



MacIntyre Academies
Discovery Academy

Class Teacher

**Key Stages 1 and 2 Curriculum Delivery
For a cohort of year 5/6/7 working
behind age related expectations**



Discovery Academy, Nuneaton, Warwickshire

Application Pack

Recruitment Advertisement

Class Teacher – Key Stages 1 and 2 (Years 5/6/7)

Job Title: Key Stage 1 and 2 Class Teacher
Reference No: DA Class Teacher
Salary*: M1 £31,650 to UPS 3 £49, 084 plus SEN1
Hours of Work: Full-time
Start Date: 1st September 2025
Location: Nuneaton, Warwickshire
Closing Date: 06.06.2025
Interview Date: TBC

Fixed term until 31.08.2027

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

Due to the needs of our youngest learners, our academy we are seeking a new class teacher to bring primary expertise to support a cohort of learners working below their age-related curriculum level. Our school continues to grow and develop and we now work with over 100 children and young people and their families. This role has oversight of learners across years 5 to 8 who are accessing learning at a KS1/2 level. The curriculum is delivered below age related expectations so is well suited to a Key Stage 1/2 teacher.

This is a really exciting opportunity to be part of something very special. We have a leadership team of 6; our 4 APs (3.6 FTE) oversee all Provision and Pastoral aspects between them. This role will focus on supporting curriculum planning for our 3 Year 7/8 classes and teaching Y5/6/7. You will work alongside the subject leaders (who predominantly teach in year 9 and above) and our learning support lead and senior leadership team to enable staff to further develop, monitor, deliver and evaluate our curriculum. You will also work alongside our 4 Phase Leaders who have pastoral responsibility for each key stage. You will embrace coaching approaches as essential, be creative and flexible and, as with all staff, be non-judgmental, unconditionally accepting and highly resilient. You will have high quality analysis and problem-solving skills.

Our teachers work with timetabled groups, supported by an HLTA and at least 1 TA, to deliver the academic and wellbeing curriculum. Classes are usually 9 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.

All our staff 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 class teacher you will be fully involved in the strategic planning and daily operation of your class team (staff) and the learners. We are a close staff team, very committed to our learners, our peers and each other. All staff meet every Monday and Tuesday after school. Teachers (whole school and phase specific) and Middle Leaders rotate on a Wednesday meeting.

Benefits

Our people are the heart of our success and we offer an attractive package, including:

- A competitive salary
- Discretionary regional allowance of £1,000
- Enrolment in the Teacher 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
- 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 \(www.gov.uk\)](https://www.gov.uk/guidance/db filtering-guide) It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Referees will be asked to assess the suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified. Individual Safeguarding Policies for 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 (FTE) per annum and are dependent upon experience

Letter from 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 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 105 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 Tony.Leigh@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,

Tony Leigh

Interim Principal

Discovery Academy,
Nuneaton



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.



Class Teacher - Key Stages 1 and 2 (Years 5-7)

Job Description - Main Scale-UPS / SEN1

Reporting to

Phase Leader & Assistant Principal – Quality of Education

Purpose:

1. Ensure that a professional demeanour and attitude is maintained by all staff in your class team
2. Positively contribute to professional development of staff through example, creating strong team work and fostering a collaborative approach
3. Support the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate
4. Support the induction of any new staff in Key Stage 1 & 2 Curriculum delivery

Key Responsibilities:

Strategic Direction and Development of the Academy:

1. Promote an ethos of high quality, person centred curriculum with coaching support for practitioners
2. To work with the Phase Leaders and SLT to ensure the successful delivery of the vision, ethos, aims and objectives of the academy
3. To contribute to the formulation of overall aims and objectives for the academy and relevant policies requiring implementation
4. To contribute to the creation of an ethos and provide the educational vision and direction which enables effective teaching and support, successful learning and achievement by students and sustained improvement in their spiritual, moral, cultural, mental and physical well-being in preparation for the opportunities, responsibilities and experiences of adult life
5. Within your area of responsibility, support the Principal in the evaluation, development and implementation of the School Improvement Plan
6. To ensure high standards of quality of pastoral support and assure its contribution to the, achievement of person-centred learning outcomes for students
7. To provide appropriate leadership in order to ensure all staff are committed to and involved in the achievement of objectives securing the success of the academy

Learning and Teaching:

1. To work with the Phase Leaders & SLT to ensure that an engaging and person-centred curriculum is developed, and the delivery of the curriculum is translated into effective outcomes and assessment practice
2. To monitor, evaluate and review practice and promote improvement strategies to ensure that under-performance is challenged at all levels and appropriate changes to practice are implemented
3. To work with key staff to draw up and implement intervention targets for each pupil in need of support. Develop effective strategies to reduce or remove barriers to learning
4. To liaise effectively with appropriate teachers when providing cover for your class, including supply cover for course attendance and PPA release.
5. To maintain effective records of pupil progress of the assigned class, including groups and individual pupils, teacher assessment and any other agreed system.

6. To become a member of a curriculum development team as part of the planned programme of professional development meetings.
7. To promote the vision, aims and values of the school and to contribute to their development.
8. To play a full part in the life of the school, including staff meetings and briefings, INSET, assemblies, liaising with key stakeholders and school policymaking.
9. To participate fully in the school self-evaluation process including lesson observations and other appropriate evaluative activities (such as work and planning samples, moderation etc).
10. To implement all school policies, promoting equal opportunities for all.
11. To undertake any other particular duty reasonably assigned by the Principal from time to time.
12. To creatively adapt planning and delivery of the national curriculum to meet the needs of all learners

Leading and Developing People:

1. To provide leadership and coaching to others (class team) to develop their pedagogical and support skills to make a positive difference to student's lives. Promoting a culture of reflection and proactive planning
2. To develop and promote a knowledge of the range of programmes, activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra academic support to students
3. Positively engage in a culture of continuous professional development for all, where learning and development activity is closely linked to individual, team and organisational priorities
4. To positively participate in a shared responsibility for supporting and promoting the wellbeing of all staff

Supporting Children, Young People and their families:

1. To work with school leadership team in ensuring that the needs of individuals are considered at all stages of planning
2. To support students and their families by ensuring that the needs and priorities for individuals are widely disseminated

Accountability:

1. To work collaboratively with the Phase Leads & SLT in order to provide accurate and timely reports, objective, advice and support, enabling the academy to meet its responsibilities
2. To promote an ethos that enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
3. To undertake staff appraisals and wellbeing checks for your team

Strengthening Community:

1. To work in partnership with parents, carers and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of students and their families
2. To promote a culturally inclusive ethos, which actively values and promotes diversity, unity and community cohesion, and support students to become successful citizens
3. To work in liaison with all relevant agencies in order to adequately safeguard and protect the students
4. To contribute to the development of the education system, for example, sharing effective practice
5. With the Principal work in partnership with other schools / agencies, promoting innovative initiatives

KS1/2 Class Teacher Person Specification

	Essential	Desirable
Education Knowledge Experience	<ul style="list-style-type: none"> • Excellent Classroom Practitioner • QTS • Unequivocal and unerring commitment to Person Centred Approaches • Experience of developing and implementing strategic improvement strategies • Demonstrable experience of excellent communication and interpersonal skills • Good ICT presentation skills • Evidence of the ability to monitor, evaluate and reviewing the impact of learning progress • Use of data and benchmarks to monitor progress • Demonstrable knowledge of methods of enhancing social and personal development • Experience of managing and leading staff 	<ul style="list-style-type: none"> • SEN or NPQ qualification • Training in positive behaviour support • Knowledge of SOLAR, Class Charts, Provision Maps and Evidence for Learning
Personal Attributes	<p><i>Must be able to demonstrate</i></p> <ul style="list-style-type: none"> • Confidence and skills to lead a class team, including the ability to positively and effectively inspire and influence wider staff teams • Excellent communication and facilitation skills with all stakeholders • A passion for working with students with SEN and their families • Ability to work flexibly to meet the needs of the academy • Ability to work with the Principal to motivate and work with others to create a shared culture and positive climate • High level of resilience and determination • Non-judgemental, tolerant and creative • 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 confidence in others • Ability to plan and prioritise workload in order to meet deadlines • Adopt a reflective approach to work 	

Competencies

<p>Professional Qualities: Strategic Direction and Development of the Academy</p>	<p>The Candidate must be able to:</p> <ul style="list-style-type: none"> • Think strategically, contributing to the build and communication of a coherent vision in a range of compelling ways • Support the Principal to inspire, challenge, motivate and empower others to carry the Academy's vision forward • Demonstrate the values and vision of the Academy
<p>Professional Qualities: Leading Learning and Teaching</p>	<p>The Candidate must be able to:</p> <ul style="list-style-type: none"> • Demonstrate personal enthusiasm for and commitment to the learning process • Demonstrate the principles and practice of effective learning and teaching • Access, analyse, interpret and share information • Initiate and support research and debate about effective learning and teaching and develop relevant strategies for performance management
<p>Professional Qualities: Working with Others</p>	<p>The Candidate must be able to:</p> <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 • Accept support from others including colleagues, LAB members and the LA, the DfE, etc
<p>Professional Qualities: Being Accountable</p>	<p>The Candidate must be able to:</p> <ul style="list-style-type: none"> • Participate in the systematic and rigorous self-evaluation of the work of the Academy • Collect and use a rich set of data to understand the strengths and weaknesses of the Academy • Contribute in combining the outcomes of regular self-review with external evaluations in order to develop the provision
<p>Professional Qualities: Community</p>	<p>The Candidate must be able to:</p> <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,
<p>Special knowledge and Skills:</p>	<p>The Candidate must be able to demonstrate:</p> <ul style="list-style-type: none"> • Knowledge of statutory requirements and relevant legislation relating to school leadership and management including health and safety, child protection and safeguarding • Understanding of the principles and practice of schools/Academies • Ability to travel when necessary

“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.”

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’.

Macintyre Academies
Discovery Academy
Vernons Lane
Nuneaton
CV11 5SS
Tel: 02477 103370

Email: discovery.office@macintyreacademies.org
Website: www.thediscoveryacademy.org
LinkedIn: [company/macintyre-academies](https://www.linkedin.com/company/macintyre-academies)

