

QUEST ACADEMY



Science Teacher Closing

Date – 13th February 2023

Salary scale: Main Pay Scale/Upper Pay Scale
+ SEN Allowance £2270 (TLR £4080 for an exceptional candidate)

In case of any queries about applying please contact – recruitment@macintyreademies.org

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.
- ◆ Weekly joint planning time every Friday 1.45- 3.30.
- ◆ Staff who work collaboratively, share resources and ideas.
- ◆ 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 pupils and supportive families.
- ◆ Innovative curriculum and bespoke holistic assessment.

Quest Academy is a special school which provides 100 places for children of both sexes aged 7 –19 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 schools who are able to “demonstrate how families lie at the heart of everything they do.”

As a new school we have termly monitoring DfE visits which have been positive and indicate that we are on track to achieve at least a good Ofsted outcome in Year 3.

We are looking to appoint someone who:

- ◆ Has a passion for making a difference and is willing to go to the extra mile.
- ◆ Has a compassionate approach.
- ◆ Is an exceptional administrator.
- ◆ Is ambitious for the future on pupils behalf.
- ◆ Understands the importance of working together with stakeholders.
- ◆ Shares the same vision and values as the school.
- ◆ Views change as an opportunity to build upon the school’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”

THE 'NEW' QUEST ACADEMY



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.



THE 'NEW' QUEST ACADEMY



INTERACTIVE IMMERSIVE CLASSROOM



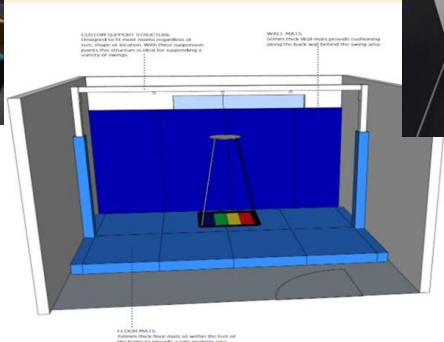
SOFT PLAY



SENSORY ROOM DESIGN



CAFE

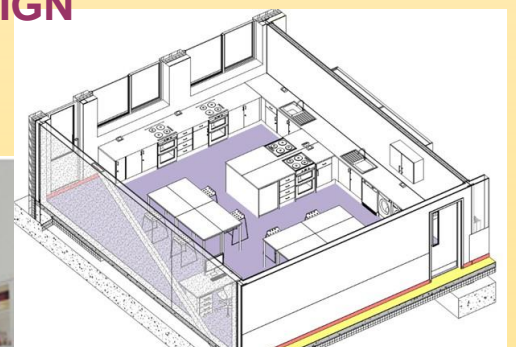
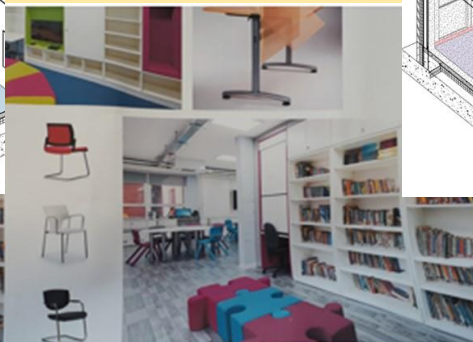


TEACHER WALLS

THERAPY ROOM DESIGN



SCIENCE



FOOD TECH

CONCEPT FOR LIBRARY

Our Address: Quest Academy
Anderson Avenue
Rugby
CV22 5PE

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 well-being.
- ◆ 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 school's website:

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

Or via the link below:

(insert link)

You can contact the school at:

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 pupils deserve an outstanding education.
- In the need to be ambitious for pupils' futures.
- In growing our own teachers and leaders for tomorrow.
- That happy staff and pupils 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 (pupils, families, staff and schools) to go further.
- **Partnership:** we are better when we work together.



Recent comments from Parents:

“Can’t find fault with the school, it exceeds our expectations and communication is excellent”

“The school 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 pupils become:

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

We place equal emphasis on our pupils 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. 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.

Quest Academy
Anderson Avenue
Rugby
Warwickshire
CV22 5PE

E: quest.office@macintyreademies.org



Putting children and families *first*



Recruitment Advertisement

Class Teacher

Job Title: Teacher of Science

Reference No(s): 0000000171

Salary: Teacher Main Pay Scale/Upper Pay Scale +SEN £2270

(TLR £4080 for an exceptional candidate)

Location: Rugby, Warwickshire

Closing Date: 13th February 2023

Hours of Work: Full time (35 hours per

Start Date: TBC

week)

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 new school 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 19 years. The new school 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 school where parents can meet and the pupils can display the items they have made within the school 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 temporary modern school building on the outskirts of Nuneaton and opened with 30 pupils in September 2017 rising to 55 pupils in September 2018.

MacIntyre Academies is delighted to have been chosen to set up this new Academy which joins the existing 'Endeavour Academy' in Oxford which opened in 2014 and 'Discovery Academy' which opened in September 2015. 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 looking to appoint a talented and enthusiastic teacher of Science to join our dynamic and exciting academy from September. A passion for your subject, as well as a desire to make a difference is essential.

Reporting to a member of the Extended Leadership Team you will be responsible for the delivery of teaching and learning within the range of key stages 2, 3, 4 whilst looking for continuous improvement by monitoring and assessing the achievement of our young people. You will line manage the Teaching 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, cultural, mental and physical well-being in preparation for the opportunities, responsibilities and experiences of adult life.

About You

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 who have a passion for Science.

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 in Science.

- Have an ability to teach all ages from KS2-KS4

- Plan and execute a diverse programme that meets individual learner needs within Science.

- Ensure all our learners are able to thrive and engage in both academic and vocational learning to achieve above and beyond their highest potential, whilst developing personal, social and emotional skills.

Full induction training and support will be given to the successful applicant.

Benefits of Working for MacIntyre Academies

In return, we can offer you Teachers Pay and Conditions an Employee Assistance Programme to support your health and wellbeing and full induction, training and career opportunities

To Apply

Please visit <https://macintyrecharity.current-vacancies.com/Jobs/Advert/1565546?> and complete our online application form. For queries please contact recruitment@macintyreacademies.org.

MacIntyre Academies Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All positions will require an enhanced Disclosure and Barring Service check and registration with the DBS Update Service together with all other relevant recruitment checks including obtaining references. This post includes engaging in regulated activity relevant to children and is exempt from the Rehabilitation of Offenders Act, 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Further information about filtering offences can be found in the DBS filtering guide: DBS filtering guide - GOV.UK (www.gov.uk) It is an offence to apply for this role if you are barred from engaging in regulated activity relevant to children. Referees will be asked to assess suitability of candidates to work with vulnerable adults, children or young people and will be verbally verified.

Individual Safeguarding Policies for our Academies can be found on our website under 'Essential Information' and candidates will be asked about this as part of the recruitment process.

Class Teacher

Job Description

Reporting to

A member of the Extended Leadership Team

Purpose:

1. To lead and deliver the Science Curriculum at an appropriate age and stage for select group of learners.
2. Fulfil the professional responsibilities of a Science teacher, as set out in the School Teachers' Pay and Conditions Document
3. To lead and deliver the Science curriculum at an appropriate age and stage for select groups of learners
4. Meet the expectations set out in the Teachers' Standards
5. Provide professional education and social development of a class of learners' educational provision, delivering an appropriate curriculum for their age and stage.
6. To collect, record and report assessment data, attainment and progress of learners using the appropriate systems and reporting frameworks.
7. To foster a culture that promotes excellence, equality and high expectations of all learners and educational support staff.

Key Responsibilities and Duties:

1. To write and continually develop our Science schemes of work.
2. Plan and teach well-structured lessons to assigned classes, following the school's plans, curriculum and model of teaching (accelerated learning model), considering the learners' needs and differentiating appropriately.
3. To ensure that all learning resources are in good order and available for the delivery of lessons
4. Assess, monitor, record and report on the learning needs, progress and achievements of assigned learners, making accurate and productive use of assessment
5. Adapt teaching to respond to the strengths and needs of learners
6. Set high expectations which inspire, motivate and challenge learners
7. Promote good progress and outcomes for learners
8. Demonstrate good subject and curriculum knowledge
9. Participate in arrangements for preparing learners for external tests
10. To organise a person-centred learning environment allowing learners to take ownership of their learning and ambitions.
11. To participate in all relevant training required to ensure your continuous professional development.
12. 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.
13. To promote and teach the Academy's behaviour management policy.
14. To work collaboratively with parents, carers and families, providing a welcoming positive atmosphere.

Strategic Direction and Development of the Academy:

1. Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision, values, ethos and objectives.
2. Make a positive contribution to the wider life and ethos of the school
3. Provide cover, in the unforeseen circumstance that another teacher is unable to teach
4. 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, 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. Work with others on curriculum and learner development to secure co-ordinated outcomes
4. To ensure that individual behaviour strategies are incorporated into all planning for teaching and learning, which are rigorously monitored and evaluated and appropriately reviewed for changes, as/when required
5. To complete all relevant paperwork in relation to learner progress, lesson planning and legislative requirements.
6. To participate in all aspects of assessment, ensuring assessment reflects the learning needs of our learners including SMSC, personal, social and emotional development.
7. Work collaboratively with the school's multi-disciplinary teams in setting up joint targets and implementing of programmes, as appropriate

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, where appropriate
2. To contribute to the culture of continuous professional development for educational support staff, where learning and development activities are closely linked to individual, teams and organisational priorities.
3. Collaborate and work with colleagues and other relevant professionals within and beyond the school
4. Develop effective professional relationships with colleagues
5. To ensure that performance reviews as part of the appraisal process are undertaken in a timely manner and that target setting is of a high standard

Learner Support and Progress:

1. To be a Form Tutor to an assigned group of learners and undertake responsibilities associated
2. To promote the general progress and well-being of individual learners and of the Form Tutor Group as a whole.

Accountability:

1. Contribute and/or attend any relevant meetings held for learners, as appropriate
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. Promote the safety and wellbeing of learners
4. Maintain good order and expectations amongst learners, managing behaviour effectively in line with the school's behaviour management policy and procedures to ensure a good and safe learning environment is maintained

Strengthening Community:

1. 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 learners and their families.
2. To promote a culturally inclusive ethos which actively values and promotes diversity, unity and community cohesion and supports learners to become successful citizens.
3. To work in liaison with the Senior Leadership Team and all relevant agencies in order to adequately safeguard and protect the learners.
4. 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.

This description is not intended as a total definition of the post, only an outline of the duties involved. The post-holder will be expected to carry out any other duties commensurate with the level of the post, and which may reasonably be required by the Principal according to the normal practice of the Trust.

Class Teacher
Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> • Qualified Teacher Status (ECT welcome) • Excellent Classroom practitioner • Experience of working with learners with ASC, social, emotional and mental health needs. • Knowledge and experience of the national curriculum in own specialist area • Proven track record of implementing the national curriculum. • Be able to implement strategies for raising achievement and achieving excellence including using data and benchmarks to monitor progress in learning. • Demonstrate knowledge of how to enhance learner's social and personal development. • Demonstrable commitment to own continued professional development. • Demonstrable experience of professional communication and interpersonal skills both written and verbal. • Good ICT skills. • Evidence of the ability to monitor, evaluate and reviewing the impact of policies and targets. • Managing and leading teaching support staff and/or other practitioners. 	<ul style="list-style-type: none"> • Post graduate SEN qualification • Experience of working with multi-disciplinary teams. • Experience of IT assessment packages and data management systems • Experience of undertaking Key Stage assessments. • Knowledge of working with accreditation boards such as ASDAN
Personal Attributes	<p><i>The Candidate must be able to demonstrate:</i></p> <ul style="list-style-type: none"> • Confidence and skills to maintain a successful team. • Excellent communication and facilitation skills with all stakeholders. • A passion for working with learners with SEN and their families. 	

	<ul style="list-style-type: none"> • Ability to work flexibly to meet the needs of the academy. • Ability to work with the Senior Leadership Team to motivate and work with others to create a shared culture and positive climate. • High level of resilience and determination. • A high level of tolerance and an entirely non-judgemental attitude to children whose behaviour may be challenging • Commitment to and a genuine interest in the pastoral welfare of the school community. • Calm and organised approach to work under pressure and the ability to inspire this in others. • Energy, enthusiasm. • Ability to reflect prioritise and plan and work to deadlines. • Adopt a reflective approach to work. • A belief that people with learning disabilities have the right to participate in making decisions about the service they receive and to access opportunities including learning, training, employment and wider experiences. • A commitment to the implementation of MacIntyre Academies Equal Opportunities Policy.
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Competencies

<p>Set high expectations which inspire, motivate and challenge learners</p>	<ul style="list-style-type: none"> □ <ul style="list-style-type: none"> • establish a safe and stimulating environment for learners, rooted in mutual respect • set goals that stretch and challenge learners of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of learners.
<p>Promote good progress and outcomes by learners</p>	<ul style="list-style-type: none"> □ <ul style="list-style-type: none"> • be accountable for learners' attainment, progress and outcomes • be aware of learners' capabilities and their prior knowledge, and plan teaching to build on these • guide learners to reflect on the progress they have made and their emerging needs • demonstrate knowledge and understanding of how learners learn and how this impacts on teaching • encourage learners to take a responsible and conscientious attitude to their own work and study.
<p>Demonstrate good subject and curriculum knowledge</p>	<ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain learners' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting

	<p>high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</p> <ul style="list-style-type: none"> • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
<p>Plan and teach well-structured lessons</p>	<ul style="list-style-type: none"> □ • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding learners have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s).
<p>Adapt teaching to respond to the strengths and needs of all learners</p>	<ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable learners to be taught effectively • have a secure understanding of how a range of factors can inhibit learners' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support learners' education at different stages of development • have a clear understanding of the needs of all learners, 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.
<p>Make accurate and productive use of assessment</p>	<ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure learners' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback.
<p>Manage behaviour effectively to ensure a good and safe learning environment</p>	<ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, natural consequences and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to learners' needs in order to involve and motivate them • maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary.

<p>Fulfil wider professional responsibilities</p>	<ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to learners' achievements and well-being. • Make regular contact home with parents/carers
<p>Personal and Professional Conduct</p>	<ul style="list-style-type: none"> • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: • treating learners with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard for the need to safeguard learners' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit learners' vulnerability or might lead them to break the law. • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. • Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities