



MacIntyre Academies
Discovery Academy

Instructor



Discovery Academy, Nuneaton, Warwickshire

Application Pack

Recruitment Advertisement

Instructor

Job Title: Instructor

Salary*: UQT 1-4 (£18,419 - £24,507)

Start Date: TBC

Closing Date: 29th June 2022

Reference No: 00000000150

Hours of Work: 35 hours per week

Location: Nuneaton, Warwickshire

Interview Date: W/C 04/07/22

Come and be part of an exciting and creative academy in Nuneaton for children and young people with autism and/or social, emotional and mental health needs.

About Us

In September 2015, MacIntyre Academies Trust opened a new Academy in Nuneaton, Warwickshire; catering for children and young people aged between 9 years (Year 5) and 19 years with an autism diagnosis and / or an underlying condition that has enabled them to receive an EHC plan for ASC or SEMH. 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

Reporting to the Principal you will be required to engage with the training process to learn to carry out the professional duties of a teacher as circumstances may require and in accordance with MacIntyre Academies' policies and ethos under the direction of the Principal.

To provide professional education and social development of a class of students educational provision, OR a particular subject, delivering an appropriate curriculum for ages and stages.

To collect record and report assessment data, attainment and progress of pupils to the Principal or Deputy Principal. To foster a culture that promotes excellence, equality and high expectations of all students and educational support staff.

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 and children's home; 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.

Some of our young people are very active but at the same time are vulnerable if left on their own. Some young people can behave in a way that is challenging to others and part of our role is to teach young people safer and more effective ways of communicating their needs, however a level of challenge still exists; this can be physical or a reluctance to engage.

"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.

*Salaries are based on Full-Time-Equivalent and are pro-rata for part time roles. Salaries are dependent on experience with option of additional hours through the extended school provision.

Letter from the Executive Principal

Dear Applicant

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 Leadership Team. We have recruited an amazing team of staff from many and varied experiences and backgrounds. They have taken to the role and challenges with enthusiasm, resilience and imagination. You may have mainstream (primary or secondary) or special education experience.

We work with children aged 9 – 19, and blend a Primary "Care" Model with a Secondary "Curriculum" Model and MacIntyre's Family Focus. We now have 104 children on roll. All our children have an EHC plan, often for Autism but also for SEMH. Simplistically as children get older they have more specialist teachers. Qualifications are tailored to need. The core curriculum is Maths, English, Science, ICT, Food and PE – supplemented by Thrive, PSHE, social skills and the core skills of Literacy and Numeracy. We are now seeking to expand the impact of the arts in our school to enable the development of learning skills, musicality and expression to support regulation in our pupils.

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

Teachers are currently working in 12 teams; usually 9 children with an HLTA and 1 TA (minimum). Off-site work is vital to our approach and success and this includes forest schools, farm visits, swimming, shopping, and a range of sports including archery, boxing and gymnastics. We also have a programme that keeps our students safe, and maintains learning as appropriate, when they are in times of crisis that all staff must be trained in and be ready and able to use to maintain safety if required.

If you would like to have an informal conversation about the opportunities please contact me at the academy on 024 77103370 or e-mail Emily.Hopkins-Hayes@macintyreacademies.org.

I hope the information provided enables you to make an informed decision if this is the right opportunity for you to pursue. The "Family Feel" of Discovery and indeed all MacIntyre Academy Trust employees has cemented our determination to create an outstanding academy for the benefit of this group of children in and around North Warwickshire.

Thank you for your interest in Discovery Academy, I look forward to receiving applications by the deadline.

Yours sincerely,

Emily Hopkins-Hayes

Interim Executive Principal

Discovery Academy,
Nuneaton

Information for Candidates

In September 2015, MacIntyre Academies Trust opened a new and exciting Academy (Discovery Academy, in Nuneaton, Warwickshire) for children and young people with Autism and/or social, emotional and mental health needs aged between 9 years and 19 years.

MacIntyre Academies was delighted to have been chosen to set up Discovery Academy which joined the existing 'Endeavour Academy' in Oxford. The Trust is building on the experience of MacIntyre Charity which has over 50 years of experience in providing specialist provision for over 1,000 children and adults across the UK and has developed a strong reputation nationally, as a high quality, person centred organisation. 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 children to be placed in out of county provision or transported a long distance to school. Many parents and carers prefer their child to be as close to home as possible. Discovery enables young people to remain close to their families and friends, and MacIntyre Academies is able to use its wider expertise to develop a more integrated approach to delivering support, enabling children where possible to be supported back into mainstream education. .

The school is located in Nuneaton on the site of the old Manor Park School. MacIntyre Academies does not subscribe to any one particular pedagogical approach to teaching children and young people with autism or social and emotional needs. Personalised learning is at the heart of our delivery style enabling teachers and other educators to adopt individual strategies that work for each child or young person. We advocate an approach that encourages children to learn in and outside the classroom in real and practical environments that support socialisation, independent thinking and learning for the future.



Our Vision and Ethos

We believe all children and young people, regardless of disability or difficulty, deserve the best education possible. We want our pupils to be ambitious for themselves and we need to be ambitious on their behalf. 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 & young person. Discovery Academy provides a healthy, safe and enjoyable environment, with excellent teaching and learning with a focus on high quality personalised education and positive behaviour support. It will continue to evolve according to local needs.

Discovery Academy is delivered in close partnership with Warwickshire County Council and MacIntyre Academies is keen to establish solid partnerships with all local stakeholders to ensure we provide innovative and child centred education to local children/young people and their families. Many of the children and families may have struggled to access facilities and services successfully due to the complex needs of their children or other factors and it is anticipated that Discovery Academy will extend the breadth of appropriate local services. By understanding and responding to the current and future requirements of local young people, our aim is that the academy will be a centre of excellence within Warwickshire, with a national reputation.

The main aims of the Academy are to:

- Improve outcomes and life chances for children and young people;
- Raise aspirations of both students and staff aspirations for their students;
- Support children back into mainstream schools where appropriate;
- Ensure better transitions, destinations and opportunities after school;
- Accelerate progress in literacy, numeracy as well as offering a broad and balanced curriculum;
- Operate a school which is environmentally sustainable and financially secure;
- Strengthen community cohesion by being a keystone within the local community.

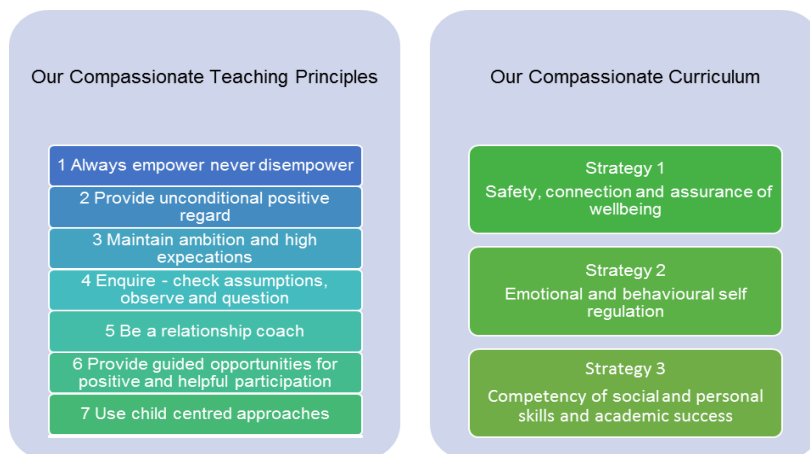
With a curriculum that focuses on developing academic potential, social, vocational and life skills, we want every child to achieve his or her full potential. The academy's curriculum is compassionate and motivational helping children to make connections between life and learning. Learning is practical, will feel ‘real’ and relevant and builds on young people's strengths. To achieve this, learning happens in a wide variety of spaces including the local community, the school grounds and in specialist technology spaces. Through engaging projects young people access a broad and balanced curriculum including developing the literacy and numeracy skills which will help them to succeed in their adult life.

Supporting young people to improve their own well-being, particularly their communication, social, emotional and mental health needs, is central to the school curriculum. This includes learning to build positive relationships, being active, contributing positively to their school and local community, broadening experiences and learning to understand and shape their own emotions. We have a holistic and non-judgemental approach to supporting behaviour that empowers the child or young person to engage in education. We believe that a student that is motivated, encouraged and made to feel worthwhile will choose to learn, and as a consequence behave well. Discovery Academy supports students to become socially responsible, polite and caring young adults, who value the lives of others and the environment in which they live. All staff, not just teachers, are trained to support children to develop positive behaviours and develop strategies to manage their own behaviour positively. Good behaviour and attendance are a direct outcome of positive attitudes to learning - importantly, our vision is for all children and young people to enjoy attending the Academy.

Key to the academy's success is the recruitment and development of a highly skilled, flexible workforce that delivers outstanding education and support, and benefits from MacIntyre Academies' in-depth understanding and experience of how to design bespoke education solutions to children who requires specialist support strategies to achieve excellent outcomes.

Our Curriculum

We are committed to a compassionate curriculum that meets the needs of all our learners.



With a curriculum that focuses on developing academic potential, social, vocational and life skills, we want every child to achieve his or her full potential. The academy's curriculum is compassionate and motivational helping children to make connections between life and learning. Learning is practical, will feel 'real' and relevant and builds on young people's strengths. To achieve this, learning happens in a wide variety of spaces including the local community, the school grounds and in specialist technology spaces. Through engaging projects young people access a broad and balanced curriculum including developing the literacy and numeracy skills which will help them to succeed in their adult life.

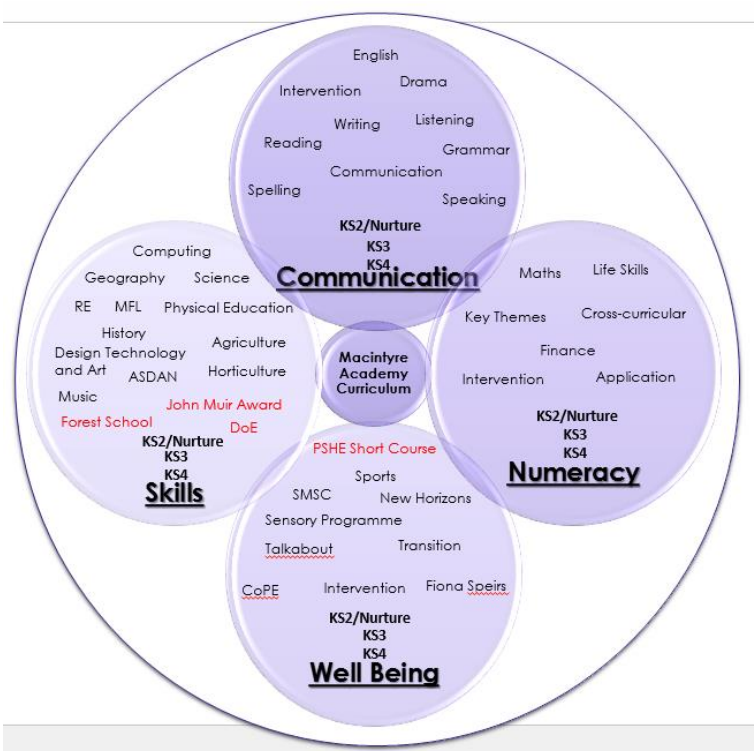
Supporting young people to improve their own well-being, particularly their communication, social, emotional and mental health needs, is central to the school curriculum. This includes learning to build positive relationships, being active, contributing positively to their school and local community,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

understand and shape their own emotions. We have a holistic and non-judgemental approach to supporting behaviour that empowers the child or young person to engage in education.

We believe that a student that is motivated, encouraged and made to feel worthwhile will choose to learn, and as a consequence behave well. Discovery Academy supports students to become socially responsible, polite and caring young adults, who value the lives of others and the environment in which they live.

All staff, not just teachers, are trained to support children to develop positive behaviours and develop strategies to manage their own behaviour positively.

Good behaviour and attendance are a direct outcome of positive attitudes to learning - importantly, our vision is for all children and young people to enjoy attending the Academy.



Instructor

Job Description

As an Instructor you will not be expected to carry out all of these duties, but will work alongside Senior Leaders and Teachers within the Academy to fulfil the requirements of the duties in this job description which will contribute towards your professional development and possible admission to a course from which you can obtain Qualified Teacher Status (QTS) / Qualified Teacher Learning and Skills (QTLS).

Reporting to

A Member of the Leadership Team

Purpose:

- To engage with the training process to learn to carry out the professional duties of a teacher as circumstances may require and in accordance with MacIntyre Academies' policies and ethos under the direction of the Principal.
- To provide professional education and social development of a class of students educational provision, OR a particular subject, delivering an appropriate curriculum for ages and stages.
- To collect record and report assessment data, attainment and progress of pupils to the Principal or Deputy Principal. To foster a culture that promotes excellence, equality and high expectations of all students and educational support staff.

Key Responsibilities:

1. To deliver the curriculum as prescribed by our schemes of work.
2. To learn to take responsibility for a class of children OR a particular subject determined on an annual basis by the Principal developing into an excellent classroom practitioner.
3. To teach pupils in line with the training scheme you are working with.
4. To effectively plan lessons 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.
5. To ensure, with mentor support, guidance and training, that planning, preparation, recording, assessment and reporting meet the varying learning and social needs of the class.
6. To ensure that all learning equipment is in good order and available for the delivery of lessons
7. To organise a person centred learning environment allowing students to take ownership of their learning and ambitions.

8. To participate in all relevant training required to ensure your continuous professional development and completion of the training year.
9. To carry out your professional teaching duties with support from Teaching staff and the Senior Leadership Team within the Academy.
10. To promote and teach the Academy's behaviour management policy.
11. To work collaboratively with parents, carers and families, providing a welcoming positive atmosphere.
12. (Class responsibility) To have line management responsibility for a team of educational support staff and associated delivery of training in a range of classroom tasks they will be required to undertake.
13. (Subject Lead) To prepare, instruct and debrief class TAs who are supporting you in the delivery of a lesson.

Strategic Direction and Development of the Academy:

1. To work with the Principal, Deputy Principal and other members of the leadership team to ensure the successful delivery of the vision, ethos, aims and objectives of the academy.
2. To deliver the ethos of the Academy and the educational vision and direction which enables effective teaching and support, successful learning and achievement by students 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.
3. To support the Senior Leadership Team in securing the commitment of parents, carers, stakeholders and the wider community to the vision and direction of the academy.

Learning and Teaching:

1. To deliver effective teaching and learning and monitor and evaluate the quality of teaching support and standards of students' achievement, using benchmarks and setting targets for improvement.
2. To monitor, evaluate and review practice in your teaching area(s) and implement strategies to ensure that under-performance is challenged and appropriate changes to practice are implemented.
3. To ensure that individual behaviour strategies are incorporated into all planning for teaching and learning, are rigorously monitored and evaluated and appropriately changed when required.
4. To complete all relevant paperwork in connection to student progress, lesson planning and legislative requirements.
5. To participate in all aspects of assessment, ensuring any assessment reflects the learning needs of our students including SMSC, personal, social and emotional development.
6. Work collaboratively with the school's therapy teams in setting up joint targets and implementing therapy programmes.
7. Liaise with you line manager to ensure that there is continuity in students learning across the school.

Leading and Developing People:

1. To contribute to the culture of continuous professional development for educational support staff, where learning and development activity is closely linked to individual, team and organisational priorities.
2. To ensure that performance reviews are undertaken in a timely manner and that target setting is of a high standard, relevant and plays a key role in securing continuous improvement.

Accountability:

1. To contribute to the promotion of an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.
2. To ensure individual staff accountabilities are clearly defined, understood, agreed and subject to rigorous review and evaluation in consultation with your line manager and class teachers.

Strengthening Community:

1. Liaise with outside agencies to set up relevant work placements and off site activities for students where appropriate
2. To work in partnership with all school staff, parents, carers and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families.
3. To promote a culturally inclusive ethos which actively values and promotes diversity, unity and community cohesion and supports students to become successful citizens.
4. To work in liaison with the Senior Leadership Team and all relevant agencies in order to adequately safeguard and protect the students.
5. To contribute to the development of the education system, for example, sharing effective practice.

Instructor

Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> • Enthusiastic classroom practitioner. • Experience of working with students with ASC, social, emotional and mental health needs. • Knowledge and experience of the national curriculum in own specialist area. • Be able to implement strategies for raising achievement and achieving excellence including using data and benchmarks to monitor progress in learning. • Demonstrate knowledge of how to enhance pupil's social and personal development. • Demonstrable commitment to own continued professional development. • Demonstrable experience of professional communication and interpersonal skills both written and verbal. • Good ICT skills. • Evidence of the ability to monitor, evaluate and reviewing the impact of policies and targets. 	<ul style="list-style-type: none"> • Experience of working with multidisciplinary teams. • Experience of IT assessment packages and data management systems. • Knowledge of working with accreditation boards such as ASDAN. • Experience of managing and leading teaching support staff and/or other practitioners. • Experience of implementing the national curriculum.
Personal attributes	<p><i>Must be able to demonstrate</i></p> <ul style="list-style-type: none"> • Confidence and skills to maintain a successful team. • 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 the Senior Leadership Team to motivate and work with others to create a shared culture and positive climate. • High level of resilience and determination. • A high level of tolerance and an entirely non-judgmental attitude to children whose behaviour may be challenging. • A 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. • Energy, enthusiasm. • Ability to reflect prioritise and plan and work to deadlines. • Adopt a reflective approach to work. 	

Competencies

Professional Qualities: Strategic Direction and Development of the Academy	<ul style="list-style-type: none"> • Think strategically, contributing to the communication of a coherent vision in a range of compelling ways. • Support the Senior Leadership Team to inspire, challenge, motivate and empower others to carry the Academy's vision forward. • Commit to the values and vision of the Academy.
Professional Qualities: Leading Learning and Teaching	<ul style="list-style-type: none"> • Personal enthusiasm for and commitment to the learning process. • An understanding of the principles and practice of effective learning and teaching. • Ability to access, analyse and interpret information. • Support into research and debate about effective learning and teaching and develop relevant strategies for performance management.
Professional Qualities: Working with Others	<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.
Professional Qualities: Being Accountable	<ul style="list-style-type: none"> • Participate in the systematic and rigorous self-evaluation of your work. • Contribute in combining the outcomes of regular Academy self-review with external evaluations in order to develop the provision.
Professional Qualities: Community	<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, carers, partners and the community that enhance the outcomes for all students.
Special knowledge and Skills:	<ul style="list-style-type: none"> • Extensive knowledge of the national curriculum and delivery models/interventions for children with special educational needs. • Knowledge of statutory requirements and relevant legislation relating to the school and management including health and safety, child protection and safeguarding. • Ability to travel when necessary.



Macintyre Academies
Discovery Academy
Vernons Lane
Nuneaton
CV11 5SS

Tel: 02477 103370

Twitter: @MacIntyre_ac

Email: discovery.office@macintyreacademies.org

Website: www.thediscoveryacademy.org

LinkedIn: company/macintyre-academi

