



# MacIntyre Academies

Compassion - Ambition - Partnership

## Candidate Pack

### Key Stage 2 / 3 Class

### Teacher,

### Quest Academy, Rugby



# Contents

Welcome

Our Story so Far

Benefits

Our Core Values and DNA

Our Academies

Safeguarding

The Role

Job Description

Person Specification

How to Apply

# Welcome

Dear Applicant

Thank you for your interest in the role of Compassionate School Coach Team Member. 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 children and young people 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 young person'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 young people and how they can support them to make the best progress. We work very closely with the families of our young people 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 children and young people. 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

*L Thackaberry*

**Laura Thackaberry**  
**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 young people 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 pupils 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 pupils 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 young people.

We are proud of our Compassionate Curriculum which supports pupils to become more resilient, and fosters positive relationships between pupils 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 children, 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 children 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
- SEN1 Allowance
- Excellent 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
- Benefits for death in Service
- Long Service Recognition
- Recommend a Friend Scheme - £100 Voucher
- Trained Mental Health First Aiders
- 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.**

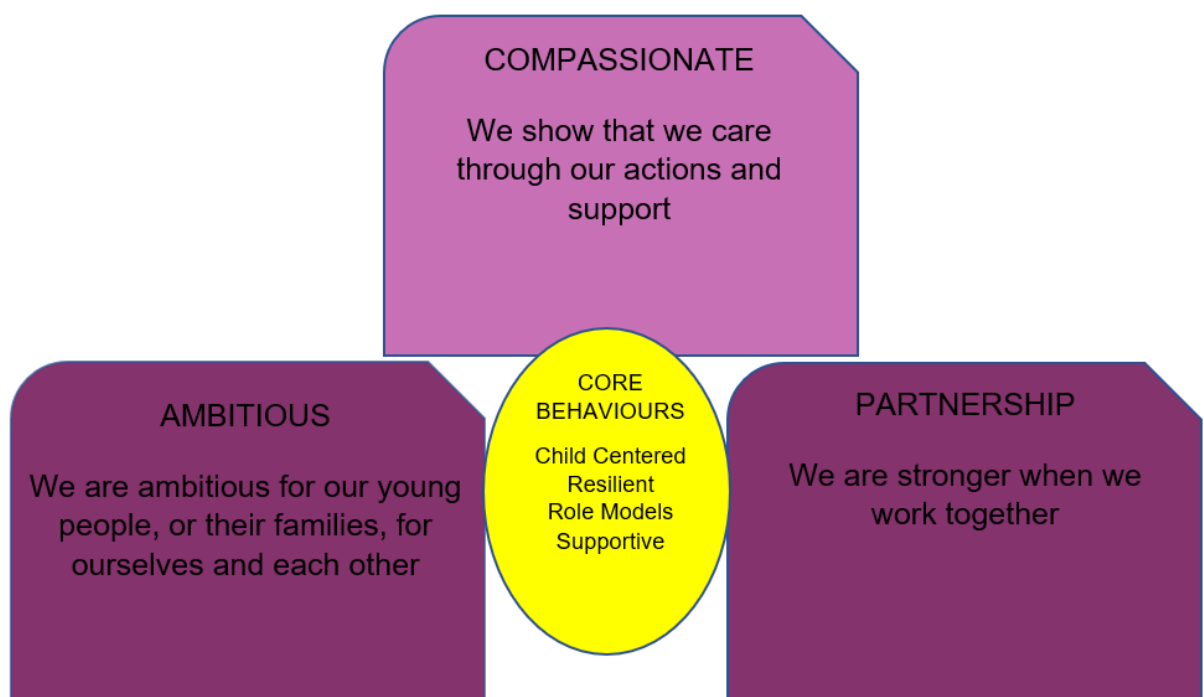
## *What is our DNA? Why is it important?*

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 children and young people (aged 8 to 19) with autism and learning difficulties who are in need of specialist education, care and support.



## Discovery Academy, Nuneaton

Discovery Academy opened in September 2015 in Nuneaton, Warwickshire for children and young people, 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 children and young people, 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 children and young people aged 9 -16 years with autism and/or a social, emotional or mental health diagnosis. The school has capacity for 50 students and is based in Henley-in-Arden, Warwickshire



# Quest Academy

Welcome to Quest Academy!

At Quest Academy, we are dedicated to providing a nurturing and inclusive educational environment for learners with Autism Spectrum Conditions (ASC) and those with Social, Emotional and Mental Health (SEMH) difficulties. We cater for children between the ages of 7 and 19 (learners currently transition at 16).

With a commitment to understanding, acceptance, and individualised support, we strive to empower our learners to reach their full potential.

Our passionate team of educators, therapists, and support staff are here to ensure that every learner's unique needs are met. We believe that diversity is a strength, and we celebrate the individuality of each learner. Together, we create a community that fosters growth, learning, and a sense of belonging.

As we continue to grow and evolve, we are proud of the achievements of our learners and the positive impact they have on our school community. We are here to provide not only an exceptional education but also a caring and supportive network for our learners and their families.

We invite you to explore our website to learn more about our programmes, curriculum, and the incredible opportunities that await your child at Quest Academy. Feel free to reach out if you have any questions or would like to schedule a visit to experience our school firsthand.

We look forward to welcoming you into our community and working together to unlock the potential within each and every learner.

## 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 sponsored by MacIntyre Charity, which over the last 50 years, has developed a strong reputation nationally, as a high quality, person centred organisation.

# 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.



**Reference No(s):** QA T 092025

**FTE Salary:** Salary MPS + SEN1 Point (UPS considered / salary matched for the right candidate)

**Hours:** 1 full time teaching post

**Location:** Quest Academy, Rugby

**Closing Date:** Monday 6<sup>th</sup> October 2025

**Interviews:** Monday 13<sup>th</sup> October 2025

**Key Stage 2 / 3 Class Teacher**

**January 2026 start or sooner**

**(Primary Trained Teachers & ECT's encouraged to apply)**

At Quest Academy, we are dedicated to providing a nurturing and inclusive educational environment for learners with Autism Spectrum Conditions (ASC) and those with Social, Emotional and Mental Health (SEMH) difficulties. We cater for children between the ages of 7 and 19 (learners currently transition at 16).

We are committed to working together, nurturing individuals, celebrating uniqueness, unlocking potential, friendships and memories. *Ready for Adulthood!*

Our mission is to create a supportive and inclusive school community where every individual, regardless of their unique abilities and needs, is encouraged to embrace their true self and is empowered to become the best version of themselves. We are committed to providing a safe, supportive, and nurturing environment that prioritises the well-being of each learner, tailored to their strengths and challenges. This commitment extends to parents, carers, staff, and all who visit. By fostering an atmosphere of support, collaboration, and well-being, we aim to enable learners to reach their fullest potential and grow into confident, compassionate, and positive members of society.

**Quest** is a place where everyone belongs—a space where learners are nurtured, empowered, and protected, both physically and emotionally. It is a place where each learner's true self is embraced, allowing authenticity to flourish. In this supportive environment, creativity is inspired, and resilience is cultivated, enabling every student to grow, learn, and thrive.

The Principal wishes to appoint an enthusiastic and dedicated Class Teacher to work within key stage 2 / 3. This is an exciting opportunity to be part of a team that will enhance the school experience for all. You will need to be reliable, committed and have experience. You should also be caring, trustworthy and an excellent role model for our learners with clear motivation to work in a school that seeks to be the best that it can be, amongst staff, learners, parents and governors who are all dedicated to learning and continual improvement.

Quest Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to Enhanced Disclosure and Barring Service check.

**The Principal encourages candidates to visit Quest Academy.**

School visits can be arranged via email to [laura.thackaberry@macintyreacademies.org](mailto:laura.thackaberry@macintyreacademies.org)

# Job Description

**Quest Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.**

**Job Title:** Key Stage 2/3 Class Teacher

**Responsible to:** Extended Leadership Team

**Responsible for:** Teaching general subject within an all age 7-16 special school for Key Stage 2 & 3 learners (Deployment of support staff, where relevant)

**Salary Grade / Range:** Salary MPS + SEN1 Point (UPS/TLR considered / salary matched for the right candidate)

## **Job Purpose:**

- The appointment is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation.
- To deliver good, effective teaching and learning in a stimulating and safe environment.
- To provide a broad, balanced and relevant curriculum for every child with access to the National Curriculum; while considering each child as an individual with their own strengths and needs.
- To promote appropriate achievement, educational, social and personal progress of all learners for whom the teacher is designated as being responsible.
- To encourage learner awareness of personal and social attitudes, enabling them to become a valued and contributing member of their society.
- To develop in every child an understanding and respect for other cultures and to ensure the opportunity for intellectual, moral and spiritual growth.
- To help learner achieve desirable attitudes to learning; to develop lively, enquiring minds, the ability to question, reason and apply themselves to the task in hand.
- To assist with the acquisition of high standards, self-discipline and a useful and acceptable code of behaviour.
- To provide every learner with the opportunity to succeed and develop a positive self-image.
- To work in collaboration and partnership with children, parents, carers, governors, staff and the Local Authority.
- To promote the safeguarding and welfare of children within the school.

## **Post Responsibilities:**

- To fulfil all of the requirements and duties set out in the current School Teachers' Pay and Conditions Document.
- To be an excellent classroom teacher who is able to lead, develop and manage an up-to-date knowledge and understanding of the areas of teaching and learner support for which the post holder is responsible for.
- To devise, contribute to and implement statutory assessment and lead on the annual review process.
- To demonstrate consistently high standards of personal and professional conduct, in line with the expected Teachers' standards.
- Plan work to meet the learning needs of all learners in a consistent and effective way.
- Use appropriate teaching and classroom management and behaviour strategies to motivate learners and enable each to progress at a level appropriate to individual needs.
- Ensure efficient preparation and recording of each child's work. To mark and assess learners work and to record their development, progress and attainment, having regard to the requirements of the national curriculum and to inform future planning and ensure differentiation addresses the needs of all learners.
- Ensure lessons are accessible to all learners by using Makaton, Symbols & Grid Player.
- Use colourful semantics within lessons to support and promote communication for all.
- Maintain appropriate records, set targets, IEP's, PBSP's etc, to demonstrate and record progress made by learners.
- Planning and preparing schemes of work and lessons within the relevant curriculum area(s), both individually and collaboratively.
- Co-ordinating or managing the work of associate staff e.g. teaching assistants that are attached to a learner or a group of learners.

# Job Description

- Ensuring a variety of high quality learning experiences, which will stimulate learning appropriate to learner needs and meet internal and external quality standards.
- Prepare and update subject material.
- Contribute to the curriculum area and subject department's improvement plan and its implementation.
- Contribute to the whole School's planning activities.
- Promoting the general progress and wellbeing of learners and groups of learners in the role of Class Tutor.
- Contributing to tutor activities and programmes of learning as directed by the Key Stage Lead or Extended Leadership Manager.
- Encouraging high levels of attendance and punctuality to School and lessons.
- Monitoring the school uniform of students in his/her tutor group.
- Communicating and co-operating with persons or bodies outside the School, where appropriate.
- To take part in community and liaison activities such as Open Evenings, Parents/ Carers Evenings, Community Events and liaison with Partner Schools.
- Following agreed policies for communications in the School.
- Participate fully in professional development activities to help develop practice further, and to share the learning from these as appropriate.
- To uphold and help implement all school agreed policies and procedures.
- Accept delegation thoughtfully and usefully.
- Be involved in pastoral care.
- To carry out break and lunch duties as outlined in the school's duty rota
- Provide an enriched learning environment incorporating early intervention, conflict avoidance, praise, feedback and challenge.
- Liaise and communicate effectively with other teachers and staff.
- Show loyalty to the school and adopt a professional attitude.
- To achieve any performance criteria or targets relating to the post arising from the School's Professional Conversation arrangements linked to staffs individual Clifton Strengths.

## **Learners & Staff:**

- Demanding ambitious standards for all learners, overcoming disadvantage and advancing equality.
- Owning a strong sense of accountability for the impact of your work on learner outcomes.
- Being part of an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools.
- Being part of an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Holding yourself to account for your professional conduct and practice.
- To further develop the current curriculum.
- Identify & introduce appropriate qualification based outcome for learners in the subject area.
- Be an active member of relevant MAT working parties.
- Lead on whole school CPD sessions.

## **Systems & Processes:**

Providing a safe, calm and well-ordered environment for all learners and the staff within your classroom.  
Taking part in the coaching observation process, sharing identified practice.  
Following all systems & process' within the school

## **Impact Within and Beyond the School:**

Championing best practice and securing excellent achievements for all learners  
Inspiring and influencing others to believe in the fundamental importance of education in young people's lives and to promote the value of education



# Job Description

## **Staff Development:**

To undertake appropriate professional development including adhering to the principle of performance management

To achieve any performance criteria or targets relating to the post arising from the School's appraisal arrangements.

The below listed training and any further identified training, must be completed via our online training portal upon employment commencing.

- 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
- H&S for managers and supervisors
- Autism
- Positive Behaviour Support

## **General:**

- To adhere to the ethos of the Academy
- To promote the agreed vision and aims of the Academy
- To set an example of personal integrity and professionalism
- Attendance at appropriate staff meetings and parents' evenings
- Responsible for ensuring all items timetabled against this role are met or adequate notice is given to the Assistant Principal if unable to complete tasks
- Any other duties as commensurate within the grade in order to ensure the smooth running of the school.
- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- To ensure that all tasks are carried out with due regard to Health and Safety.
- Liaise and communicate effectively with other teachers and staff.
- Show loyalty to the school and adopt a professional attitude.
- Holding yourself to account for your professional conduct and practice.
- Following all systems & process' within the Academy
- Organise and manage own work with little or no input from others but working within the given guidelines, parameters and systems

## **Safe Guarding:**

The jobholder must observe their obligations in accordance with the School's Child Protection Procedure and the document 'Keeping Children Safe in Education and to report any concerns that they may have regarding a child or young person's welfare to the appropriate person. Copies of the above Procedure and document can be obtained from the School Business Manager.

# Person Specification

Criteria	Essential	Desirable
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status.</li> <li>• Educated to degree level, or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>• Further relevant training and/or qualifications in special educational needs.</li> <li>• Evidence of professional special development.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Key Stage 2/3 experience</li> <li>• Significant and successful experience of teaching children within a mainstream or special school setting.</li> <li>• Experience of working with colleagues to set short term goals for individual learners and of supporting the learners to achieve these.</li> <li>• Experience of leading and managing other adults in a team situation.</li> <li>• Experience of working with professionals from a variety of outside agencies, for example social services, governors, local authorities and other agencies.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with SEN learners.</li> <li>• Working with learners from a variety of cultural backgrounds.</li> <li>• Understanding of a child led curriculum – EYFS.</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Able to demonstrate the skills of an excellent teacher.</li> <li>• Ability to lead, enthuse and motivate other members of staff.</li> <li>• Excellent communication skills, both written and oral.</li> <li>• Good ICT skills.</li> <li>• Ability to work professionally as a member of a team to gain the confidence of teachers, parents and carers and other external agencies.</li> <li>• High level of emotional intelligence and very good interpersonal skills.</li> <li>• Ability to build very effective relationships with children, to motivate learning and to build self-esteem.</li> <li>• Ability to work independently with minimum supervision and to manage own work and time effectively.</li> <li>• Ability to manage a budget.</li> <li>• Ability to maintain confidentiality.</li> <li>• Ability to use initiative and to innovate within the aims, ethos and policies of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to work collaboratively in a multi-professional team.</li> <li>• First aid training.</li> <li>• Minibus driver.</li> <li>• Willingness to support extra-curricular activities.</li> <li>• Willingness to support residential visits.</li> </ul>

Criteria	Essential	Desirable
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Recent and appropriate professional development.</li> </ul>	<ul style="list-style-type: none"> <li>An understanding of effective performance management.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>Knowledge and understanding of curriculum planning and development including National Curriculum.</li> <li>A good working knowledge of the range of programmes and strategies available to support children with different types of Special Educational Needs.</li> <li>A good understanding of the range of strategies that can be used to successfully support children with SEN.</li> <li>A thorough understanding of the National Curriculum.</li> <li>Knowledge of the roles of the various outside agencies available to provide support to the school.</li> <li>Knowledge and understanding of safeguarding legislation and procedures.</li> <li>An understanding of the principles of inclusion and a demonstrable commitment to inclusive education for all.</li> </ul>	<ul style="list-style-type: none"> <li>Practical and theoretical knowledge of behaviour management.</li> </ul>
<b>Other Requirements</b>	<ul style="list-style-type: none"> <li>Able to work flexibly and attend meetings, training, community events and INSET days as required.</li> </ul>	

### Additional Information:

**Please note:** This job description reflects the major tasks to be carried out by the job holder and identifies the level of responsibility at which the jobholder will be required to work, and will be reviewed through the appraisal process. This job description may be subject to review and / or amendment at any time to reflect the requirements of the job, following discussion between the Head Teacher and member of staff. Any amendments will be commensurate with the salary grade for the job. The jobholder is expected to comply with any reasonable management requests.

# 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)  
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[thequestacademy.org](http://thequestacademy.org)  
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