



MacIntyre
Academies



Teacher of Science

Discovery Academy, Nuneaton, Warwickshire

Application Pack

Recruitment Advertisement

Teacher of Science

Job Title: Teacher of Science

Reference No: NTXJX265304

Salary: Teacher Main/Upper Pay Scale (£22,917 - £38,633) + SEN 1 (£2,106)*

Hours of Work: Full-time

Start Date: 16th April 2018

Closing Date: 9.00 24th January 2018

Location: Nuneaton, Warwickshire

Interview Date: 2nd February 2018

Be part of an exciting and creative school in Nuneaton for children and young people with autism and/or social, emotional and mental health needs.

About Us

Discovery Academy is a new setting in Nuneaton catering for children with an autism diagnosis and / or an underlying condition that has enabled them to receive an EHC plan for ASC or SEMH. We started 40% over numbers and due to increased student applications need to build capacity in the teaching team.

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

You will be responsible for part of our teaching and learning in Science, working alongside our Lead Teacher for Science. All students, timetabled in groups of 8 – 11 with 2 or 3 TAs have Science three times a week; in your application please indicate clearly what subjects you can offer at KS 4 and 5. If you have Autism, BESD or AP experience that will be an advantage but is not required.

You will be an innovative classroom practitioner, hold QTS and have demonstrable experience of implementing the national curriculum. In our opening year we focused on Key Stages 2 and 3 before now expanding into Key Stages 4 and 5. You will be able to implement strategies for raising achievement across the curriculum and be committed to your further professional development.

You will be confident and happy to work with KS4 and 5 and must be able to offer GCSE Physics. Experience in GCSE, BTEC and alternative accreditation such as ASDAN is an advantage.

Discovery Academy is 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.

This role is offered on a permanent full time basis. A TLR 2c of £2,667 for the right candidate to lead KS 4 and 5 Science development is available.

“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.”

*Salaries are dependent upon qualifications and experience

Letter from Principal

Dear Applicant

These are really exciting times at Discovery Academy and we are looking for the right person to join our teaching team and take a significant role in the delivery of Science. You will be able to teach Physics, Chemistry and Biology at Key Stage 4 and at least one at Key Stage 5. The classes come to Science in rotation with their TAs.

We opened on 14th September 2015 and have recruited an amazing team of staff from many varied experiences and backgrounds. They have taken to the role and challenges with enthusiasm, resilience and imagination. As a result of over subscription and continual referrals we need to increase the number of teachers ahead of our staffing plan timetable.

Teachers are currently working in classes of around eight children, an HLTA and 2TAs. This is with children in Years 5 – 13. We blend our primary model with a secondary curriculum. Classes come to Science expecting to do practical work, to have active learning and to enjoy what they are doing. Support staff come with each class giving their teacher some PPA time.

MacIntyre Academies Trust worked in partnership with Warwickshire County Council to support the setup of the academy and we are looking for committed staff who can contribute to the development and ethos of the academy and provide the very best opportunities for learning. We know that children and young people with autism, social and emotional or mental health needs have to be presented with learning that is motivating and reinforcing and we want to recruit flexible and creative staff who understand how learning can impact on the overall wellbeing of children and young people and enable them to succeed. We will work very closely with parents/carers and families to ensure that they also feel supported and are confident that their child is getting the best that an academy can offer. We know families want their children to feel safe and happy at school, respected and celebrated by all staff.

If you would like to visit us or have an informal conversation about the post please contact me at the academy on 07494 457314 or e-mail matthew.pike@macintyreademies.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.

Yours sincerely,

Matthew Pike
Principal
Discovery Academy,
Nuneaton

Information for Candidates

In September 2015, MacIntyre Academies Trust opened a new and exciting Academy, Discovery Academy, in Nuneaton, Warwickshire for children and young people with Autism and/or social, emotional and mental health needs aged between 9 years and 19 years.

MacIntyre Academies is delighted to have been chosen to set up Discovery Academy which joined the existing 'Endeavour Academy' in Oxford. The Trust is building on the experience of MacIntyre Charity which has over 50 years of experience in providing specialist provision for over 1,000 children and adults across the UK and has developed a strong reputation nationally, as a high quality, person centred organisation.

Currently, in Warwickshire, there is a significant gap in provision for children and young people with autism and social, emotional and mental health needs, sometimes requiring children to be placed in out of county provision or transported a long distance to school. Many parents and carers have told us that they would prefer their child to be as close to home as possible. The new school enables young people to remain close to their families and friends, and MacIntyre Academies is able to use its wider expertise to develop a more integrated approach to delivering support, enabling children where possible to be supported back into mainstream education. .

The school is located in Nuneaton on the site of the old Manor Park School and will ultimately have capacity for up to 80 children and young people. MacIntyre Academies does not subscribe to any one particular pedagogical approach to teaching children and young people with autism or social and emotional needs. Personalised learning is at the heart of our delivery style enabling teachers and other educators to adopt individual strategies that work for each child or young person. We advocate an approach that encourages children to learn in and outside the classroom in real and practical environments that support socialisation, independent thinking and learning for the future.

As a priority, the Discovery Academy welcomes children and young people from Warwickshire who have an Education, Health and Care plan or Statement of special educational need that details the provision required to help the child to overcome the barriers to learning caused by their social, emotional and mental health needs or an autistic spectrum condition. Referrals will be through the local authorities who have named the school in individual children's statements.

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. 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 will be 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 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 motivational and will make connections. 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. We say that when we are full with 80 children we will have 80 curricula.

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.

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Teacher of Science

Job Description

Reporting to

Assistant Principal (Curriculum)

Purpose:

- To deliver our Science educational provision, delivering an appropriate curriculum for age and stage.
- To collect record and report assessment data, attainment and progress of pupils to the Assessment Team. To foster a culture that promotes excellence, equality and high expectations of all students and educational support staff.

Key Responsibilities:

1. To help continually develop our Science schemes of work.
2. To be a confident 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 work with the technician so 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 promote and teach the Academy's behaviour management and compassionate school's policy.
8. 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 leadership teams 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 the standards of students' achievement, using benchmarks and setting targets for improvement.
2. To monitor, evaluate and review practice in the laboratory / 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 Lead Teacher for Key Stage 2 and 3 Science 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.

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 Lead Teacher for Science.

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.

Person Specification

	<u>ESSENTIAL</u>	<u>DESIRABLE</u>
Education, knowledge and experience	<ul style="list-style-type: none"> • Qualified Teacher Status. • Excellent classroom practitioner. • Experience of working with students with additional needs. • Ability to teach Physics at KS4 • Proven track record of enhancing the Science 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 pupil'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"> • Experience of IT assessment packages and data management systems • Physics to A level • Knowledge of working with accreditation boards such as GCSE boards and ASDAN. • Teaching KS2 or 3 Maths – up to approx. old NC level 5.
Personal attributes	<p><i>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 pupils with SEN and their families. • 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. 	

Competencies

Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study.
Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' 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 high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.
Plan and teach well structured lessons	<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 pupils 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).
Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' education at different stages of development

	<ul style="list-style-type: none"> • 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.
Make accurate and productive use of assessment	<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 pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
Manage behaviour effectively to ensure a good and safe learning environment	<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, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
Fulfil wider professional responsibilities	<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 pupils' achievements and well-being.
Personal and Professional Conduct	<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"> ○ treating pupils 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 pupils' 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 pupils' vulnerability or might lead them to break the law.

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| | <ul style="list-style-type: none">• 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 have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities |
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