



# MacIntyre Academies

Compassion - Ambition - Partnership

## Candidate Pack

# Science Teacher at Venture Academy, Henley in Arden



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# Welcome

Dear Applicant

Thank you for your interest in the role of Science Teacher. This is an exciting opportunity to join a Trust with an inspiring vision to make a difference to the lives of children and young people.

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

Our aim is to provide our learners with an environment in which they can feel safe and happy and are supported to develop the skills they need to learn effectively and to make a positive and successful transition into adult life. We support each learner's educational, social and emotional development as well as supporting their communication and sensory needs.

In addition, we also aim to create a happy and nurturing environment that has an ethos of warmth and understanding. We have a staff team that understand the needs of the learners and how they can support them to make the best progress. We work very closely with the families of our learners to ensure that they too feel supported, and that they are reassured that their child is safe and happy.

At the heart of what we do is a passion and dedication to supporting learners. Values, ethos and behaviours are as important as skills and experience; we want to hear from passionate people who value their contribution to a wider team in achieving our mission.

I look forward to reading your application and meeting you in person.

Best Wishes

*James Bowater*

Principal



# Our Story So Far

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

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

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

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

Putting children and families *first*

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

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

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

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

## Our Strategic Objectives

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

## Our people are at the heart of our success

- A competitive salary
- A loyalty scheme which rewards you with an extra day of annual leave each September with length of service over 12 months (up to 5 additional days)
- Family Friendly policies
- Wellbeing, Bereavement and Menopause policies
- Enhanced Sick Pay
- Wellbeing initiatives in your setting
- Full induction
- Training and development and the support of a trained line manager and dedicated senior leaders
- Access to further professional development
- Cycle to Work Scheme
- Annual MAT Life Day to take for that special occasion
- Annual Flu Jabs
- Free eye tests through Specsavers
- An Employee Assistance Programme to Support your health and wellbeing an access to various perks including discounts Tesco, Cineworld, Go Ape and many more
- Benefits for Death in Service
- Long Service Recognition
- Recommend a Friend Scheme - £100 Voucher
- Trained Mental Health First Aiders
- 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

# Our Core Values

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

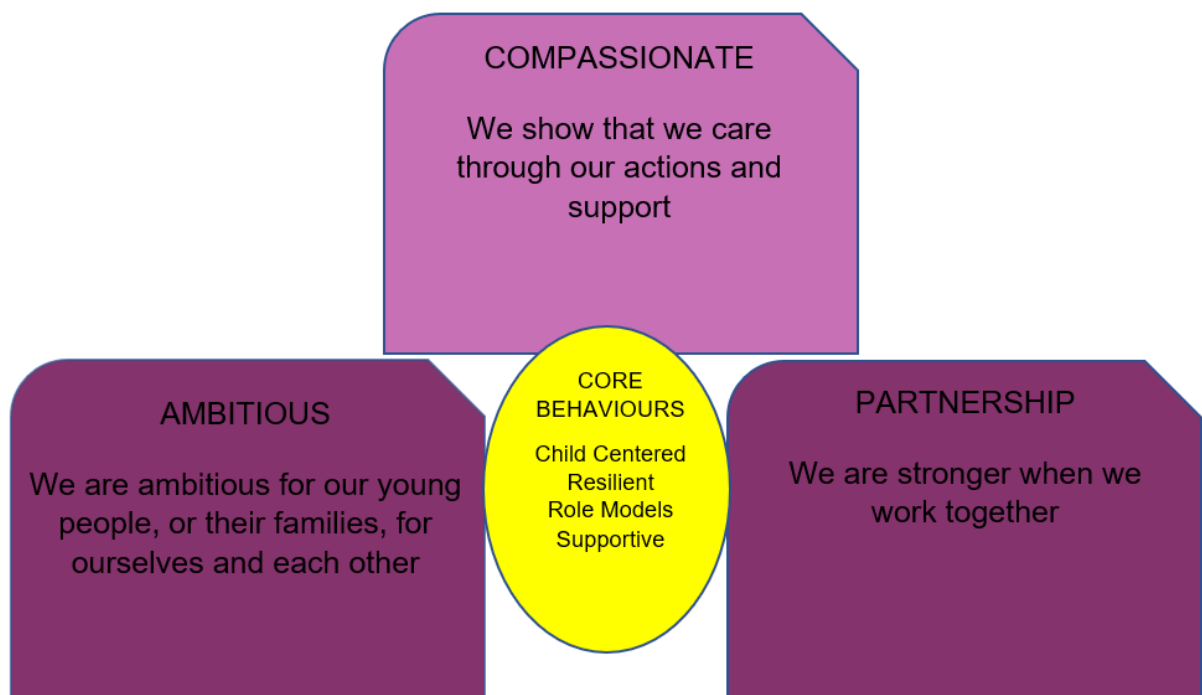
## *What is our DNA? Why is it important?*

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

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

## *What does the DNA mean for me?*

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



# Our Core Values

## Our value: Compassion



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

## Our value: Ambition



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

## Our value: Partnership



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

# Our Academies

## Endeavour Academy, Oxfordshire

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



## Discovery Academy, Nuneaton

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

## Quest Academy, Rugby

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



## Venture Academy, Henley-in-Arden

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

# Venture Academy

Welcome to Venture!

Venture is a specialist academy in Warwickshire for 50 children and young people with an autism spectrum condition or an identified social, emotional or mental health need aged 9 – 16 years. Our overarching ambitions are to be:

- A place where everybody feels safe, valued and belongs
- A place with quality first provision
- A place that supports our pupils to be ready for life

We value children as individuals and offer a personalized approach to learning that combines:

- the nurturing approach of Early Years and Primary School
- the range of curriculum, specialist teachers and specialist facilities of a Secondary School
- a close working relationship with families and other partners

Class sizes are small with a wide range of curriculum subjects on offer, off-site activities and access to a range of therapies. We have many pupils who join us with significant gaps in their school history and/or their learning and we are ambitious in helping them to close those gaps and achieve their very best outcomes.



# Safeguarding

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](http://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 Title:** Science Teacher

**Reference No:** #####

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

**Location:** Venture Academy, Henley in Arden

**Hours of Work:** Full Time

**Closing Date:** 123<sup>rd</sup> August 2026

**Interviews:** TBC

**Start Date:** 1st September 2026 or Earliest Date

# Advert

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

## About Us

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

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

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

## The Role

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

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

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 learners can behave in a way that is challenging to others and part of our role is to teach learners 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. For these reasons this role requires someone who is physically fit. MacIntyre Academies will, where possible, look to make reasonable adjustments to comply with the Equality Act 2010.

# Job Description

## Reporting to

Assistant Principal

## Purpose:

- To provide professional education and social development of a class of students 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:

- To deliver the curriculum as prescribed by our schemes of work.
- To be an excellent classroom practitioner.
- 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.
- To ensure that all learning equipment is in good order and available for the delivery of lessons
- To organise a person centred learning environment allowing students to take ownership of their learning and ambitions.
- To participate in all relevant training required to ensure your continuous professional development.
- 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.
- To promote and teach the Academy's behaviour management policy.
- To work collaboratively with parents, carers and families, providing a welcoming positive atmosphere.

## Strategic Direction and Development of the Academy:

- 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.
- 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.
- 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.



# Job Description

## Learning and Teaching:

- 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.
- 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.
- 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
- To complete all relevant paperwork in connection to student progress, lesson planning and legislative requirements.
- To participate in all aspects of assessment, ensuring any assessment reflects the learning needs of our students including SMSC, personal, social and emotional development.
- Work collaboratively with the school's therapy teams in setting up joint targets and implementing therapy programmes.
- Liaise with the Deputy Principal to ensure that there is continuity in students learning across the school.

## Leading and Developing People:

- To participate in the recruitment and retention of the best employees and ensure an effective induction for all new starters.
- 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.
- 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:

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

## Accountability:

- Contribute to and chair review meetings as required and attend any other relevant multi-disciplinary meetings held for students.
- 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.
- 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:

- Liaise with outside agencies to set up relevant work placements for students where appropriate
- 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.
- To promote a culturally inclusive ethos which actively values and promotes diversity, unity and community cohesion and supports students to become successful citizens.
- To work in liaison with the Senior Leadership Team and all relevant agencies in order to adequately safeguard and protect the students.
- To contribute to the development of the education system, for example, sharing effective practice.

# Job Description

## 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.

# Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Excellent classroom practitioner</li> <li>• Experience of working with students with ASC, social, emotional and mental health needs.</li> <li>• Knowledge and experience of the national curriculum in own specialist area</li> <li>• Proven track record of implementing the national curriculum.</li> <li>• Be able to implement strategies for raising achievement and achieving excellence including using data and benchmarks to monitor progress in learning.</li> <li>• Demonstrate knowledge of how to enhance pupil's social and personal development.</li> <li>• Demonstrable commitment to own continued professional development.</li> <li>• Demonstrable experience of professional communication and interpersonal skills both written and verbal.</li> <li>• Good ICT skills.</li> <li>• Evidence of the ability to monitor, evaluate and reviewing the impact of policies and targets.</li> <li>• Managing and leading teaching support staff and/or other practitioners.</li> </ul>	<ul style="list-style-type: none"> <li>• Post graduate SEN qualification</li> <li>• Experience of working with trans-disciplinary teams.</li> <li>• Experience of IT assessment packages and data management systems</li> <li>• Experience of undertaking Key Stage assessments.</li> <li>• Knowledge of working with accreditation boards such as ASDAN.</li> </ul>
Personal Attributes	<p><i>The Candidate must be able to demonstrate:</i></p> <ul style="list-style-type: none"> <li>• Confidence and skills to maintain a successful team.</li> <li>• Excellent communication and facilitation skills with all stakeholders.</li> <li>• A passion for working with pupils with SEN and their families.</li> <li>• Ability to work flexibly to meet the needs of the academy.</li> <li>• Ability to work with the Senior Leadership Team to motivate and work with others to create a shared culture and positive climate.</li> <li>• High level of resilience and determination.</li> <li>• A high level of tolerance and an entirely non-judgemental attitude to children whose behaviour may be challenging</li> <li>• Commitment to and a genuine interest in the pastoral welfare of the school community.</li> <li>• Calm and organised approach to work under pressure and the ability to inspire this in others.</li> <li>• Energy, enthusiasm.</li> <li>• Ability to reflect prioritise and plan and work to deadlines.</li> <li>• Adopt a reflective approach to work.</li> <li>• 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.</li> <li>• A commitment to the implementation of MacIntyre Academies Equal Opportunities Policy.</li> </ul>	

# Person Specification

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

# Person Specification

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

# How To Apply

**Come join us!**

Please visit:

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

Or contact:

[hr@macintyreacademies.org](mailto:hr@macintyreacademies.org)



[macintyreacademies.org](http://macintyreacademies.org)  
[endeavour-academy.org](http://endeavour-academy.org)  
[thediscoveryacademy.org](http://thediscoveryacademy.org)  
[thequestacademy.org](http://thequestacademy.org)  
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