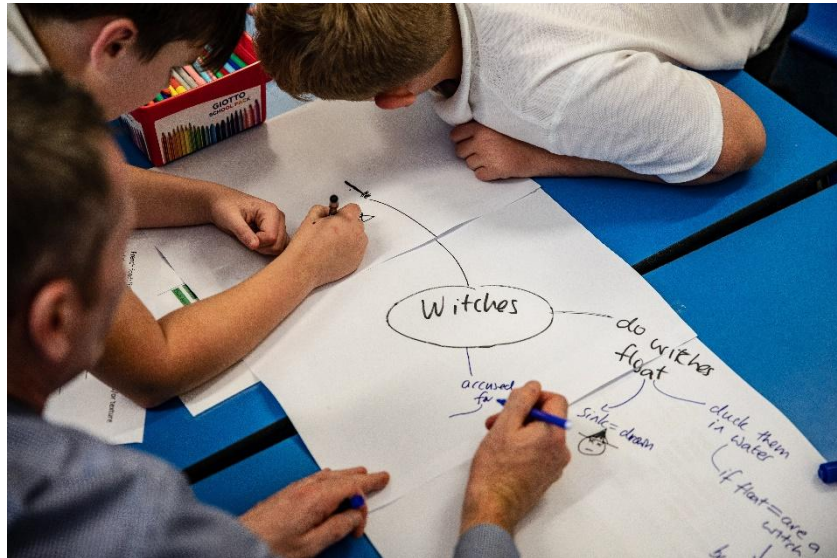




MacIntyre
Academies



Primary Class Teacher (Maternity Cover)

Venture Academy, Henley-in-Arden, Warwickshire

Recruitment Pack

Recruitment Advertisement

Teacher

Job Title: Primary Class Teacher (9 Months Maternity Cover)

Reference No(s):

Salary: Teacher MPS/UPS (+SEN Allowance if applicable)

Location: Henley-in-Arden, Warwickshire

Hours of work: Full Time

We are currently recruiting for an inspirational and creative teacher to join this new and exciting school, this is an opportunity to be part of something very special as we continue our journey to become a centre of excellence.

The Role

Reporting to the Assistant 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 Senior Leadership Team. 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; 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, verbal or a reluctance to engage.

Benefits

– Our people are at the heart of our success

- A competitive salary
- Discretionary Special School Allowance £750 per annum (pro rata role dependent)
- 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 an access to various perks including discounts Tesco, Cineworld, Go Ape and many more

- Pension benefits for death in service
- Long Service Recognition
- Recommend a Friend Scheme - £100 Voucher
- Trained Mental Health First Aiders
- Driving training – MPV minibus awareness course
- 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.

*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.

Information for Candidates

When completing the application form please account for all your time since leaving full time education including part-time, voluntary, travelling and independent work – explaining any gaps. You must also ensure you complete the section relating to previous criminal convictions and sign the application form.

Pre-Interview checks /References

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

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

Interviews

You will be given the opportunity to tour the school and meet members of the team that you would be joining which will help you decide whether you would be happy working as part of the school's team. Full details of all the selection activities will be provided in the letter inviting you to interview.

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

Equalities

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

The school will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

Job descriptions and Person specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the criteria of the job, taking into account any reasonable adjustments that may be required for candidates with a disability.



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. 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. Venture 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.

Venture Academy is delivered in close partnership with Warwickshire County Council and South Warwickshire Academy Trust to establish solid partnerships with all local stakeholders to ensure we provide innovative and child centered 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 Venture 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 center 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 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 motivational and will make connections. 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-judgmental 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. Venture 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 school.

Teacher Job Description

Reporting to

Assistant Principal

Purpose:

- To provide professional education and social development of a class of student's educational provision, delivering an appropriate curriculum for age and stage.
- 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 and Duties:

1. To deliver the curriculum as prescribed by our 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 ensure 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 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.
8. To promote and teach the Academy's behaviour management policy.
9. 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 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 the 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 the Deputy Principal 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.

Student Support and Progress:

1. To be a Form Tutor to an assigned group of pupils.
2. To be a key worker for named pupils.
3. To promote the general progress and well-being of individual pupils and of the Form Tutor Group as a whole.

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 the Deputy Principal.

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.
- 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.

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
- 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.

Class Teacher Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> • Qualified Primary Teacher Status. • Excellent 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 • Proven track record of implementing the national 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 trans-disciplinary teams. • Experience of IT assessment packages and data management systems • Experience of undertaking Key Stage assessments. • Knowledge of working with accreditation boards such as Pearson.
Personal Attributes	<p><i>The Candidate 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. • A belief that people with learning disabilities have the right to participate in making decisions about the service they receive and to access opportunities including learning, training, employment and wider experiences. • A commitment to the implementation of MacIntyre Academies Equal Opportunities Policy. 	

Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study.
Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
Plan and teach well-structured lessons	<ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment	<ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
Fulfil wider professional responsibilities	<ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being.
Personal and Professional Conduct	<ul style="list-style-type: none"> • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> ○ treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position ○ having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions ○ showing tolerance of and respect for the rights of others ○ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs ○ ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Competencies

Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> • be accountable for pupils' attainment, progress and outcomes • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study.
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<p>Make accurate and productive use of assessment</p>	<ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
<p>Manage behaviour effectively to ensure a good and safe learning environment</p>	<ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
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<p>Personal and Professional Conduct</p>	<p>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. <ul style="list-style-type: none"> • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. • Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities

Macintyre Academies is an equal opportunities employer. Our policy on the Recruitment of Ex-Offenders is available to applicants on request and is also available on our website under 'Work for Us.'



Email: info@macintyreacademies.org

Website: www.macintyreacademies.org

LinkedIn: [company/macintyre-academies](https://www.linkedin.com/company/macintyre-academies)

