



ASSISTANT PRINCIPAL: CURRICULUM & PATHWAYS INFORMATION PACK



Kathryn Murphy
Principal

Welcome to The Latimer Arts College

Thank you for your interest, this is a great time to come and join our team. We were rated Good by Ofsted in 2023 and are on the journey to outstanding. We are ambitious and strive to offer an exceptional educational experience, including a broad and enriching curriculum, both within and beyond the classroom. Our students are fantastic and it is a privilege to be part of their educational and personal growth, an increasing number are remaining to complete A Levels in our growing sixth form.

At The Latimer Arts College, we are a community, a family, that genuinely respects and cares for each other. Together, we are committed to ensuring that everyone in our school is happy, feels safe and is valued. We are over-subscribed, with 1150 students aged 11-18 who are nurtured and guided through their education in a purposeful and caring community ethos based on respect for all.

With our students at the heart of all that we do, we encourage each member of the community to uphold our core values of *Honesty, Excellence, Ambition, Respect and Teamwork* and strive to develop the core characteristics of **Leadership, Organisation, Resilience, Initiative and Communication**, ensuring students leave with the skills required for employment and future success. We also model the fundamental British values of democracy, individual liberty and mutual respect and tolerance for those with different faiths and beliefs. We aim to make a positive contribution to both our local community and wider society.

We have a passionate belief in the value of a well-rounded education and it is our intention to unlock the true potential within each and every individual, whatever that may be. We work collectively to motivate our students to place no boundaries on their ambitions, no limits on their aspirations and remove any barriers to achievement. Through our high expectations we want to inspire our students to achieve excellence and be *the best that they can be*.

As Principal, I am deeply honoured and proud to be part of this exceptional learning community. If you share our vision and ethos, are an outstanding teacher, we would love to hear from you!

Joining Our Senior Leadership Team

Our leadership team consists of the Principal, Vice Principal and four Assistant Principals. Whilst each has their own area of responsibility, we work collaboratively as a team, supporting each other and the key priorities of the school. This vacancy arises due to the promotion of the Assistant Principal: Curriculum and Pathways. If you want to be part of a team that truly values each individuals' viewpoints and strengths, whilst working together to enable school improvement then come and meet us.



Taking Care of You

Our staff are one of the secrets of our success and so we are fully committed to their wellbeing and professional development.

We are seeking to appoint staff who thrive on collaboration, innovation and a desire to be amazing: colleagues who will have a passion for improving student achievement and personal development and be bursting with ideas as to how to achieve this. It is our job to nurture you to deliver this success.

We have a highly successful induction programme for new staff, including an ECT programme, and we offer an extensive range of training throughout this.

We are committed to the DfE Education Staff Wellbeing Charter and have a varied programme of activities and support in place for our staff. This is responsive and evolves annually based on context and needs, with our staff voice being instrumental in shaping what we provide.

We are passionate about supporting professional development so that we can ensure we are equipping our staff team with the skills, knowledge and understanding that they need to not only fulfil their roles but most importantly to be fulfilled **by** their roles. We endeavour to support staff who wish to study for Masters Degrees and other professional qualifications.

Staff Benefits

Amongst the things that we offer are:

- Full School Teachers Pay and Conditions, including continuous service, for Teaching Staff
- Employer Pension Contribution – Teachers' Pension Scheme (Teachers). Local Government Pension Scheme (Non-Teaching Staff).
- A commitment to the DfE Education Staff Wellbeing Charter
- Regular staff wellbeing activities and social events
- Free access to our sporting facilities (up to 6pm weekdays)
- Health Assured (Employee Assistance Programme) - a free confidential information, support, counselling and advice service available 24 hours a day
- Free flu jab organised through a local pharmacy
- A laptop is provided for every teacher and many non-teaching staff
- Timetabled Work from Home (WFH) sessions
- Maternity / Paternity / Adoption Leave and Pay
- Eye Care Vouchers for employees using a VDU



The Wider Curriculum

We have a thriving House system, with two forms from each year group making up one of our four Houses. This system epitomises the caring, community ethos, and encourages a little healthy competition too!

At The Latimer Arts College we passionately believe that participation in enrichment activities plays a significant contribution to personal growth and high academic achievement. That is why we provide a range of extended opportunities throughout, and beyond, the academic year.

We are determined that this programme offers something for everyone, and we are always open to new ideas from students and staff. We encourage students to take part in as many of the exciting activities on offer as possible, which range from team sports, performing arts groups, chess club, a debating society, Dungeons and Dragons and French film club to name but a few.

We believe in rewarding and recognising success in all aspects of academic and extra curricular life. This culminates in our annual Pride of Latimer Awards, an Oscars style celebration of excellence and contribution.

Our Facilities

Ensuring that our staff and students can thrive in a positive learning environment is one of our key priorities. Each learning area is well-equipped with the specialist resources that individual subjects require.

Significant investment has been made in the site in recent years which means that we are the proud owners of a state of the art Science Learning Centre, a multi-use Sports Centre and a 4G all-weather pitch. In addition to this we have our own Masque theatre.

We continue to invest and innovate to improve the learning environment for all. The Latimer Arts College provides an excellent environment to both teach and learn in.

Not only do these provide great facilities during the school day, but they are also available for free for staff and students to use post-school. This helps to add to our strong community ethos.



Location

Northamptonshire is known as the 'Rose of the Shires' and is renowned for its picturesque villages and is home to some of the most beautiful countryside in England. There are miles of walks, beautiful country parks, stately homes, canals and substantial areas of ancient woodland.

In and around the main market towns there are excellent leisure facilities with great shops, restaurants, museums, galleries, theatres and cinemas, health clubs and spas, and a thriving nightlife. Wicksteed Park, one of the oldest amusement parks in the UK, is less than a mile away and Rushden Lakes Shopping Centre is nearby and is a very popular destination with shops, lakeside restaurants and cafes and a cinema complex.

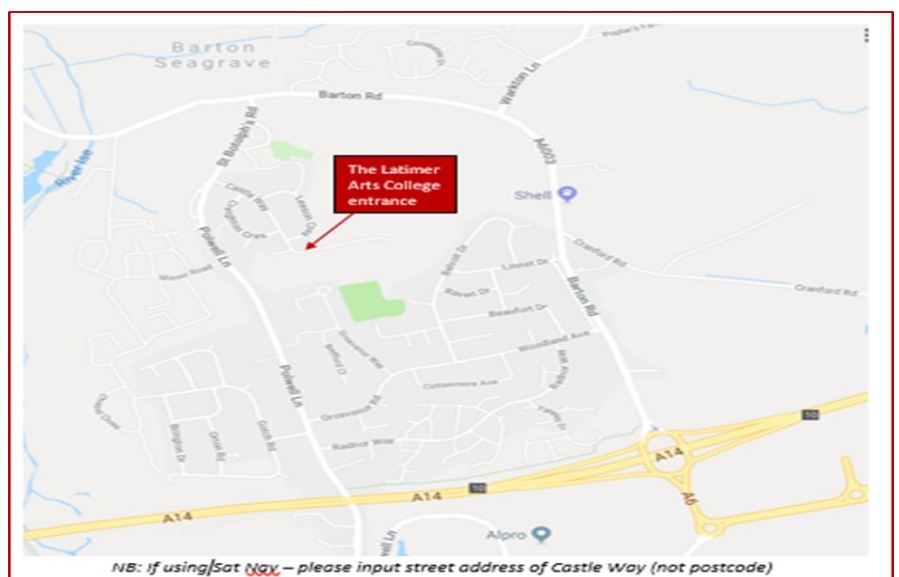
Local sporting highlights include Silverstone motor racing circuit, Northampton Saints rugby team, football league teams and county cricket. You can also enjoy spectacular golf courses, equestrian and country pursuits, and excellent watersport centres.

Northamptonshire is a fantastic place to live and offers affordable housing and is one of the UK's fastest growing counties. Due to its central location and idyllic countryside, Northamptonshire has one of the highest levels of employment in the country.

The local town of Kettering has good rail links and we are within a one hour drive of London, Birmingham, Oxford and Cambridge.

The Latimer Arts College itself is located in Barton Seagrave, on the outskirts of Kettering, which is situated in North Northamptonshire. This is an ideal location due to its proximity to the A14 and the Kettering to London rail link.

Barton Seagrave enjoys a rural location, surrounded by the Wicksteed estate and farm land, woods and spinneys. It has its own Parish Council and is part of the Wicksteed Ward of North Northamptonshire Council. There are local shops, a church, village hall, hotel and historic buildings in the village.



Job Description: Assistant Principal

Role:	Assistant Principal: Curriculum & Pathways	Line Manager:	Principal
Teaching Hours:	15/50 (approx)	Scale:	L12-16
Direct Reports:	Progress Leaders for: BCM / PE / Performing Arts / Art and Design Timetabler		

General Responsibilities

To provide strategic leadership and management of the school in specific allocated areas.

Senior Leadership Team General Responsibilities

To understand and be fully committed to the duties and responsibilities in relation to child protection and safeguarding young people.

To contribute to general senior leadership responsibilities by:

- Supporting and securing the commitment of others to the vision, values and policies of the school and promoting high levels of progress, ensuring ambitious standards for all students, overcoming disadvantage and advancing equality so that we are all the best that we can be;
- Instilling a strong sense of accountability in staff for the impact of their work on students' outcomes;
- Initiating and managing effective change and improvement, in order to develop the school and its staff;
- Taking part in the self-evaluation processes of the school, including attending relevant Standards meetings, undertaking lesson observations, learning snapshots, book sampling and data analysis and to act upon findings in the most effective manner;
- Contributing to the maintenance of the Self-Evaluation Form (SEF) and School Improvement Plan (SIP);
- Exercising accurate financial planning and management of budgets, to ensure the most effective deployment of resources, in the best interests of students' achievements and the school's sustainability;
- Enthusiastically engaging with professional learning opportunities to promote your own professional effectiveness;
- Acting as SLT line manager to specific Progress Leaders (Heads of Department) and Non-Teaching Staff Leaders, undertaking the appraisal process for these colleagues and meeting regularly with them, recording notes of meetings, following these up and reviewing them at subsequent meetings;
- Acting as SLT link to a House and Year Group;
- Acting in a supportive capacity to colleagues, being available for advice, guidance and support;
- Carrying out operational duties commensurate with being a member of the senior leadership team, including contributing to the assembly rota, duty rota, internal exclusion room rota, detention rota and managing other day-to-day issues, such as student behaviour and contact from our parents/carers and other members of the local community;

- Attending school events such as Open Evening, Pride of Latimer Awards, Proms and other events (some of which are on a rota basis, shared with other members of SLT);
- Attending GCSE and A Level results days (on a rota basis, shared with other members of SLT);
- Attending Full Governing Body and Finance, Personnel and Premises meetings when required;
- Being responsible for the maintenance of relevant policy and procedural documents and the school website;
- Undertaking any additional duties as required by the Principal.

Specific Leadership Responsibilities

To lead on promoting the school's curriculum intent and devising the curriculum offer over all Key Stages;

To lead on ensuring that the curriculum at all key stages offers challenge and progression by:

- Establishing strong links with partner primary schools at a subject level and facilitating curriculum collaboration;
- Undertaking a quality assurance process to evaluate the syllabus and module choices of each subject area;
- Reviewing the breadth of the curriculum at all key stages to ensure relevance and retention;
- Mapping NEA assessments and vocational examination windows alongside the assessment calendar to ensure student outcomes are maximised;
- Ensuring that cross-curricular links are purposeful and exploit opportunities to extend student learning and progress;
- Ensure that wider world and careers links are explicit in curriculum plans and evident in the classroom;

To lead on the pathways processes for Year 8 ensuring that transition is smooth and effective by:

- Co-ordinating the production of all pathways information for relevant stakeholders;
- Co-ordinating the relevant Pathways Evening and leading on the delivery of presentations to students and their parents/carers;
- Confirming pathways choices with students and their parent/carers.

To collaborate with the Assistant Principal: Sixth Form on the pathways processes at Key Stage 5 (Year 11 into 12) ensuring that transition is smooth and effective by:

- Liaising with the Sixth Form Centre Manager to ensure that the production of all pathways information for relevant stakeholders is co-ordinated;
- Confirming pathways choices with students and their parent/carers.

To lead on devising the strategy for timetabling and produce a timetable that meets the academic needs of students and provides best value for money by:

- Liaising with the Principal to agree an annual curriculum and staffing model;
- Producing an annual timetable that meets the curriculum and staffing model; by line managing the timetable consultant;
- Ensuring that the annual timetable is roomed in as efficient way as is possible;
- Co-ordinating the production of year group populations and class lists (not tutor groups), based on the curriculum strategy guidelines, and that subsequent accurate student timetables are produced;
- Ensuring that the timetable is accurately maintained throughout the year;
- Producing effective rotas for the internal suspension room, break and lunch duties and Work from Home (WFH) sessions;
- Devising the Year 11 Alternative Timetable and any other alternative timetables that may be required throughout the year.

Classroom Teacher

To fulfil and maintain the Teaching Standards by:

- Demonstrating consistently high standards of personal and professional conduct;
- Setting high expectations which inspire, motivate and challenge students;
- Demonstrating good subject and curriculum knowledge;
- Planning and teaching well-structured lessons to a range of age groups and abilities, ensuring that all students make outstanding progress;
- Managing behaviour effectively to ensure a good and safe learning environment in which students can learn effectively;
- Making accurate and productive use of assessment to track the progress of each individual student in timetabled groups and intervene to narrow the gap where progress starts to fall behind;
- Fulfilling wider professional responsibilities by contributing to department and whole school improvement;
- Communicating and consulting effectively with relevant stakeholders;
- Attending meetings as set out in the published meeting cycle.

This job description will be finalised with the post-holder and reviewed annually 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 School in relation to the post-holder's professional responsibilities and duties.

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.

Person Specification: Assistant Principal—Curriculum and Pathways

SELECTION CRITERIA (no priority order)			
Qualifications	Essential	Desirable	Method of Assessment
Qualified Teacher Status	X		Application Form
Good Honours Graduate	X		Application Form / Verified at interview
Masters Degree or equivalent		X	Application Form / Verified at interview
A commitment to professional development	X		Application Form / Interview
Completion of further study in preparation for leadership (for example NPQSL)		X	Application Form / Verified at interview
Commitment to Safeguarding	Essential	Desirable	Method of Assessment
Motivation to work with children and young people	X		Application Form / Interview
Commitment to, and belief in, the equal value of all students	X		Application Form / Interview
Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X		Application Form / Reference / Interview
Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline	X		Application Form / Interview
Teaching and Learning	Essential	Desirable	Method of Assessment
Proven track record of outstanding teaching and outstanding results	X		Application Form / Interview
Ability to raise self-esteem and expectation of children and young people	X		Application Form / Interview
Proven track record of raising academic standards against targets and national benchmarks	X		Application Form / Interview
Leadership Experience	Essential	Desirable	Method of Assessment
Successful leadership at middle leader level for at least two years	X		Application Form / Interview
Successful leadership at senior leader level		X	Application Form
Experience of undertaking effective self-evaluation strategies, including data analysis, lesson observation, scrutiny of students' work and stakeholder consultation	X		Application Form / Interview
Experience of contributing to the formulation of and monitoring of a Department and/or School Improvement Plan	X		Application Form / Interview
Experience of leading a whole school project		X	Application Form / Interview
Experience of using NOVA to write a timetable		X	Application Form / Interview
Clear understanding of curriculum and examination requirements	X		Application Form / Interview
Proven track record of improving teacher performance through performance management, classroom observation, coaching and training	X		Application Form / Interview
Experience of coordinating the pathways/options process		X	Application Form / Interview

Leadership and Interpersonal Skills	Essential	Desirable	Method of Assessment
A commanding presence that inspires, motivates and challenges others to be the best they can be	X		Interview
Reliability and integrity	X		Application Form / Interview
Ability to lead, provide vision and command respect	X		Application Form / Interview
Outstanding interpersonal skills with the ability to communicate and relate well to all stakeholders	X		Interview
Creativity, energy and enthusiasm	X		Application Form / Interview
Evidence of working effectively under pressure and showing resilience	X		Application Form / Interview
Outstanding problem solving skills and adaptability to change and new ideas	X		Application Form / Interview
Outstanding ICT skills	X		Letter / Interview
Outstanding attention to detail: a finisher!	X		Application Form / Interview
High level of oral and written communication skills	X		Application Form / Interview
Outstanding time management and organisational skills	X		Application Form / Interview
A team player	X		Application Form / Interview
Good sense of humour and a sense of the enjoyment of working in a school	X		Application Form / Interview
Ability to be reflective and self-critical	X		Application Form / Interview

How to Apply

Applicants are requested to read the information carefully, especially the job description and person specification. Please ensure your application satisfies all the criteria in the person specification and you display evidence of this.

Please specify the role that you are applying for, and also ensure that you submit a covering letter addressed to the Principal, Mrs Murphy, as part of your application.

Please ensure that you have completed the reference section with TWO referees. Please note that:

The first referee should normally be your present or most recent Headteacher/Principal or equivalent person.

If you are not currently working with children, please provide a referee, if you have one, from your most recent employment involving children.

Referees will be asked about all disciplinary offences which may include those where the penalty is "time expired" if related to children. Referees will also be asked whether you have been the subject of any child protection concerns, and if so, the outcome of any enquiry. References will not be accepted from relatives or people writing solely in the capacity of friends.

It is normal practice to take up references on shortlisted candidates prior to interview. This is in line with the most recent version of Keeping Children Safe in Education statutory guidance.

We hope that you have found the information provided in this brochure enough to persuade you to apply but if you need further encouragement, please visit our website at www.latimer.org.uk or come and visit us in person.

Please visit the vacancies page on our website www.latimer.org.uk to download a copy of the application form. Alternatively an application pack can be requested from Ms J Ridley, PA to Principal, tel 01536 720310 or email vacancies@latimer.org.uk.

Completed application forms, together with a supporting letter of application to be no more than 2 sides of A4 should be sent to vacancies@latimer.org.uk.

Alternatively, post to: The Principal, The Latimer Arts College, Castle Way, Barton Seagrave, Kettering, Northamptonshire, NN15 6SW.

Please note that we do not accept CVs – any received will not be taken into consideration during the shortlisting process.

Safer Recruitment

The Latimer Arts College is committed to safeguarding and promoting the welfare of children and young people. In order to meet this responsibility, the School follows a rigorous selection process to discourage unsuitable applicants. This process is outlined below:

Disclosure: all applicants for employment are required to disclose convictions or cautions (excluding youth cautions, reprimands or warnings) that are not 'protected' as defined by the [Ministry of Justice](#).

In addition, the job you are applying for is exempt from the provisions of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) which requires you to disclose all spent convictions and cautions except those which are 'protected' under Police Act 1997 – Part V and the amendments to the Exceptions Order 1975 (2013 and 2020) and are not subject to disclosure to employers on DBS certificates and cannot be taken into account.

If you are invited to interview you will be required to complete a "Disclosure of Criminal Record" form and bring the completed form to interview.

The information you give will be treated as strictly confidential. Disclosure of a conviction, caution, warning or reprimand will not automatically disqualify you from consideration. Any offence will only be taken into consideration if it is one which would make you unsuitable for the type of work you are applying for. However, offences relating to children are likely to make you unsuitable since this is a 'regulated position' under the Criminal Justice & Courts Services Act 2000. The Latimer Arts College's policy on the recruitment of ex-offenders is available on the school website.

Failure to disclose any relevant offences or give false information will disqualify any offer of employment or result in summary dismissal if you are in post, with possible referral to the police. Confirmation of appointment is subject to a satisfactory Enhanced DBS Certificate.

Shortlisting: Only those candidates meeting the person specification criteria will be taken forward to interview. *NB: CVs are not accepted.*

Interview: Those shortlisted will take part in an in-depth interview process – candidates for teaching posts will be required to teach a lesson as part of the interview process.

Candidates will be asked to address any discrepancies, anomalies or gaps in their application form. We reserve the right not to take a candidate forward to formal interview if they are deemed unsuitable for the post.

Reference checking: References from the previous and current employer will be taken up for shortlisted candidates, and where necessary, employers may be contacted to gather further information.

Online check: The School may carry out an online search on shortlisted candidates as part of the due diligence. Any concerns which may arise following an online check may be discussed with the applicant at, or prior to, the interview stage.

Data Protection

Probation: All non-teaching staff will be subject to a probation period of six months. The probation period is a trial period to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the School with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships with students.

Data Protection

The information collected on the application form will be used in compliance with Data Protection regulations. By supplying information, you are giving your consent, if appointed, to the information being processed for all employment purposes as defined by statute. The information may be disclosed, as appropriate, to the governors, to Occupational Health, to the Teachers Pensions Agency, to the Department for Education, to pension, payroll and personnel providers and relevant statutory bodies.

This form will be kept strictly confidential but may be photocopied and may be transmitted electronically for use by those entitled to see the information as part of the recruitment process. When the recruitment process is completed, the application form will be stored securely for a maximum of six months then securely destroyed, unless you are employed as a result of this recruitment process, in which case this application form will be retained as part of your personnel record.

Equal Opportunities

The Latimer Arts College is an equal opportunities employer and welcomes applications from all sections of the community. Candidates will be assessed against relevant criteria only (i.e. skills, qualifications, abilities, experience).