

QUEST ACADEMY



Early Years / Key Stage 1 / Key Stage 2 / Key Stage 3 Class Teacher

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

Closing Date : Thursday 15th May 2025, 9:00am

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.
- ◆ Staff who work collaboratively, share resources and ideas.
- ◆ A successful, stable school – judged ‘Good’ by Ofsted
- ◆ 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 learners and supportive families.
- ◆ Innovative curriculum and bespoke holistic assessment.

Quest Academy is a special academy which provides 100 places for children aged 7 –17 years who have social, emotional and mental health needs and/or an autistic spectrum condition.

We recently achieved the “Family First Quality” award which is a national award given to academy’s who are able to “demonstrate how families lie at the heart of everything they do.” We have also achieved the accolade of being an Eco School.

In February 2022 we had our First Ofsted inspection judged ‘Good’. We are very proud of the achievements recognised in the report and in particular the outstanding judgement we received for personalised learning and the impact we have had on the lives of our children so that they are “Ready for Life”.

We are looking to appoint someone who:

- ◆ Has experience of working with learners with SEND.
- ◆ Is a confident classroom practitioner
- ◆ Has a passion for making a difference and is willing to go to the extra mile
- ◆ Has a compassionate approach
- ◆ Understands the importance of working together with stakeholders
- ◆ Shares the same vision and values as the academy
- ◆ Views change as an opportunity to build upon the academy’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, friendships and memories. “Ready for Life”

QUEST ACADEMY



Interactive Immersive Classroom



Soft Play



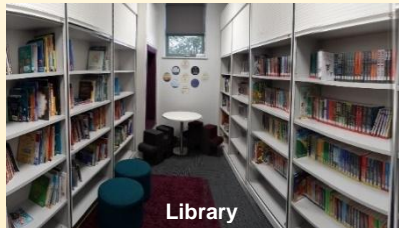
Sensory Room



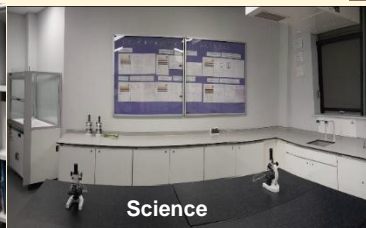
Therapy Room



Reception/ Cafe



Library



Science



Food Tech



Teacher Walls



Our Mission-

To create a school community where everyone can “**be who they are and become who they are not yet**”.

Our Ethos-

We use the Spanish word **Querencia** to describe the way we work together, creating a sense of belonging through mutual trust and connectivity.

Our Core strategies-

Planning, Accountability, Communication and Empowerment.

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 wellbeing.
- ◆ 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 academy's website:

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

You can contact the academy at:

quest.office@macintyreacademies.org



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 learners deserve an outstanding education.
- In the need to be ambitious for learners' futures.
- In growing our own teachers and leaders for tomorrow.
- That happy staff and learners supports everyone to be the best that they can be.
- Believe in being outward facing.

OUR CORE VALUES

- **Compassion:** We focus on the positives.
- **Ambition:** We challenge ourselves (learners, families, staff and academy's) to go further.
- **Partnership:** we are better when we work together.

Recent comments from Parents:

"Can't find fault with the academy, it exceeds our expectations and communication is excellent" "The academy 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 learners become:

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

We place equal emphasis on our learners 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. 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). 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 the suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified. Individual Safeguarding policies for MacIntyre Academies' can be found on our website under 'Essential Information' and candidates will be asked about this as part of the recruitment process.



Putting children and families first



Early Years / Key Stage 1 / Key Stage 2 / Key Stage 3 Class Teacher

Reference No(s): QA T 042025

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

Hours: 35 hours per week Full Time

Location: Quest Academy, Rugby

Interviews: 21st May 2025

Start Date: September 2025

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 academy 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 opened 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 7 years and 17 years. The academy has 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 academy where parents can meet and the pupils can display the items they have made within the academy 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 modern academy building on the outskirts of Nuneaton and opened with 30 pupils in September 2017 rising to 55 pupils in September 2018 and currently 97.

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.

At Quest Academy, we are dedicated to providing a nurturing and inclusive educational environment for learners with Autism Spectrum Conditions (ASC) and those with Social, Emotional and Mental Health (SEMH) difficulties. We cater for children between the ages of 7 and 19 (learners currently transition at 16).

We are committed to working together, nurturing individuals, celebrating uniqueness, unlocking potential, friendships and memories. **Ready for Adulthood!**

Our mission is to create a supportive and inclusive school community where every individual, regardless of their unique abilities and needs, is encouraged to embrace their true self and is empowered to become the best version of themselves. We are committed to providing a safe, supportive, and nurturing environment that prioritises the well-being of each learner, tailored to their strengths and challenges. This commitment extends to parents, carers, staff, and all who visit. By fostering an atmosphere of support, collaboration, and well-being, we aim to enable learners to reach their fullest potential and grow into confident, compassionate, and positive members of society.

Quest is a place where everyone belongs—a space where learners are nurtured, empowered, and protected, both physically and emotionally. It is a place where each learner's true self is embraced, allowing authenticity to flourish. In this supportive environment, creativity is inspired, and resilience is cultivated, enabling every student to grow, learn, and thrive.

The Principal wishes to appoint a number of, enthusiastic and dedicated Class Teachers to work within all key stage areas (depending on experience). This is an exciting opportunity to be part of a team that will enhance the school experience for all. You will need to be reliable, committed and have experience. You should also be caring, trustworthy and an excellent role model for our learners with clear motivation to work in a school that seeks to be the best that it can be, amongst staff, learners, parents and governors who are all dedicated to learning and continual improvement.

Quest Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to Enhanced Disclosure and Barring Service check.

The Principal encourages candidates to visit Quest Academy.

School visits can be arranged via email to laura.thackaberry@macintyreademies.org

Closing Date: Thursday 15th May @ 9.00am

Interviews: Wednesday 21st May

Benefits

– Our people are at the heart of our success

- A competitive salary
- Excellent 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 and access to various perks including discounts Tesco, Cineworld, Go Ape and many more
- 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

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) 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.

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 DESCRIPTION

Quest Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.

Job title	Early Years, KS1 / KS2 / KS3 - Class Teacher
Responsible to	Extended Leadership Team
Responsible for	Teaching general subjects within an all age 7-16 special school within the Early Years – Key Stage 3 curriculum. Deployment of support staff, where relevant.
Salary Grade/Range	Salary MPS + SEN1 Point (UPS/TLR considered / salary matched for the right candidate)

Job Purpose:

- The appointment is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.
- To deliver good, effective teaching and learning in a stimulating and safe environment.
- To provide a broad, balanced and relevant curriculum for every child with access to the National Curriculum; while considering each child as an individual with their own strengths and needs.
- To promote appropriate achievement, educational, social and personal progress of all learners for whom the teacher is designated as being responsible.
- To encourage learner awareness of personal and social attitudes, enabling them to become a valued and contributing member of their society.
- To develop in every child an understanding and respect for other cultures and to ensure the opportunity for intellectual, moral and spiritual growth.
- To help learner achieve desirable attitudes to learning; to develop lively, enquiring minds, the ability to question, reason and apply themselves to the task in hand.
- To assist with the acquisition of high standards, self-discipline and a useful and acceptable code of behaviour.
- To provide every learner with the opportunity to succeed and develop a positive self-image.
- To work in collaboration and partnership with children, parents, carers, governors, staff and the Local Authority.
- To promote the safeguarding and welfare of children within the school.

Post Responsibilities:

- To fulfil all of the requirements and duties set out in the current School Teachers' Pay and Conditions Document.
- To be an excellent classroom teacher who is able to lead, develop and manage an up-to-date knowledge and understanding of the areas of teaching and learner support for which the post holder is responsible for.
- To devise, contribute to and implement statutory assessment and lead on the annual review process.
- To demonstrate consistently high standards of personal and professional conduct, in line with the expected Teachers' standards.
- Plan work to meet the learning needs of all learners in a consistent and effective way.
- Use appropriate teaching and classroom management and behaviour strategies to motivate learners and enable each to progress at a level appropriate to individual needs.
- Ensure efficient preparation and recording of each child's work. To mark and assess learners work and to record their development, progress and attainment, having regard to the requirements of the national curriculum and to inform future planning and ensure differentiation addresses the needs of all learners.
- Ensure lessons are accessible to all learners by using Makaton, Symbols & Grid Player.
- Use colourful semantics within lessons to support and promote communication for all.
- Maintain appropriate records, set targets, IEP's, PBSP's etc, to demonstrate and record progress made by learners.

- Planning and preparing schemes of work and lessons within the relevant curriculum area(s), both individually and collaboratively.
- Co-ordinating or managing the work of associate staff e.g. teaching assistants that are attached to a learner or a group of learners.
- Ensuring a variety of high quality learning experiences, which will stimulate learning appropriate to learner needs and meet internal and external quality standards.
- Prepare and update subject material.
- Contribute to the curriculum area and subject department's improvement plan and its implementation.
- Contribute to the whole School's planning activities.
- Promoting the general progress and wellbeing of learners and groups of learners in the role of Class Tutor.
- Contributing to tutor activities and programmes of learning as directed by the Key Stage Lead or Extended Leadership Manager.
- Encouraging high levels of attendance and punctuality to School and lessons.
- Monitoring the school uniform of students in his/her tutor group.
- Communicating and co-operating with persons or bodies outside the School, where appropriate.
- To take part in community and liaison activities such as Open Evenings, Parents/ Carers Evenings, Community Events and liaison with Partner Schools.
- Following agreed policies for communications in the School.
- Participate fully in professional development activities to help develop practice further, and to share the learning from these as appropriate.
- To uphold and help implement all school agreed policies and procedures.
- Accept delegation thoughtfully and usefully.
- Be involved in pastoral care.
- To carry out break and lunch duties as outlined in the school's duty rota
- Provide an enriched learning environment incorporating early intervention, conflict avoidance, praise, feedback and challenge.
- Liaise and communicate effectively with other teachers and staff.
- Show loyalty to the school and adopt a professional attitude.
- To achieve any performance criteria or targets relating to the post arising from the School's Professional Conversation arrangements linked to staffs individual Clifton Strengths.

Learners & Staff:

- Demanding ambitious standards for all learners, overcoming disadvantage and advancing equality.
- Owning a strong sense of accountability for the impact of your work on learner outcomes.
- Being part of an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools.
- Being part of an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Holding yourself to account for your professional conduct and practice.
- To further develop the current curriculum.
- Identify & introduce appropriate qualification based outcome for learners in the subject area.
- Be an active member of relevant MAT working parties.
- Lead on whole school CPD sessions.

Systems & Processes:

- Providing a safe, calm and well-ordered environment for all learners and the staff within your classroom.
- Taking part in the coaching observation process, sharing identified practice.
- Following all systems & process' within the school

Impact Within and Beyond the School:

- Championing best practice and securing excellent achievements for all learners
- Inspiring and influencing others to believe in the fundamental importance of education in young people's lives and to promote the value of education.

Staff Development:

- To undertake appropriate professional development including adhering to the principle of performance management

- To achieve any performance criteria or targets relating to the post arising from the School's appraisal arrangements.

The below listed training and any further identified training, must be completed via our online training portal upon employment commencing.

- Prevent
- Safeguarding – Children & young people, Adults & Children, Safeguarding Vulnerable Adults.
- Code of conduct
- Accident Reporting
- GDPR – Data protection Essentials 2019
- GDPR – Information & Security
- KCSIE
- KCSIE annual update
- Health & safety Essentials & Basics
- Equality & Diversity
- Fire Awareness in Education
- Mental Health Awareness
- Stress Awareness
- Slips, Trips & Falls
- Display Screen Equipment
- Risk Assessment
- Manual Handling
- Conflict resolution
- Team Teach
- Infection prevention and Control
- H&S for managers and supervisors
- Autism
- Positive Behaviour Support

General:

- To adhere to the ethos of the Academy
- To promote the agreed vision and aims of the Academy
- To set an example of personal integrity and professionalism
- Attendance at appropriate staff meetings and parents' evenings
- Responsible for ensuring all items timetabled against this role are met or adequate notice is given to the Assistant Principal if unable to complete tasks
- Any other duties as commensurate within the grade in order to ensure the smooth running of the school.
- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- To ensure that all tasks are carried out with due regard to Health and Safety.
- Liaise and communicate effectively with other teachers and staff.
- Show loyalty to the school and adopt a professional attitude.
- Holding yourself to account for your professional conduct and practice.
- Following all systems & process' within the Academy
- Organise and manage own work with little or no input from others but working within the given guidelines, parameters and systems

Safeguarding:

- The jobholder must observe their obligations in accordance with the School's Child Protection Procedure and the document 'Keeping Children Safe in Education and to report any concerns that they may have regarding a child or young person's welfare to the appropriate person. Copies of the above Procedure and document can be obtained from the School Business Manager.

Special Conditions of Employment

Rehabilitation of Offenders Act 1974:

This job is exempt under the Exceptions Orders to the Rehabilitation of Offenders Act 1974. Appointment to this job is subject to an enhanced DBS disclosure being obtained, and any relevant cautions, convictions, bindover orders and warnings being considered. If the jobholder is arrested or summonsed for an offence, or they receive a conviction, bindover order or a warning given by a police force, they are required to inform the Head teacher of this fact immediately. Such information will be treated in confidence, so far as is consistent with the safety of children, compliance with statutory safeguarding procedures and the School's relevant procedures. Failure to disclose such information may result in disciplinary action which could lead to the termination of the jobholder's employment.

Health & Safety:

The jobholder is required to exercise their duty of care by taking responsibility for their own health and safety, and the health and safety of other people who may be affected by their acts or omissions (failure to act). Full guidance regarding health and safety is set out in the School's Health and Safety Policy, and in any risk assessments relevant to the jobholder's role or circumstances. Both can be accessed via the jobholder's line manager and must be observed by the jobholder

Confidentiality and Data Protection:

The job holder is expected to comply with the provisions of the Data Protection Act 2018 which includes the General Data Protection Regulations (GDPR). Any information that they have access to, or are responsible for, must be managed appropriately and any requirements for confidentiality and security observed. Information must not be disclosed to any person or Authority, for example a parent or the Police, without observing the correct procedure for disclosure as set out in the School's Data Protection Policy. Nothing shall prevent you from disclosing information which you are entitled to disclose under the Public Interest Disclosure Act 2018 (as amended), provided the disclosure is made in accordance with the provisions of the Act. The School's Whistleblowing Policy is available from the School Office.

Equality and Diversity:

Quest Academy is committed to equality and values diversity. As such the School is committed to fulfilling its Equality Duty obligations and expects all staff and volunteers to share this commitment. The Duty requires the School to have due regard to the need to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between people who share characteristics, such as age, gender, race and faith, and people who do not share them. The jobholder is required to treat all people they come into contact with, with dignity and respect, and is entitled to expect this in return.

Training and Development:

Quest Academy has a shared responsibility with the jobholder for identifying and satisfying training and development needs. The jobholder is expected to actively contribute to their own continuous professional development, and to attend and participate in any training or development activities required to assist them in undertaking their role and meeting safeguarding and general obligations.

Mobility:

The jobholder may be required to transfer to any job appropriate to their grade at such a place as in the service of the School may be required, in accordance with legitimate operational requirements and / or facilitating the avoidance of staffing reductions.

Additional Information:

Please note: This job description reflects the major tasks to be carried out by the job holder and identifies the level of responsibility at which the jobholder will be required to work, and will be reviewed through the appraisal process. This job description may be subject to review and / or amendment at any time to reflect the requirements of the job, following discussion between the Head Teacher and member of staff. Any amendments will be commensurate with the salary grade for the job. The jobholder is expected to comply with any reasonable management requests.

SELECTION CRITERIA for the post

Criteria	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status. • Educated to degree level, or equivalent. 	<ul style="list-style-type: none"> • Further relevant training and/or qualifications in special educational needs. • Evidence of professional special development.
Experience	<ul style="list-style-type: none"> • Key Stage 1/2 experience • Significant and successful experience of teaching children within a mainstream or special school setting. • Experience of working with colleagues to set short term goals for individual learners and of supporting the learners to achieve these. • Experience of leading and managing other adults in a team situation. • Experience of working with professionals from a variety of outside agencies, for example social services, governors, local authorities and other agencies. 	<ul style="list-style-type: none"> • Experience of working with SEN learners. • Working with learners from a variety of cultural backgrounds. • Understanding of a child led curriculum – EYFS.
Professional Development	<ul style="list-style-type: none"> • Recent and appropriate professional development. 	<ul style="list-style-type: none"> • An understanding of effective performance management.
Skills and Abilities	<ul style="list-style-type: none"> • Able to demonstrate the skills of an excellent teacher. • Ability to lead, enthuse and motivate other members of staff. • Excellent communication skills, both written and oral. • Good ICT skills. • Ability to work professionally as a member of a team to gain the confidence of teachers, parents and carers and other external agencies. • High level of emotional intelligence and very good interpersonal skills. • Ability to build very effective relationships with children, to motivate learning and to build self-esteem. • Ability to work independently with minimum supervision and to manage own work and time effectively. • Ability to manage a budget. 	<ul style="list-style-type: none"> • Ability to work collaboratively in a multi-professional team. • First aid training. • Minibus driver. • Willingness to support extra-curricular activities. • Willingness to support residential visits.

	<ul style="list-style-type: none"> • Ability to maintain confidentiality. • Ability to use initiative and to innovate within the aims, ethos and policies of the school. 	
Knowledge	<ul style="list-style-type: none"> • Knowledge and understanding of curriculum planning and development including National Curriculum. • A good working knowledge of the range of programmes and strategies available to support children with different types of Special Educational Needs. • A good understanding of the range of strategies that can be used to successfully support children with SEN. • A thorough understanding of the National Curriculum. • Knowledge of the roles of the various outside agencies available to provide support to the school. • Knowledge and understanding of safeguarding legislation and procedures. • An understanding of the principles of inclusion and a demonstrable commitment to inclusive education for all. 	<ul style="list-style-type: none"> • Practical and theoretical knowledge of behaviour management.
Other Requirements	<ul style="list-style-type: none"> • Able to work flexibly and attend meetings, training, community events and INSET days as required. 	