



**Associate Assistant Vice Principal –  
Inclusion  
Candidate Pack  
2023**




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# About us



"We pride ourselves on being at the heart of the local community"

Montsaye Academy is located in the historic Northamptonshire market town of Rothwell, easily reached from Leicestershire, Northamptonshire, Warwickshire and Bedfordshire. Northamptonshire is a popular place to live and one of the greenest counties in England with over 161 parks covering 1600 acres. Montsaye Academy is a vibrant and active community where learning and achievement, in their widest sense, are viewed as the core purpose of our work. It is also a caring and supportive environment in which children can become adults, unafraid to make mistakes, flexible enough to overcome obstacles and ambitious enough to be extraordinary not average.

The school is a member of Pathfinder School's Multi-Academy Trust and collaborates closely with the Trust Central Team, and its nine other Schools. The academy has developed very effective partnerships with other local secondary schools, which enhances our curriculum and supports our practice.

We are fortunate to support the learning of over 1000 students between the ages of 11-18, including a vibrant Sixth Form. Our students join us from Rothwell and a number of neighbouring villages and towns. We employ close to 200 staff, including 70 teachers and leaders and 130 support staff, who enable our academy and students to thrive.

Our on-site facilities include:

- A Community Sports Centre with a Sports hall, Swimming Pool, Fitness Suite, Dance Studio, a full-size 3rd Generation Rubber Crumb all weather surface, grass football pitches and Multi-use Games areas.
- Staff room and Faculty bases
- State-of-the-art Science laboratories
- Dedicated Sixth-Form area
- Recently refurbished restaurant and café

# Our Values Excellence, Resilience Aspiration



As an educator of young people, what we do speaks volumes. How we do it resonates even more loudly. Our values of Excellence, Resilience and Aspiration underpin everything we do and have become common language throughout the academy.

**Excellence** - Montsaye Academy celebrates excellence in everything we do and achieve. Our curriculum is designed to ensure our lessons are both varied and challenging with enquiry, thinking, questioning and independence developed every day. Our students are encouraged to show their best behaviours in every interaction they have with school staff, visitors and their peers. Our school routines have been developed to support students to maintain their readiness to learn in every lesson, every day.

**Resilience** - Our young people live in a complex and ever-changing world, to enable them to thrive at Montsaye Academy they are offered opportunities and new and yet to be defined challenge. Resilience is about persevering through setbacks, and risking mistakes to reach our goals. At Montsaye Academy, we want everyone to have the tenacity to overcome barriers and exceed expectations. We are passionate about our culture of determination and courage, where we equip our students with the skills, they need to be responsible, confident, and well-rounded citizens.

**Aspiration** - Wherever our students start, and wherever they want to go, our mission is to support them to become the best version of themselves. We achieve this by providing support, guidance, and challenge throughout their secondary journey. All students take part in careers related activities whether that be in subject focused sessions, work experience, university admissions tutors or apprenticeship providers. Our staff continually invest in guiding students to explore their options and be ambitious, plan for journey A and journey B, and ultimately support, encourage and guide them towards a bright future.

# Career Development

**'Montsaye Academy  
nurtures aspiring  
leaders'**

We are a research engaged school and our teaching and learning strategies are driven by the evidence of what works. Our aim is to re-intellectualise teaching and to give all our teachers the opportunity to engage in research and development to improve their teaching practice.

We are committed to developing our staff and invest heavily in our well developed CPD programme, as well as giving our staff the freedom to focus on highly effective learning.

We also provide our staff with access to accredited qualifications and training.

## **Apprenticeships**

Both our support staff and teaching staff have access to apprenticeships unique to their area of work.

## **Early Career Framework**

We are proud to be a member of Pathfinder Schools who in partnership with the Best Practice Network (BPN) will be delivering the new Early Career Framework. Our Early Career Teachers will benefit from our specialist skills in the new framework.



## **National Professional Qualifications (NPQ'S)**

Pathfinder Schools is an official NPQ delivery partner who in collaboration with the Outstanding Leaders Partnership (OLP) are delivering the National Professional Qualifications (NPQ) training programmes to schools. The qualifications draw from the very latest evidence and research into pedagogy, behaviour, curriculum and more.

# What our staff say...



**“There’s a family atmosphere amongst staff”**

**“Shared resources allow flexibility, and we are constantly evolving to further improve”**

**“Excellent team spirit”**

**“There’s a staff buzz; they rally the troops and get on board to have some fun”**

**“Montsaye staff really care about the students”**

# Staff Wellbeing



“

**‘Team Montsaye:  
staff look out for  
each other.’**

”

Montsaye Academy is heavily invested in staff wellbeing and is proud to offer access to the following;

- A dedicated wellbeing hub
- A weekly focus on wellbeing with regular wellbeing-focused activities
- Cake Wednesdays, where staff have the opportunity to bring in their bakes and catch up with colleagues
- A reduced membership rate for our on-site Sports Centre, which boasts a pool and modern gym where staff can swim for free
- Access to 24/7 telephone counselling service for staff and their immediate family via Zurich
- Access to a health and wellbeing cash plan via Westfield Health
- Access to trained staff Mental Health First Aiders, and part of the Pathfinder Schools Wellbeing Committee
- Access to an exceptional Occupational Health advice
- Support to create Wellness Action Plans
- An employer who is committed to empowering our colleagues to achieve and maintain life-work balance

# Being part of Pathfinder Schools

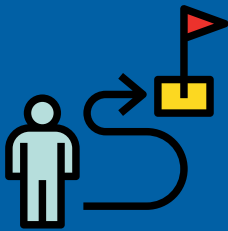


Pathfinder Schools is a cross-phase, multi-academy Trust of 10 schools in the north of Northamptonshire. Our Trust includes both church and community academies and we work closely together, connected by the vision we share for our pupils. Each school has its own unique character but we are unified by our unshakeable belief in the power of education to change lives. We believe that staff and pupils can flourish when they are happy and well-supported. We are inspired by the challenge of providing children with a rich tapestry of experiences that allow them to explore the world and their place in it.

We are passionate about our values of **Aspiration, Responsibility and Courage**, we believe that when people feel respected and included they can be more creative, innovative, and successful.

**One Trust, transforming lives and communities, inspiring greatness**

## Our purpose



Our Trust is a growing family of schools, built on a commitment to the development of the children and young people in the communities we serve.

We exist to deliver the very best educational outcomes for every learner.

Based upon a foundation of independence, we empower young people to broaden their horizons and open their minds to new opportunities.

## Our vision



Together we want to develop inspirational schools which instil **Aspiration, Responsibility and Courage** in every learner, enabling them to find the greatness within them.

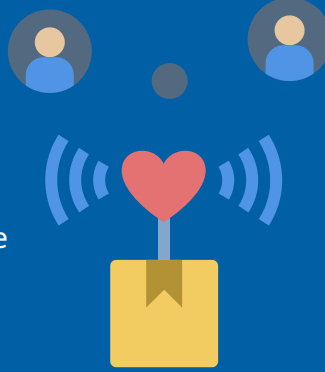






## Our strategic objectives

- Every school a great school
- Every school an inspiring place to work and learn
- Every school a school of choice in the community
- Every school expertly supported by a strong central team



## Our Values

Our values stand at the very core of everything. They are the centre from which all we do and say radiates, guiding the way that we work together.

## Our Values

### Aspiration

#### We aim high



Everyday we aim to be the best we can be. We are all striving to reach our own personal greatness. We recognise that we do not all start from the same place and we work to enable all to overcome barriers and achieve their full potential.

### Responsibility

#### We play our part



We believe that we are all responsible for making Pathfinder Schools an inspiring place to work and learn. We hold ourselves accountable for our own actions, admit when we have failed against our own standards, feel comfortable asking for support and always strive to be our best selves.



### Courage – We are brave

We are a Trust that faces challenges directly, we are honest about the decisions we make and the reasons for them. We support each other through difficult times in our learning and in our lives. We have the strength to persevere in the face of difficulty, uncertainty and challenge.

# Associate Assistant Vice Principal – Inclusion



## Advert

We are looking to appoint an Associate Assistant Vice Principal to provide strategic leadership to SEND.

Working as part of the Senior Leadership Team, the post holder will provide professional guidance within SEND and raise the attainment and achievement of all students in the area of SEND and Inclusion in order to secure high quality teaching and learning and ensuring that all legal and statutory requirements are met.

If you would like to arrange a tour of the school or to speak with a member of the team to learn more about our Academy and the role, please email the academy Interim Business Manager Claire Allsopp who will assist you further [callsopp@montsaye.pfschools.org.uk](mailto:callsopp@montsaye.pfschools.org.uk)

Montsaye Safeguarding Policies and Procedures are available on their website, which can be accessed on the following web address:

<https://www.montsaye.northants.sch.uk/about-us/policies-and-funding/>

We occasionally close vacancies early in the event that we receive a high volume of applications. Interviews may begin soon after receipt of applications for shortlisted candidates, therefore we recommend that you apply early.

Being part of Pathfinder Schools offers a fantastic opportunity to develop yourself, as a Trust we actively encourage collaboration and the sharing of good practice; we believe that by developing a love of learning and having the highest expectations, all members of the Pathfinder Schools community can achieve and inspire greatness.

Pathfinder Schools are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. DBS, Reference, Identity, Criminal Record and Medical Checks are mandatory for all posts within Pathfinder Schools.

### Contract type

- Full time
- Fixed term - To cover a period of maternity leave of the substantive post holder - expected to be 52 weeks.

### Salary

- Leadership - L14 £61,042

### Closing date

- 24th November 2023

### Interviews

- TBC

### Start date:

- April 2024 - We will accept applications from those that are in a position to start sooner than April 2024

### How to apply

To apply, please complete a Pathfinder Schools application form, which can be downloaded from the vacancies page of the website

[www.pathfinderschools.org.uk/join-us/vacancies](http://www.pathfinderschools.org.uk/join-us/vacancies)

Completed application forms should be accompanied by a letter of application and should be sent to [recruitment@pfschools.org.uk](mailto:recruitment@pfschools.org.uk)

## Online searches

As part of our rigorous Safer Recruitment process, Pathfinder Schools has adopted the practice of online searches including Social Media for external shortlisted candidates. The purpose of the search is to enable us to fulfil our duty under Keeping Children Safe in Education and is part of our due diligence to identify any incidents or issues that have happened, and are publicly available online, which we may need to discuss with you during interview.

Therefore, if you are shortlisted for a role, an appropriate online search will be undertaken on your name(s). Consent to an online search is included in the Pathfinder Schools application form. Searches are based on publicly available information, therefore where your profiles are private or are locked, no further search will be required on these pages. Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.

Pathfinder Schools is passionate about its values of Aspiration, Responsibility and Courage, we believe that when people feel respected and included, they can be more creative, innovative, and successful. We are committed to an inclusive workforce that represents many different cultures, backgrounds and viewpoints. Our employee lifecycle processes are designed to prevent discrimination against our colleagues, regardless of gender identity or expression, sexual orientation, religion or belief, pregnancy and maternity, marital status, ethnicity, age, disability status, or any other aspect which makes them unique. While we have more work to do to advance diversity and inclusion, we're committed to moving our Trust and the education sector forward.



# Associate Assistant

## Vice Principal – Inclusion

### Job Description

#### Purpose of the post:

- The Associate Assistant Vice Principal – Inclusion is responsible for the strategic leadership of Inclusion and Special Educational Needs and Disabilities (SEND) provision throughout the Academy, ensuring it is both efficiently and effectively led and managed.
- The post holder will be a member of the Academy Senior Leadership Team (SLT) and develop a strategic approach to raise the attainment and achievement of all students, providing professional guidance in the area of SEND and Inclusion in order to secure high quality teaching and learning and ensuring that all legal and statutory requirements are met.
- The range of responsibilities delegated to the Associate Assistant Vice Principal – Inclusion in regard to provision and co-ordination is outlined within the Main Duties.

Reporting to: Principal

#### Main Duties

The post holder will be responsible for:

- The personal development, attendance, behaviour and welfare of all SEND pupils and students at the Academy;
- A whole school teaching and learning responsibility for the area of Inclusion (SEND, Stretch and Challenge, EAL);
- The Strategic direction and development of SEND provision;
- Leading the SENCO and SEND team, ensuring efficient and effective deployment of staff and resources;
- Ensuring that Academy practice is compliant with the SEND Code of Practice (2014) and other relevant statutory requirements;
- Working with the Academy Leadership team, ensuring an ethos of Inclusion within the Academy and a culture of high aspirations for students with SEND;
- Ensuring that the provision of SEND support is in accordance with the aims of the Academy and the curricular policies determined by the Governing Body and Principal of the Academy;
- Taking responsibility for the Academy SEND Offer, ensuring high quality targeted interventions enabling students with SEND to make rapid progress and embedding Quality First Teaching across the Academy;
- Taking responsibility for tracking the progress of students with SEND, using a wide range of Academy data relating to progress, attainment, referrals, exclusions, detentions and attendance to identify barriers to learning.
- The strategic lead and development of alternative provision including managed moves of all students

#### Key Areas of Work

##### Strategic Direction of SEND Provision

- The role holder will work with other senior leaders in the collection of baseline data, pupil and student assessments, monitoring of progress and maintenance of records of all pupils and students;
- Ensure effective systems of communication, including feedback about pupils' and students' learning, to inform future planning;
- Monitor the quality of SEND support by establishing effective systems to identify and meet the needs of pupils and students, whilst ensuring that the systems are coordinated, evaluated and regularly reviewed.
- Strategic overview of LAC pupils
- The role holder will also ensure that the objectives of the SEND policy are reflected in the Academy improvement plan;
- Liaise with and coordinate the contribution of external agencies. Ensure the Academy is aware of all new national and local initiatives which may impact upon policy and practice;

- Support the vision, ethos and policies of the Academy which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils and students irrespective of background, ethnicity, gender or disability;
- Help lead and manage the creation and implementation of the Academy strategic plan which identifies priorities and targets for ensuring pupils and students achieve high standards and make progress, increasing teachers' effectiveness and securing Academy improvement and to take responsibility for appropriately delegated aspects of it;
- Support the evaluation of the effectiveness of the Academy's policies and developments and analyse their impact on pupils and students who have inclusion needs;
- Ensure the effective and proficient use of pupil and student data from a variety of sources, both internal and external, in the process of target setting;
- Raise standards of individual pupil and student achievement and ensure that good attainment is maintained by providing a model of high quality teaching;
- Act strategically to provide early identification of needs and provision map (including interventions) across the Academy;
- Ensure that parents are well-informed about the curriculum, targets, individual pupils' and students' progress and achievement;
- Develop and maintain good relationships with parents, outside agencies and the local community.

## **Teaching and Learning**

- The role holder will be able to influence the teaching and learning policy to promote inclusive teaching, lead INSET regularly and where appropriate; this may include chairing and being part of working parties;
- Provide opportunities for observation of colleagues/visits to other schools in order to share best practice;
- Collected and interpret specialist assessment data gathered on pupils and students and used to inform practice and policy;
- To work with SEND pupils, students, subject leaders, class teachers with tutorial/pastoral responsibilities to ensure realistic expectations of behaviour and achievement are set for pupils and students with SEND;
- Support developments and initiatives to improve standards in core subjects, as well as access to the wider curriculum.
- The post holder will also undertake part-time teaching responsibilities as directed by the Principal;
- Identify and adopt the most effective teaching approaches for those pupils and students with special educational needs;
- Monitor teaching and learning activities to meet the needs of pupils and students with Special Educational Needs;
- Identify resources needed to meet the needs of pupils and students with special educational and other inclusion needs, and advise the Principal of priorities for expenditure.

1. This job description allocates duties and responsibilities, but does not direct a particular amount of time to be spent on carrying them out. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the needs of the Academy as identified by the Principal and Line Manager and have regard to the conditions of employment.
2. This job description is not necessarily a comprehensive definition of the post. Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task to be undertaken is not identified.
3. The job description is subject to modification or amendment at any time after discussion with the holder of the post. It will be discussed in the course of the professional review programme.

# Person Specification

## Associate Assistant Vice Principal – Inclusion



	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• Evidence of further professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Having obtained further appropriate qualifications and/or relevant in-service experience</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• Enthusiastic and exceptional teacher with a proven track record of excellent results in public examinations</li> <li>• Experience of middle leadership as a Head of Department, Head of Year or similar</li> <li>• Experience of challenging, developing and enhancing the teaching practice of others</li> <li>• Track record of raising standards in teaching and learning through effective planning, assessment and record keeping</li> <li>• Successful experience of implementing and leading robust processes of monitoring, evaluation and review that provide performance data that is then used to improve the quality of provision</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of successfully developing SEND and inclusion strategy across a school</li> <li>• An awareness of relevant DFE guidance on behaviour and exclusions</li> </ul>
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• Recent (last three years) experience of significantly raising standards of attainment within a school, faculty/department/year group</li> <li>• Recent experience of raising achievement of various subgroups within the academy</li> <li>• Evidence of successful leadership, support and management of others, both individuals and teams, ensuring high quality performance</li> <li>• Experience of managing and monitoring the performance of staff</li> <li>• Experience of successful management of change, including evaluating problems, developing and implementing appropriate solutions and monitoring effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of successfully leading a whole school initiative</li> <li>• Experience of working with Governors, parents and the wider community</li> </ul>

# Person Specification

## Associate Assistant Vice Principal – Inclusion



	Essential	Desirable
<b>Leadership and Management</b>	<ul style="list-style-type: none"> <li>• Experience of embedding innovative and effective strategies for Assessment for Learning (including formative use of data, tracking, intervention and mentoring)</li> <li>• Good understanding of whole school data</li> </ul>	
<b>Skills/Aptitudes</b>	<ul style="list-style-type: none"> <li>• Excellent written and oral communication skills</li> <li>• Excellent interpersonal and organisational skills</li> <li>• Able to use Microsoft Office efficiently</li> <li>• Ability to delegate within appropriate parameters and hold people accountable</li> <li>• Ability to effectively motivate and lead high performing teams</li> <li>• Ability to motivate, inspire and relate appropriately to staff and students in a variety of contexts</li> <li>• Ability to lead and manage own work effectively and take responsibility for own professional development</li> </ul>	
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of the major issues in teaching and learning, curriculum development, care and welfare of students including SEND</li> <li>• Knowledge of current trends in educational development and management</li> <li>• An understanding of and commitment to safeguarding</li> <li>• Good understanding of the requirements for effectively monitoring effectiveness and measuring standards and outcomes</li> <li>• A sound understanding of the strategies which help to raise students' achievement and attainment</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of appropriate educational legislation including Equal Opportunities</li> </ul>

# Person Specification

## Associate Assistant Vice Principal – Inclusion



	Essential	Desirable
<b>Personal Values</b>	<ul style="list-style-type: none"><li>• Ability to create, inspire and promote a culture of high achievement for all, with all learners achieving their full potential</li><li>• Ability and enthusiasm to promote the academy's vision and values and its achievements to the local and wider communities</li><li>• Integrity, commitment, flexibility, reliability, enthusiasm, sense of humour and energy to persevere and succeed</li><li>• Excellent attendance and punctuality record</li><li>• Able to demonstrate personal and emotional resilience in stressful situations</li><li>• A commitment to high expectations for staff and students</li><li>• A keen sense of professionalism</li></ul>	
<b>Communication</b>	<ul style="list-style-type: none"><li>• An ability to communicate effectively in oral and written forms</li></ul>	
<b>Relationships</b>	<ul style="list-style-type: none"><li>• An ability to establish good working relationships with staff and the ability to form and maintain appropriate relationships and personal boundaries with students</li></ul>	
<b>Disclosure and Barring Service Check</b>	<ul style="list-style-type: none"><li>• Willingness to provide a full Disclosure and Barring Service disclosure</li></ul>	



# Contact us



**1** Visit us Montsaye Academy  
Greening Road  
Rothwell  
Kettering  
Northamptonshire  
NN14 6BB

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**2** Call us Tel: 01536 418844

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**3** Email us Academy Interim Business Manager  
[callsopp@montsaye.pfschools.org.uk](mailto:callsopp@montsaye.pfschools.org.uk)  
[recruitment@pfschools.org.uk](mailto:recruitment@pfschools.org.uk)

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**4** Follow us @Montsaye



**5** Visit our website [www.montsaye.northants.sch.uk](http://www.montsaye.northants.sch.uk)

