



MacIntyre Academies
Discovery Academy

Lead Teacher for Science (TLR 2b)



Discovery Academy, Nuneaton, Warwickshire

Application Pack

Recruitment Advertisement

Lead Teacher for Science

Job Title: Lead Teacher for Science

Salary*: MPS / UPS +TLR2b + SEN 1

TLR is £4,079 and SEN £2,270 FTE

Start Date: 1st September 2021

Closing Date: 9.00 am 10th May 2021

Reference No: 0000000058

Hours of Work: Full-time (or 0.8 FTE)

Location: Nuneaton, Warwickshire

Interview Date: Friday 14th May 2021

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 55 years, has developed a strong reputation nationally, as a high quality, person centred organisation.

The Role

Due to the current post holder obtaining a post closer to home we are seeking a “like for like” replacement. You will work closely with a second science teacher and a team of middle leaders who are driving Teaching & Learning forward in the school. There is an excellent Science Lab that will predominantly be your teaching space, some theory and lower school lessons do take place in classrooms. There is some technician support available and we are seeking to increase that (budget permitting).

Our teachers work with timetabled groups, supported by an HLTA and 2 TAs, to deliver the academic and well-being curriculum. Classes are usually between 7 and 10 students. The Academy is very 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.

They are exceptional classroom practitioners and have demonstrable experience of working with Children and Young People with either social and emotional needs or Autism, associated challenging behaviour or other complex needs, whilst demonstrating proven experience of implementing the national curriculum. They are able to implement strategies for raising achievement across the curriculum and are committed to their further professional development.

As a Middle Leader you will be fully involved in the strategic leadership of the school. We are a close leadership team, very committed to our learners, our staff and each other. All staff meet every Monday and Tuesday after school, Teachers and Middle Leaders alternate a Wednesday meeting.

“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.”

*Salaries are dependent upon qualifications and experience

Letter from Principal

Dear Applicant

These are really exciting times at Discovery Academy and we are looking for the right person to join our Middle Leadership Team as we build and improve on our 2018 Good rating. 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 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 100 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.

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 11 teams; usually 9 children with an HLTA and 2TAs. 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 horse riding, archery, boxing and gymnastics. Classes come to Science expecting to do practical work, to have active learning and to enjoy what they are doing. Support staff come with each class giving their teacher some PPA time. We also have a programme that keeps our students safe, and maintains learning as appropriate, when they are in times of crisis.

If you would like to have an informal conversation about the opportunity please contact me at the academy on 07494 457314 or e-mail matthew.pike@macintyreademies.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.

Fields for roles at Discovery have always been strong; if you do not hear from us by 28th May then your application will have been unsuccessful this time. I am sorry that we cannot contact all personally and thank you in advance for the time you put into your application

Yours sincerely,

Matthew Pike

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 55 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.

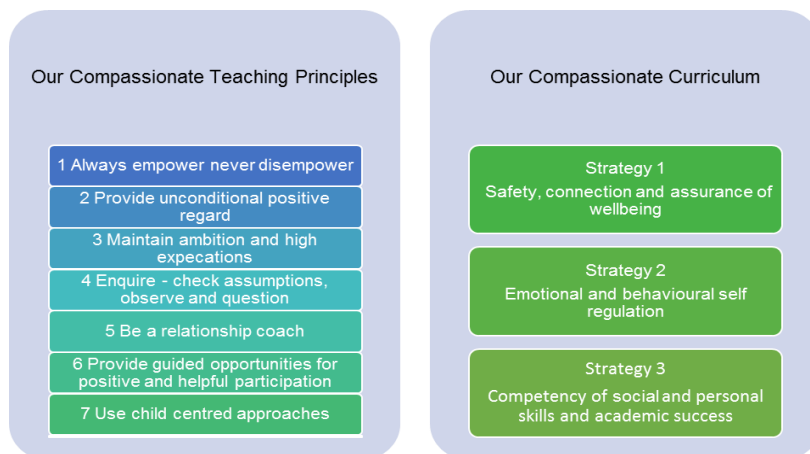
With a curriculum that focuses on developing academic potential, social, vocational and life skills, we want every child to achieve his or her full potential. The academy’s curriculum is compassionate and motivational helping children to make connections between life and learning. Learning is practical, 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.



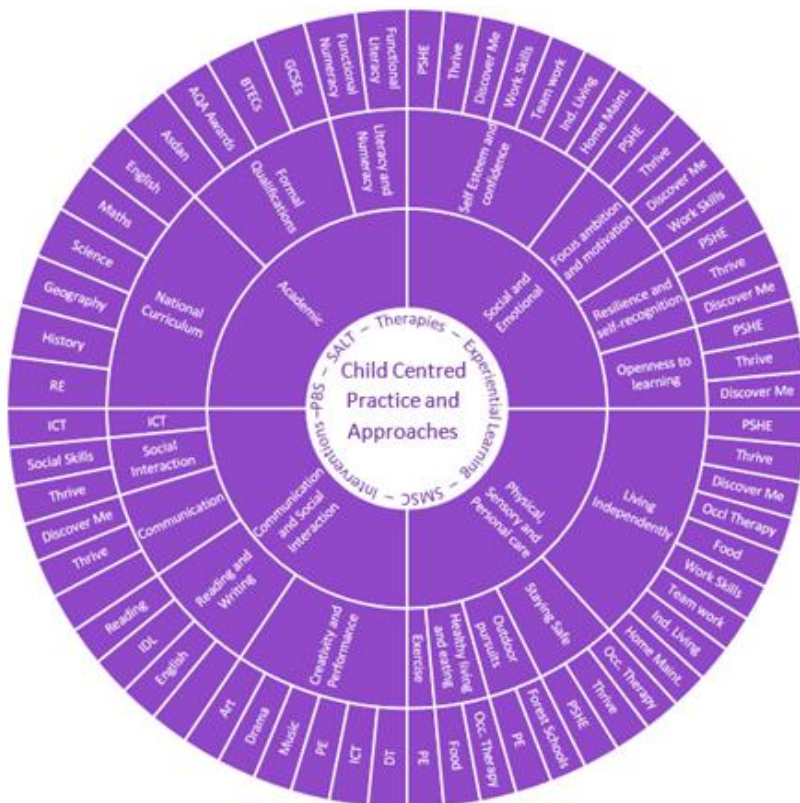
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Lead Teacher for Science

Job Description

Reporting to

A member of the SLT

Purpose:

- To lead and deliver to all students our Science educational provision, delivering an appropriate curriculum for age and stage.
- To collect record and report assessment data, attainment and progress of pupils to the SLT and LAB. To foster a culture that promotes excellence, equality and high expectations of all students and educational support staff.

Key Responsibilities:

1. To write and continually develop our Science schemes of work.
2. To be an excellent classroom practitioner.
3. 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.
4. To work with the technician so that all learning equipment is in good order and available for the delivery of lessons
5. To organise a person-centred learning environment allowing students to take ownership of their learning and ambitions.
6. To participate in all relevant training required to ensure your continuous professional development.
7. To promote and teach the Academy's behaviour support policy.
8. To work collaboratively with parents, carers and families, providing a welcoming positive atmosphere.

Strategic Direction and Development of the Academy:

1. To work with the SLT 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 the standards of students' achievement, using benchmarks and setting targets for improvement.

2. To monitor, evaluate and review practice in the laboratory / classroom 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 SLT to ensure that there is continuity in students learning across the school.

Leading and Developing People:

1. To participate in the recruitment and retention of the best employees and ensure an effective induction for all new starters.
2. 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.
3. 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. Contribute to and chair review meetings as required and attend any other relevant multi-disciplinary meetings held for students.
2. 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.
3. To ensure individual staff accountabilities are clearly defined, understood, agreed and subject to rigorous review and evaluation in consultation with your line manager.

Strengthening Community:

1. Liaise with outside agencies to set up relevant work placements 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.

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.

Training Required:

- Prevent
 - Safeguarding – Children & young people, Adults & Children, Safeguarding Vulnerable Adults.
 - Code of conduct
 - Accident Reporting
 - GDPR – Data protection Essentials 2019
 - GDPR – Information & Security
 - KCSIE 2021
 - 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
 - Administering Medication
 - School Trips for organisers
 - Risk Assessments
 - H&S for managers and supervisors
 - Food Safety & Hygiene
 - Autism
 - Positive Behaviour Support
- 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.

Lead Teacher for Science

Person Specification

| | <u>ESSENTIAL</u> | <u>DESIRABLE</u> |
|-------------------------------------|---|--|
| Education, knowledge and experience | <ul style="list-style-type: none"> • Qualified Teacher Status. • Excellent classroom practitioner. • Experience of working with students with ASC, social, emotional and mental health needs. • Ability to teach Physics, Chemistry and Biology at KS4 • Proven track record of enhancing the Science curriculum • 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. • Managing and leading teaching support staff and/or other practitioners. | <ul style="list-style-type: none"> • Post graduate SEN qualification • Experience of working with multidisciplinary teams. • Experience of IT assessment packages and data management systems • Experience of undertaking Key Stage 2 or 4 assessments. • Knowledge of working with accreditation boards such as GCSE boards and ASDAN. |
| 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-judgemental attitude to children whose behaviour may be challenging • 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

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| 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. |

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Macintyre Academies is an equal opportunities employer. We are committed to treating all applicants fairly and have a policy on the recruitment of Ex-Offenders which is available to applicants on request and is also available on our website under ‘Work for Us’.

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