

# QUEST ACADEMY



## Teacher (Fixed Term)

FTE Salary £30,000 to £41,333

M1 – M6 plus SEN Allowance £2,593

Closing Date: 3<sup>rd</sup> July 2024

# QUEST ACADEMY

## REASONS TO WORK AT QUEST ACADEMY:

- ◆ Supportive, forward thinking Multi Academy Trust (MAT).
- ◆ Sponsored by MacIntyre Charity who have a strong reputation nationally as a high-quality person-centred establishment.
- ◆ Friendly and caring atmosphere.
- ◆ Staff who work collaboratively, share resources and ideas.
- ◆ A successful, stable school – judged ‘Good’ by Ofsted
- ◆ Positive, enthusiastic and dedicated staff team.
- ◆ Ideas are sought and welcomed.
- ◆ Wellbeing of staff is considered.
- ◆ A unique, innovative learning environment that is child centred.
- ◆ The Leadership team is approachable and supportive.
- ◆ Great opportunities for staff development and significant emphasis on staff CPD.
- ◆ Wonderful learners and supportive families.
- ◆ Innovative curriculum and bespoke holistic assessment.

Quest Academy is a special academy which provides 100 places for children aged 7 –17 years who have social, emotional and mental health needs and/or an autistic spectrum condition.

We recently achieved the “Family First Quality” award which is a national award given to academy’s who are able to “demonstrate how families lie at the heart of everything they do.” We have also achieved the accolade of being an Eco School.

In February 2022 we had our First Ofsted inspection judged ‘Good’. We are very proud of the achievements recognised in the report and in particular the outstanding judgement we received for personalised learning and the impact we have had on the lives of our children so that they are “Ready for Life”.

### **We are looking to appoint someone who:**

- ◆ Has experience of working with learners with SEND.
- ◆ Is a confident classroom practitioner
- ◆ Has a passion for making a difference and is willing to go to the extra mile
- ◆ Has a compassionate approach
- ◆ Understands the importance of working together with stakeholders
- ◆ Shares the same vision and values as the academy
- ◆ Views change as an opportunity to build upon the academy’s current successes
- ◆ Is innovative and willing to try out new ideas
- ◆ Has high expectations of themselves and others

**Our Quest: working together, nurturing individuals, celebrating uniqueness, unlocking potential, friendships and memories. “Ready for Life”**

# QUEST ACADEMY



Interactive Immersive Classroom



Soft Play



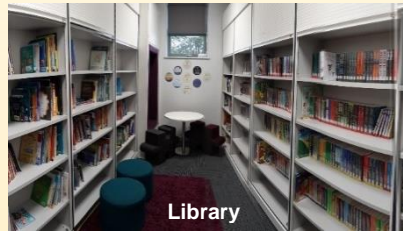
Sensory Room



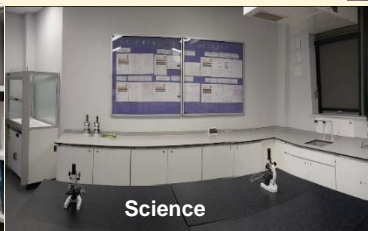
Therapy Room



Reception/ Cafe



Library



Science



Food Tech



Teacher Walls



## Our Mission-

To create a school community where everyone can “be who they are and become who they are not yet”.

## Our Ethos-

We use the Spanish word **Querencia** to describe the way we work together, creating a sense of belonging through mutual trust and connectivity.

## Our Core strategies-

Planning, Accountability, Communication and Empowerment.



## STAFF BENEFITS

- ◆ Free onsite Gym or a discounted local gym.
- ◆ Easy access to Rugby railway Station and close to the M6, A5 and M1.
- ◆ State of the art technology and facilities in a brand-new building.
- ◆ Access to the Employee Assistance Programme to support health and wellbeing.
- ◆ Cycle to Work Scheme upon successful completion of probation period.
- ◆ Pension scheme with generous employer contributions.

## HOW TO APPLY

Full details of this vacancy can be found on the academy's website:

<http://www.thequestacademy.org/home>

You can contact the academy at:

[quest.office@macintyreacademies.org](mailto:quest.office@macintyreacademies.org)



## AT QUEST ACADEMY WE BELIEVE:

- In a strong sense of community placing the child and their family at the heart of everything we do.
- That our learners deserve an outstanding education.
- In the need to be ambitious for learners' futures.
- In growing our own teachers and leaders for tomorrow.
- That happy staff and learners supports everyone to be the best that they can be.
- Believe in being outward facing.

## OUR CORE VALUES

- **Compassion:** We focus on the positives.
- **Ambition:** We challenge ourselves (learners, families, staff and academy's) to go further.
- **Partnership:** we are better when we work together.

Recent comments from Parents:

“Can't find fault with the academy, it exceeds our expectations and communication is excellent” “The academy is excellent and supports my child and its parents in whatever way possible. Highly commended.”

# OUR CURRICULUM

Our overriding aim is to ensure that our learners become:

- ◆ Successful learners
- ◆ Confident individuals
- ◆ Responsible citizens

We place equal emphasis on our learners developing the skills and knowledge from the four areas of our holistic curriculum:

- ◆ Academic
- ◆ Skills for Life
- ◆ Engagement
- ◆ Wellbeing



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 the suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified. Individual Safeguarding policies for MacIntyre Academies' can be found on our website under 'Essential Information' and candidates will be asked about this as part of the recruitment process.



Putting children and families first



**Job Title:** Teacher

**Reference No(s):** 0000000235

**FTE Salary:** £30,000 (M1) to £41,333 (M6) plus £2,593 SEN allowance

**Hours:** 35 hours per week Full Time

**Location:** Quest Academy

**Interviews:** 10<sup>th</sup> July

**Start Date:** TBC

**Be part of a team that is passionate and committed to making a positive difference to the lives of the pupils and their families; in an innovative academy in Rugby, for children and young people with autism and/or social, emotional and mental health needs.**

### **About Us**

In September 2019, MacIntyre Academies Trust opened a new and exciting Academy in a purpose-built state of the art building in Rugby, Warwickshire for children and young people with social, emotional and mental health needs and/or autism, aged between 7 years and 17 years. The academy has specialist facilities including a sensory room, therapy room, interactive immersive classroom, soft play room, recording studio and photography suite. We are very proud of our holistic curriculum which enables the pupils to benefit from blended therapy in the classroom. We have a café located at the front of the academy where parents can meet and the pupils can display the items they have made within the academy which will be available to purchase. We are passionate to support our pupils and families from the local community to ensure the best outcomes.

Whilst the new building was being constructed the academy was located in a modern academy building on the outskirts of Nuneaton and opened with 30 pupils in September 2017 rising to 55 pupils in September 2018 and currently 97.

MacIntyre Academies is delighted to have been chosen to set up this new Academy which joined the existing 'Endeavour Academy' in Oxford which opened in 2014 and 'Discovery Academy' which opened in September 2015 and Venture in 2020. 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**

We are currently recruiting for an inspirational Teacher to join this exciting academy, this a really exciting opportunity to be part of something very special.

Reporting to a member of the Extended Leadership Team you will be responsible for the delivery of teaching and learning whilst looking for continuous improvement by monitoring and assessing the achievement of our young people. You will line manage the Classroom Support Staff and provide effective communication and guidance surrounding lesson requirements. You will also work closely with internal and external stakeholders to successfully deliver the vision, ethos, aims and objectives of the academy. This will enable successful learning and achievement by young people and sustained improvement in their spiritual, moral, social,

You will be working to support children, young people, and their families at Quest Academy.

### **About You**

Are you committed to person centred approaches? Want to support families and young people to have a powerful voice? Value the importance of a person-centred transition and curriculum? Have ambition for young people?

You will have relevant experience with teaching SEN and/or understand the spectrum of needs associated and adjust your practice to meet the needs of our learners.

We welcome applications from experienced as well as Early Career teachers.

We are looking for a suitably qualified and motivated individual who will, under the supervision and guidance of School Leaders:

- Provide outstanding teaching to create a vibrant and distinctive culture for learning and engagement for our learners.

We are looking for applicants who have an outstanding track record in promoting and delivering person centred education and support for children and young people who have social, emotional and mental health needs and/or Autism.

It is also desirable for the post holder to be able to drive and have access to their own transport

### **Benefits**

In return, we can offer you a competitive salary, generous annual leave entitlement which increments with length of service up to a maximum 30 days , plus a MAT Life Day and local government pension scheme. We have an enhanced Sick Pay policy. We have an excellent Employee Assistance Programme to support your health and wellbeing as well as annual flu jab, full induction, training and career opportunities. This is on top of termly You Are Awesome awards, an annual Big Thank you day and whole trust CPD Day.

*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.*

# Class Teacher 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:

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"> <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> </ul>	



	<ul style="list-style-type: none"> <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>
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## Competencies

Set high expectations which inspire, motivate and challenge pupils	<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>
Promote good progress and outcomes by pupils	<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>
Demonstrate good subject and curriculum knowledge	<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>
Plan and teach well structured lessons	<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> </ul>

	<ul style="list-style-type: none"> <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>
<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>	<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"> <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> <ul style="list-style-type: none"> <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>