moderation etc).
10. To implement all school policies, promoting equal opportunities for all.
11. To undertake any other particular duty reasonably assigned by the Principal from time to time.
12. To creatively adapt planning and delivery of the national curriculum to meet the needs of all learners

Leading and Developing People:

1. To provide leadership and coaching to others (class team) to develop their pedagogical and support skills to make a positive difference to student's lives. Promoting a culture of reflection 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 academic support to students
3. Positively engage in a culture of continuous professional development for all, where learning and development activity is closely linked to individual, team and organisational priorities
4. To positively participate in a shared responsibility for supporting and promoting the wellbeing of all staff

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 Phase Leads & SLT 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 undertake staff appraisals and wellbeing checks for your team

Job Description

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

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 child protection procedures and guidelines and to adhere to them at all times.
- To bring to the attention of a senior colleague any matter of concern over the wellbeing, safety or safeguarding of a person we support.
- To be aware of your responsibilities in accordance with the current Health and Safety at Work Act.
- To be aware of your responsibilities in accordance with the General Data Protection Regulations (GDPR) and be familiar with the content of the MAT Data Protection Policy, Acceptable use of ICT Policy, Password Policy and any other associated policies and procedures.

This description is not intended as a total definition of the post, only an outline of the duties involved. The post-holder will be expected to carry out any other duties commensurate with the level of the post and which may reasonably be required by the Principal according to the normal practice of the Trust.



Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> • Excellent Classroom Practitioner • QTS • Unequivocal and unerring commitment to Person Centred Approaches • Experience of developing and implementing strategic improvement strategies • Demonstrable experience of excellent communication and interpersonal skills • Good ICT presentation skills • Evidence of the ability to monitor, evaluate and reviewing the impact of learning progress • Use of data and benchmarks to monitor progress • Demonstrable knowledge of methods of enhancing social and personal development • Experience of managing and leading staff 	<ul style="list-style-type: none"> • SEN or NPQ qualification • Training in positive behaviour support • Knowledge of Trackable, Class Charts, Provision Maps and Evidence for Learning
Personal Attributes	<p>Must be able to demonstrate</p> <ul style="list-style-type: none"> • Confidence and skills to lead a class team, including the ability to positively and effectively inspire and influence wider staff teams • Excellent communication and facilitation skills with all stakeholders • A passion for working with students with SEN and their families • Ability to work flexibly to meet the needs of the academy • Ability to work with the Principal to motivate and work with others to create a shared culture and positive climate • High level of resilience and determination • Non-judgemental, tolerant and creative • 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 confidence in others • Ability to plan and prioritise workload in order to meet deadlines • Adopt a reflective approach to work 	

Person Specification

<p>Professional Qualities: Strategic Direction and Development of the Academy</p>	<p>The Candidate must be able to:</p> <ul style="list-style-type: none"> • Think strategically, contributing to the build and communication of a coherent vision in a range of compelling ways • Support the Principal to inspire, challenge, motivate and empower others to carry the Academy's vision forward • Demonstrate the values and vision of the Academy
<p>Professional Qualities: Leading Learning and Teaching</p>	<p>The Candidate must be able to:</p> <ul style="list-style-type: none"> • Demonstrate personal enthusiasm for and commitment to the learning process • Demonstrate the principles and practice of effective learning and teaching • Access, analyse, interpret and share information • Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance management
<p>Professional Qualities: Working with Others</p>	<p>The Candidate must be able to:</p> <ul style="list-style-type: none"> • Demonstrate a commitment to own and others' professional development • Foster an open, fair, equitable culture and manage conflicts effectively • 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 colleagues, LAB members and the LA, the DfE, etc
<p>Professional Qualities: Being Accountable</p>	<p>The Candidate must be able to:</p> <ul style="list-style-type: none"> • Participate in the systematic and rigorous self-evaluation of the work of the Academy • Collect and use a rich set of data to understand the strengths and weaknesses of the Academy • Contribute in combining the outcomes of regular self-review with external evaluations in order to develop the provision
<p>Professional Qualities: Community</p>	<p>The Candidate must be able to:</p> <ul style="list-style-type: none"> • 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,
<p>Special knowledge and Skills:</p>	<p>The Candidate must be able to demonstrate:</p> <ul style="list-style-type: none"> • 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 schools/Academies • Ability to travel when necessary

How To Apply

Come join us!

Please visit:

<https://careers.macintyreacademies.org/vacancies/>

Or contact:

hr@macintyreacademies.org



macintyreacademies.org
endeavour-academy.org
thediscoveryacademy.org
thequestacademy.org
ventureacademy.org.uk

LinkedIn 

www.linkedin.com/company/macintyre-academies/



[Facebook/macintyreacademiestrust](https://www.facebook.com/macintyreacademiestrust)