Northampton Academy
The best in everyone™
Part of United Learning

ACE School of CHARACTER

Welcome to Northampton Academy

APPLICATION PACK

Second in STEM

Salary: ULT Teachers' Pay Range + TLR
Hours: Full time
Start date: September 2023

Closing Date: Friday, 12th May 2023 at 12pm

An Academy of Character and Excellence



Respect ■ Determination ■ Ambition ■ Tolerance ■ Integrity

Northampton Academy is seeking to appoint an enthusiastic Second in STEM

We are looking for a bright, tenacious and ambitious individual to join our strong STEM team from September 2023. The successful candidate will be an excellent teacher of either Mathematics, Science or Computer Science and have a strong desire to assist other teachers in the classroom. As Second in Charge, you will work alongside the Director of Nucleus STEM to help support and ensure outstanding progress for all students in the school.

Northampton Academy is part of United Learning, a unique group of independent and state schools working together to achieve the best in everyone. Our vision is to provide excellent education, so that all young people are able to make a success of their lives and, if we are to realise this vision, we need to make sure we attract, develop and reward the key ingredient – high quality staff such as you.

Northampton Academy is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments.

The post will be subject to an enhanced DBS Disclosure.

The successful candidate will fully embrace our values of Respect, Determination, Ambition, Tolerance and Integrity, and will have a working knowledge of how these will apply within a secondary academy context and within the role itself.

For further information or a confidential chat about this role, please contact Shreeja Ashton, Director of Nucleus STEM (email s.ashton@northampton-academy.org), or Owen Jones, Vice Principal (email o.jones@northampton-academy.org).

If you wish to find out more about our Nucleus STEM stream, please visit our website https://www.nucleus-stem.org/

" Everything I have experienced working at Northampton Academy has been great, from SLT to students to the environment and the atmosphere the school creates."

(Staff Survey November 2022)



A Letter From The Principal



Dear Colleague

I am thrilled to extend a warm welcome to you to Northampton Academy. It is an excellent decision to join our team and I assure you that working here will be a fulfilling experience. You will receive support and guidance to develop your skills as you progress in your career.

We are part of United Learning, a network of academies, primaries and independent schools throughout the UK, whose motto is 'The Best in Everyone'. This resonates with us and is the driving force behind our commitment to excellence.

Our vision is straightforward: "To be an academy of character and excellence, providing a unique and extraordinary experience that sets us apart locally, nationally and internationally."

Our mission is equally simple: "We exist to provide the students of the Eastern District with equal or better life chances than any student in the UK."

We are all working together to achieve our goal of becoming an Academy of Character and Excellence. We aim to showcase the fantastic work we've done in various areas, such as our Character and STEM programmes, on a national and international level. I am delighted to have a dedicated team of professionals who will help us move forward in realising our vision.

The safety and wellbeing of our students is our top priority. It's at the heart of everything we do. We are proud of our "exceedingly strong culture of safeguarding" (Ofsted, March 2023), and our students thrive because of it. We are proud to have been judged outstanding in all areas during our most recent inspection in March 2023.

We believe in the importance of work-life balance and recognise that spending quality time with family and loved ones is crucial. Therefore, there is no email communication from 5.30pm to 7.30am during the week and no emails over the weekend. We have a 'flexi-working' policy where every teaching member of staff has a morning or afternoon off each week, allowing them to pursue activities they enjoy. At Northampton Academy, we value trust, and I trust that you will effectively perform your duties and balance work with personal life. We offer many ways to support staff wellbeing, and you will come across more as you progress in your career with us. We are seen as a leading school in the UK for our work around staff wellbeing.

I operate an open-door policy and I welcome any staff member to come and speak with me regarding any issues they may have. I will always try to find solutions or offer support to find them.

People often say, "I got into teaching to make a difference" and at Northampton Academy you can make a real difference. Our school has transformed over the past few years and our students have high aspirations and regularly progress to the best universities and apprenticeships.

Northampton Academy is a unique place, and I am confident that it will only continue to get better. I wholeheartedly recommend Northampton Academy as the next step in your career.

Yours sincerely,

Chris Clyne
Principal

Why Work For Us?

The leadership of the Academy is highly focused on creating an environment in which teachers can focus on their core role: to deliver excellent lessons. The student behaviour system is simple, easy to administer in lessons, and takes the burden away from teachers. Therefore, detentions, follow ups and communications with parents, etc., are conducted by the pastoral and senior teams. Teachers at the Academy speak of this as one of the major benefits of working here.

In addition to this, teachers are trusted to be professionals through:

- No unannounced observations
- No lesson grading
- A feedback and recognition policy that lets teachers decide the best feedback mechanism for their own classes, rather than having this prescribed centrally
- Departments set their own feedback and recognition policy and have no expectation of teachers spending extra time marking
- 3 extra INSET days per year collaborative team planning
- No emails (except safeguarding) after 5.30pm and at weekends
- A genuine flexible working environment
- Access to newly refurbished gym on site

" Northampton Academy is an amazing place to work.
I feel valued in my role, I have complete trust in the leadership of the school.
The Principal leads with transparency, respect and absolute care,
not just for the students but for all the staff."
(Staff Survey November 2022)



Staff Survey November 2022

We were very pleased to have excellent feedback from the Staff Survey this year:

- 98% value the school's culture
- 99% are proud to work at the school
- 95% support the school's strategy and direction
- 97% feel the school is well led
- 95% would recommend the school to a friend or family member as an employer'

" My professional development is supported and encouraged. I am trusted to manage my time and resources - micromanagement is non-existent. I can bring my authentic self to work, and diversity of thought is welcome."

(Staff Survey November 2022)



'The behaviour of pupils is exemplary. They are respectful, well mannered and polite. They exhibit the school's values of respect, determination, ambition, tolerance and integrity.'

(Ofsted, March 2023)

Our Vision

"To be an Academy of character and excellence. To provide a unique and extraordinary experience that sets us apart: locally, nationally and internationally."

Our Mission

"We exist to provide the students of the Eastern District with equal or better life chances than any student in the UK."

Our Values

We are providing a safe, caring and exciting environment for young people by putting young people at the centre of every decision. We are developing ambition, confidence and resilience through a relentless focus on opportunities and standards.

We believe that the five core values that best define Northampton Academy are:

RESPECT

- Showing due consideration for the values, opinions and beliefs of others
- Understanding that we are all different from one another
- Respect for ourselves, others and the environment

DETERMINATION

- Not giving up, especially during adversity
- Embracing the challenges of learning at a high level
- Supporting each other to achieve

AMBITION

- Aspiring to be the best people we can possibly be; and know what this looks like
- Aspiring to achieve the highest outcomes possible
- Aspiring to achieve the best jobs, college and university places

TOLERANCE

- Ability and willingness to accept the existence of opinions or beliefs that are different from our own
- Understanding that not all situations and issues are binary
- Willingness to embrace diversity of religion, race and culture

INTEGRITY

- Doing the right thing, even when nobody is watching
- Being honest with yourself and others, even when in the wrong
- Having strong moral principles

ACE School of CHARACTER

A School of Character

Northampton Academy is a nationally recognised school for its Character Development Programme, which is systematically delivered into the curriculum through lessons, assemblies, tutor time reading, PSHE and many other facets.

The Character programme is based on our 'pillars of virtue':

- **Respect** - showing consideration for the views, opinions, and beliefs of others
- **Determination** - never giving up
- **Ambition** - aiming high, not just for what you want to be, but who you wish to be
- **Integrity** - doing the right thing, even when nobody is watching
- **Tolerance** - the ability and willingness to accept the existence of opinions or beliefs that are different from our own

Staff play a vital role in this development of students' character and we are all expected to role model these virtues at all times. This is vital in the 'caught' aspect of our character programme. New staff must also buy in to this value led approach, and are expected to understand the importance of developing character in young people.

We firmly believe in developing leadership for all and, as such, we provide opportunities for all staff and students.

We fundamentally believe in nurturing talent within our staff body. Our in-house Continuous Personal Development programme focuses on developing teaching and learning practices and techniques to ensure we become the best possible practitioners in the classroom. Further, we actively support staff in their CPD and ensure all leaders have formal leadership training through avenues such as NPQSL or NPQML. Alongside this, we create succession planning for future senior positions.

For students, we promise the young people of Northampton Academy 'leadership opportunities for every student, every year' to ensure we develop them to be the future leaders of our country. This strand of opportunity for our young people is one of many that we use to help develop the character of our students.

" One of the best things about working at Northampton Academy is the collaborative drive to make the students successful in both education and their character development."
(Staff Survey November 2022)

School of CHARACTER

'There is little doubt that Northampton Academy can be considered one of the most successful schools in the country in terms of its character development programme and its direct impact on standards.' - The Association of Character Education

About Northamptonshire

Northampton is nestled in a curve of the River Nene. It has great transport links direct into London or Birmingham by train in about an hour. It also has direct access to the M1. There is a wide range of attractions both in the town and the surrounding county, such as:

- Museums and theatres - northamptonmuseums.com, The Royal and Derngate
- Manor houses and gardens - Delapre Abbey, Castle Ashby
- Great retail outlets - Rushden Lakes
- Excellent value for your money on houses and flats
- Historic surrounding market towns and villages with local markets
- Variety of cycleways - Cycle Northants
- Wide range of country walks to take you away from the pressures of modern living
- Great primary schools throughout the county
- Lakes and water sports - Stanwick Lakes
- Great sporting scene – Northampton Saints, Northamptonshire County Cricket Club & Northampton Town FC
- Picturesque golf courses - Brampton Heath
- Beautiful parkland and forests
- Canals and rivers



Abington Park

'There is an impressive personal development and character programme.'

(Ofsted, March 2023)



Stoke Bruerne



Castle Ashby Gardens



Northampton Saints



Royal and Derngate Theatre

Part of United Learning

Northampton Academy is part of United Learning, a large, and growing, group of schools aiming to offer a life changing education to children and young people across England.

Our schools work as a team and achieve more by sharing than any single school could. Our subject specialists, our Group-wide intranet, our own curriculum and our online learning portal all help us share knowledge and resource, helping to simplify work processes and manage workloads for an improved work-life balance.

As a Group, we can reward our staff better: with good career opportunities, better pay, benefits, and ultimately, the satisfaction of helping children to succeed. We invest in our staff wellbeing. Our academies each have at least eight INSET days per year (with three of those solely dedicated to planning), and an ongoing group-wide wellbeing programme. It's an ethos we call 'the best in everyone'.

"Flexible working has enabled me to take back some of the family time I have lost. Flexitime is helping me stay in teaching rather than leaving the profession. I cannot state how much positivity the wellbeing drive has had on me."

(Staff Survey November 2022)



"An atmosphere of positivity. Supportive and encouraging colleagues and leadership. High-profile SLT around the school at all times."
(Staff Survey November 2022)



Job Description and Person Specification

Job Description – Second in STEM

Northampton Academy is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments.

Salary: ULT Teachers' Pay Scale + TLR

Job title: Second in STEM

Reporting to: Director of Nucleus STEM

Job purpose:

- To carry out the professional duties of a teacher as circumstances may require and in accordance with the academy's policies under the direction of the Principal
- To contribute to the strategic leadership of the STEM stream, developing, implementing and evaluating systems, policies and procedures
- Assist the Director of Nucleus STEM to ensure an aspirational and innovative curriculum for the STEM stream
- Assist in ensuring the establishment of an academic and varied co-curriculum programme catering for the needs of the whole academy
- To be accountable along with the Director of Nucleus STEM for the progress of students within the Nucleus STEM stream

Safeguarding:

- Promote and safeguard the welfare of children and young people for whom you are responsible or with whom you come into contact
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of, support and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school



Duties and Responsibilities

This list is not meant to provide a narrow definition of specific responsibilities, but to serve as guidance and should be seen as enabling rather than restrictive.

- To assist with monitoring achievement of students within the STEM stream and intervene where necessary to ensure rapid and sustained progress
- To assist with monitoring and implementing a rigorous and unbiased assessment programme for students to enter the STEM stream
- Liaise with parents/carers of students in the STEM stream to ensure high levels of engagement from all parties involved in the STEM stream
- Oversee the implementation of the lecture programme to allow students access to higher education style teaching
- Develop a well-rounded and inclusive co-curriculum programme accessible by all students
- To communicate and liaise with staff, students, parents, governors and members of the local community as appropriate
- To be active in issues of staff and student welfare and support
- To maintain a teaching timetable, modelling outstanding practice in terms of classroom teaching, preparation, marking and assessment
- Adhere to academy policies, procedures and core values as set out in the documentation available to all staff

Strategic Leadership and Management

- In consultation with staff and governors, maintain the ethos, vision and aims of the academy including the drafting of relevant policies
- Securing the achievement of Key Performance Targets identified in the Academy Strategic Plan
- Planning and delivering academy policy in key areas
- To produce and annual Development Plan and monitor and evaluate its delivery and impact
- To plan the deployment and development of staff expertise to achieve subject Development Plan objectives

Monitoring and Evaluation

- To ensure that the Nucleus STEM curriculum is innovative and imaginative in scope
- To contribute to whole school monitoring and evaluation to ensure consistently high standards of teaching and learning
- To ensure that the STEM stream is working towards the Nucleus STEM development plan in association with the Director of Nucleus STEM
- To carry out lesson monitoring and book looks as required by the Director of Nucleus STEM
- To ensure all statutory requirements are met
- To liaise with appropriate personnel regarding support for student progress, including SENDCo, Lead Practitioners – STEM and parents/carers

Staff Development

- To continue own professional development as agreed with the Director of Nucleus STEM
- To promote teamwork and to motivate STEM practitioners to ensure effective working relationships

Resources

- To ensure that risk assessments and health and safety checks are carried out in line with academy policy
- To work with the Director of Nucleus STEM to ensure that resources within the Nucleus STEM stream are appropriately managed



"All staff and teachers within the school genuinely want the give the students the best opportunity to succeed and for the students to be the best version of themselves."
(Staff Survey November 2022)



General

All academy staff are expected to:

- Work towards and support the academy's vision, values and objectives
- Fully subscribe to the academy values of Respect, Determination, Ambition, Tolerance and Integrity regarding themselves, the academy and our young people
- Support and contribute to the academy's responsibility for safeguarding students
- Work within the academy's Health and Safety policy to ensure a safe working environment for staff, students and visitors
- Work within the academy's Community Cohesion and Equal Opportunities policies to promote equality of opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Adhere to Academy policies, procedures and core values as set out in the documentation available to all staff
- Ensure that the confidentiality of sensitive information and data is not compromised
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- Undertake any other duty as specified by the Principal not mentioned in the above

This job description will be reviewed annually as part of the Performance Management process and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the academy in relation to the post holder's professional responsibilities and duties, including the provision of high-quality teaching and learning across the academy and the pastoral care of the pupils in their charge. Elements of this job description and changes to it may be negotiated at the request of either the Principal or the incumbent of the post.

My colleagues are supportive, the students are amazing, and this is a great place to work."

(Staff Survey November 2022)



" Wellbeing is at the heart of our school - for staff and students."
(Staff Survey November 2022)



Person Specification – Second in STEM

The successful candidate will possess all or most of the following attributes:

E = Essential D = Desirable

Assessed by: I = Interview A = Application

QUALIFICATIONS	Criteria	Selection
Minimum of Grade C (or equivalent) in English and Maths	E	A
Degree in related subject	E	A
UK QTS	E	A
Successful completion of NQT period	E	A
Experience of Arbor	D	A
EXPERIENCE		
Experience of working within a school or education setting (secondary)	E	A/I
A minimum of 2 years' experience of working closely to facilitate the learning of students within a classroom situation	D	A/I
Experience of teaching within a STEM subject	E	A/I
Experience of delivering extra-curricular opportunities within STEM subjects	D	A/I
Awareness of data protection, security and confidentiality	E	A/I
To have knowledge and experience of working in a successful team	E	A/I
PROFESSIONAL DEVELOPMENT		
Evidence of a commitment to own professional development & CPD	E	A/I
Evidence of keeping up to date with educational thinking and knowledge	D	A/I
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING		
Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity	E	A/I
Have high expectations of young people including a commitment to ensuring that they can achieve their full potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them	E	A/I
Knowledge and understanding of recent legislation, development and initiatives in secondary education	E	A/I
Knowledge of the curriculum at KS3, KS4 & KS5	E	A/I
Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications	D	A/I
Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment	D	A/I

Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments	D	A/I
Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential	D	A/I
Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge	E	A/I
Know how to make effective personalised provision for those they teach, for whom have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching	E	A/I
To understand what is involved in the role of Child Protection Officer including having a good understanding of up-to-date policy and practice	E	A/I
PRACTICAL AND INTELLECTUAL SKILLS		
Plan for progression designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge	E	A/I
Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion	E	A/I
Teach engaging and motivating lessons informed by well-grounded expectation of learners and designed to raise levels of attainment	E	A/I
Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment	E	A/I
Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, learners nationally	E	A/I
Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress	E	A/I
Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development	E	A/I
Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners	E	A/I
Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners	E	A/I
Plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.	E	A/I
The ability to build positive and reliable professional relationships with teachers, parents and carers.	E	A/I
Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being	E	A/I
The ability to build positive professional relationships with a number of students at the same time and manage a caseload of student profiles	E	A/I
Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences	E	A/I
Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the academy's behaviour policy	E	A/I
Ability to empathise with the needs of pupils and to be firm but fair and consistent	E	A/I

A team player with the ability to establish good working relationships with staff, pupils and parents	E	A/I
Have a commitment to collaboration and co-operative working where appropriate	E	A/I
The ability to communicate clearly both verbally and in writing	E	A/I
PERSONAL QUALITIES		
A commitment to equality and diversity	E	A/I
Fully subscribe to our academy value of RESPECT: showing due consideration for the feelings, beliefs and opinions of other people	E	A/I
Fully subscribe to our academy value of DETERMINATION: never giving up – working relentlessly for the benefit of the young people of Northampton Academy	E	A/I
Fully subscribe to our academy value of AMBITION: seeking the very best opportunities for all young people, in line with the most elite schools in the country. Never pigeonholing or making assumptions about the potential of the young people of the Eastern District	E	A/I
Flexibility in approach	E	A/I
Enjoyment in overcoming challenges	E	A/I
Calm under pressure	E	A/I
Sympathetic to needs of others	E	A/I
Accuracy and attention to detail	E	A/I
Ability to manage workload effectively	E	A/I
Willingness to share expertise and knowledge with others	E	A/I
An appreciation of work life balance	E	A/I
Have an excellent record of attendance and punctuality	E	A/I
Have a sense of humour, warmth, energy, stamina and resilience	E	A/I
Inspire professional respect for and of colleagues	E	A/I
An engagement with a coaching style of conversation	E	A/I
Experience of coaching others	D	A/I
Worked in a coaching environment	D	A/I
Willingness to work in a coaching environment	E	A/I

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Part of United Learning

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