



# Head Of Social Science

## Candidate Pack

January 2022



# Contents

01	About us
02	Our Values
03	Career Development
04	What our staff say
05	Staff Wellbeing
06	Pathfinder Schools
07	Advert
08-11	Job Description
12	Person specification
13	Contact us





# About us

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

Montsaye Academy is an ambitious and high achieving Secondary Academy.

The Academy is located in the historic Northamptonshire market town of Rothwell, easily reached from Leicestershire, Northamptonshire, Warwickshire and Bedfordshire.

Northamptonshire was recently placed as third in the country in the Halifax Quality of Life Survey and is one of the greenest counties in England; with 161 parks covering 1,600 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 academy is a member of Pathfinder Schools Multi-Academy Trust and collaborates closely with the Trust Central Team and its eight 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 pupils to thrive.

Our on site facilities include:

- An on site 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
- Brand new state of the art Science Laboratories
- Dedicated Sixth-Form Centre
- Newly refurbished restaurant and cafe

# Our Values Excellence, Resilience Aspiration

These are more than just words on a page-they reflect who we are today and guide our decisions'

Mrs.  
Meena Gabbi- Principal -  
Montsaye Academy



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**-The spirit of Montsaye is one that celebrates excellence in all things. Our curriculum is specifically aimed at making lessons both varied and challenging by putting enquiry, thinking, and questioning and independence at the heart of everything we do.

**Resilience**-Resilience in learning is about persevering through setbacks, taking on challenges and risking mistakes to reach a goal. Here at Montsaye we want everyone staff and pupils alike to have the tenacity to overcome barriers and exceed expectations.

**Aspiration**-Inspiring students and staff to be the best they can be is a whole school approach, we want our students and staff to seek new and exciting opportunities to develop themselves. At Montsaye we invest heavily in our student careers and our staff continuous professional development programmes.



# Career Development

**'Monsaye 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 new National Professional Qualifications (NPQ) training programmes to schools from November 2021. The new qualifications draw from the very latest evidence and research into pedagogy, behaviour, curriculum and more.

# What our staff say...



94% of staff felt safe in school in relation to the behaviour of students.

"I have wonderful colleagues and absolutely love teaching."

84% of our staff are happy or very happy with our day to day communication

"Great team within the department, fantastic technicians and support staff."

86% of our staff feel comfortable asking their colleagues for help when they need it.



# Staff Wellbeing



“

**The morale of staff  
is high’-Ofsted  
January 2019** ”

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

- A dedicated wellbeing hub
- Weekly activities including mindfulness, yoga, staff walks and sessions with our stress busting wellbeing dog
- Cake Wednesdays where staff have the opportunity to bring in their bakes and catch up with colleagues
- A reduced membership rate for our onsite Sports Centre which boasts a pool and modern gym where staff can swim for free
- Free on-site annual flu jab
- Access to a staff counsellor and a 24/7 telephone counselling service for staff and their immediate family
- We have trained staff mental health first aiders and are part of the Pathfinder Schools Wellbeing Committee
- Access to an exceptional Occupational Health advice
- We support our colleagues to create Wellness Action Plans
- An employer who is committed to empowering our colleagues to achieve and maintain life-work balance



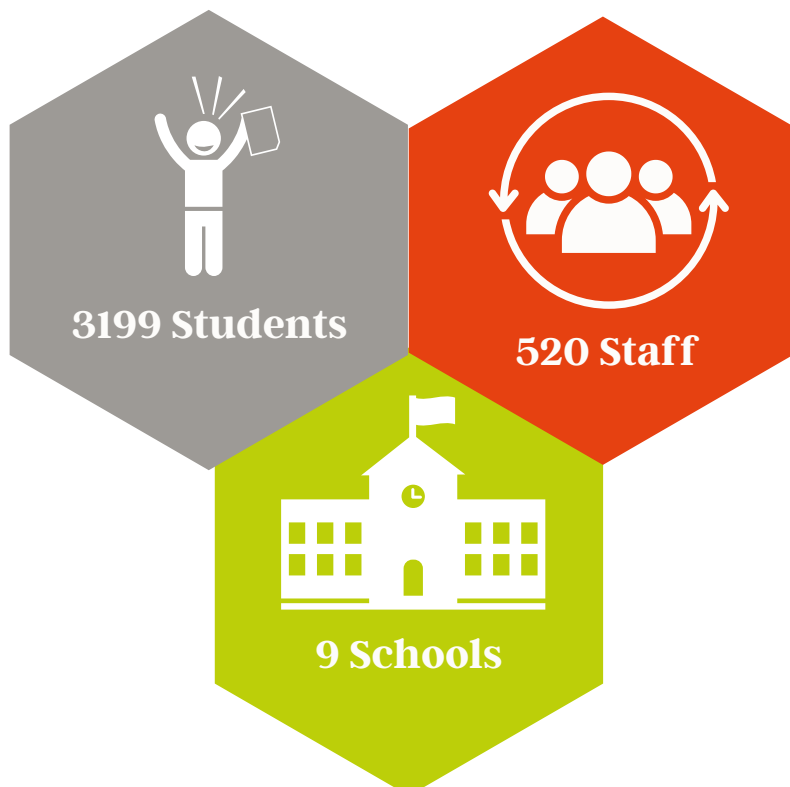
# PATHFINDER SCHOOLS

Inspiring greatness

Pathfinder Schools is a growing family of Academies, made possible by our talented staff and volunteers. We are fortunate to support pupils from nursery age up to post-16, and are proud of the contribution we make to local families throughout their children's education.

Our values of COLLABORATION, HUMANITY and INDEPENDENCE drive every decision we make.

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.



"As a group of schools, we continue to grow stronger through collaboration and have seen some dramatic improvements as a result of our close working relationships" Ann Davey-CEO-Pathfinder Schools

## OUR PURPOSE

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

At the heart of every Pathfinder School is the belief that life is about more than success; it's about greatness. The secret to finding this greatness lies in our everyday actions that make life more fulfilling and more rewarding for us and those around us.

## 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.

pn

**"I wanted to join Pathfinder Schools as I was attracted to the Trust's values – a belief that anyone can find their own greatness always strikes a chord with me and I know that the Trust really believes in its students and staff."**-Pathfinder Schools colleague



# Head of Social Science



## Advert

We are seeking to appoint a talented and dynamic Head of Social Science to join our team. The post holder will be responsible for providing leadership and management for Sociology, Psychology and Health Social Care. The post holder will be attached to the Humanities team but will also liaise with other departments where appropriate.

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.

If you are interested in arranging a tour of the school or would like to speak with a member of the school team to learn more about our Academy and the role, please email the academy HR Manager Lisa Pinney-Filaiti who will assist you further [lpinney-filaiti@montsaye.northants.sch.uk](mailto:lpinney-filaiti@montsaye.northants.sch.uk).

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.

Pathfinder Schools is passionate about its values of collaboration, humanity and independence, 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.

### Contract type

- Permanent

### Salary

- MPS/UPS
- TLR 2a (presently £2915.02)

### Closing date

- Monday 31st January 2022 9am

### Start date

- 18th April 2022

### Interviews

- w/c 31st January 2022

### 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@montsaye.northants.sch.uk](mailto:recruitment@montsaye.northants.sch.uk)



# Head of Social Science

## Job Description

- MPS/UPS
- TLR2a (presently £2915.02)

Responsible to: Head of Humanities

Responsible for: Agreed relevant personnel within the subject area

Liaising with: Other teaching staff, Student guidance team, relevant staff with cross-academy responsibilities, relevant non-teaching staff and parents.

Purpose of the post

In addition to the requirements of a main scale teacher:

In conjunction with a Head of Department/SLT/other TLR post holders;

To support, hold accountable, develop and lead staff to ensure high standards of teaching, learning and student achievement, effective use of resources and the well being of staff and students.

To play a full part in the life of the academy community, to support its ethos and policies and to encourage and ensure staff and students to follow this example.

Strategic direction and development:

(With the relevant line manager) Within the context of the academy's aims and policies, develop and implement (department/ subject/s or area of responsibility) policies, plans, targets and practices.

- develop and implement policies and practices for the (department/ subject/s or area of responsibility) which reflect the academy's commitment to high achievement, effective teaching and learning;
- create a climate which enables other staff to develop and maintain positive attitudes towards the subject/s and confidence in teaching it;
- establish a clear, shared understanding of the importance and role of the (department/ subject/s or area of responsibility) in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life;
- use data effectively to identify students who are underachieving in the (department/ subject/s or area of responsibility) and, where necessary, create and implement effective plans of action to support those students;
- analyse and interpret relevant national, local and academy data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
- contribute to the Academy procedures for self review;
- plan and undertake appropriate department self evaluation;
- maintain appropriate self review records and contribute this aspect to the whole academy self evaluation form, taking action as appropriate to address issues raised
- establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the (department/ subject/s or area of responsibility), which:
- contribute to whole-academy aims, development of teaching and learning, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
- use the outcomes of self review
- are based on a range of comparative information and evidence, including that in relation to the attainment of students;
- identify realistic and challenging targets for improvement in the (department/ subject/s or area of responsibility);
- are understood by all those involved in putting the plans into practice;
- are clear about action to be taken, timescales and criteria for success;
- monitor the progress made in achieving plans and targets, evaluate the effects of teaching and learning, and use this analysis to guide further improvement.
- ensure the maintenance of accurate and up-to-date information
- in conjunction with the relevant SLT member, to have oversight of the collection of data.



- lead the development of effective links with partner schools and the community.
- actively promote the development of effective links with external agencies.

#### **Curriculum, Teaching and Learning:**

(With the relevant line manager) To secure and sustain effective teaching of the (department/ subject/s or area of responsibility), evaluate the quality of teaching and standards of students' achievements and set targets for improvement.

- liaise with the SLT to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the academy plans and self evaluation.
- lead curriculum development.
- actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
- liaise with relevant examination and validating bodies and any other relevant external agencies.
- be responsible for the development of Key Skills
- ensure curriculum coverage, continuity and progression in the (department/ subject/s or area of responsibility) for all students, including those of high ability and those with special educational or linguistic needs;
- ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject/s, and communicate such information to students;
- provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the (department/ subject/s or area of responsibility) and of different students;
- ensure effective development of students' literacy, numeracy and information technology skills through the (department/ subject/s or area of responsibility);
- establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement;
- ensure that information about students' achievements in previous classes and academies is used effectively to secure good progress;
- set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement by all students;
- evaluate the teaching of the subject/s in the academy, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching and learning;
- ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of academy;
- ensure that teachers of the subject/s are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens;
- ensure that teachers of the subject/s know how to recognise and deal with racial stereotyping;
- establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
- develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.

## Student Progress

(With the relevant line manager) Ensure that all students achieve well in the subject compared with current national statistical comparators. This should be evident for students, across the teaching groups, for both genders, all ability groups and national target groups.

Ensure that students achieve well in relation to academy targets

## Leading and Managing Staff

(With the relevant line manager) Provide to all those with involvement the teaching or support of the department, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching and learning.

- help staff to achieve constructive working relationships with students;
- establish clear expectations and constructive working relationships among staff involved with the (department/ subject/s or area of responsibility), including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability;
- sustain their own motivation and, where possible, that of other staff involved in the (department/ subject/s or area of responsibility);
- undertake performance management of staff as required by the academy policy and use the process to develop the personal and professional effectiveness of the staff;
- audit training needs of staff;
- lead professional development of appropriate staff through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, subject associations;
- ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction;
- enable teachers to achieve expertise in their subject/s/s;
- work with the SENCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to students' needs;
- ensure that the Principal, senior leaders and governors are well informed about department policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.
- organise (department/ subject/s or area of responsibility) meetings including agendas and minutes
- to make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the (department/ subject/s or area of responsibility) liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the department.

## Efficient and effective deployment of staff and resources

(With the relevant line manager) Identify appropriate resources for the subject/s/s and ensure that they are used efficiently, effectively and safely.

- establish staff and resource needs for the (department/ subject/s or area of responsibility) and advise the Principal and senior managers of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the academy and subject plans and to achieve value for money;
- deploy, or advise the Principal on the deployment of staff involved to ensure the best use of subject technical and other expertise;
- ensure the effective and efficient management and organisation of learning resources, including information and communications technology;



- maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the academy;
- use accommodation to create an effective and stimulating environment for the teaching and learning of the subject/s/s;
- ensure that there is a safe working and learning environment, that health and safety policies are in line with current academy and national requirements and that risks are properly assessed and managed.

## Notes

1. The above responsibilities are subject to the School Teachers' Pay and Conditions Document and any other current relevant legislation

1. 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.

1. 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.

## Principle responsibilities of the post:

- To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
- To monitor and support the overall progress and development of students as a teacher/ form tutor
- To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- To contribute to raising standards of student attainment.
- To share and support the academy's responsibility to provide and monitor opportunities for students' personal and academic growth.

# Person Specification

## Head of Social Science



	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>• Having obtained further appropriate qualifications and/or relevant in-service experience</li> </ul>
<b>Experience &amp; skills</b>	<ul style="list-style-type: none"> <li>• Relevant teaching experience in Social Science with an ability to teach across the age and ability range and provide evidence of strong performance in that role</li> <li>• Ability to teach Psychology &amp; Health &amp; Social Care</li> <li>• An ability to develop appropriate teaching materials 11-18 and to lead examination work</li> <li>• Good AFL strategies and use of ICT</li> <li>• Ability and willingness to teach other humanities disciplines at Key stage 3</li> <li>• Experience of tracking and monitoring progress and the use of intervention strategies to support under achievement.</li> <li>• Ability to accept responsibility for all aspects of the subject</li> <li>• Ability to be well organised and efficient</li> <li>• Awareness of issues relating to literacy and numeracy</li> <li>• Willingness to be a form tutor as required, to support the pastoral work of the Academy and have an understanding of the pastoral needs of students</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of the use of ICT in teaching</li> <li>• Willingness to be involved in the cultural life of the academy</li> <li>• Ability to teach Sociology</li> <li>• Ability to offer help with out of academy activities</li> <li>• Examples of good practice from own experience</li> <li>• Experience of meeting the needs of students with special educational needs</li> <li>• Experience of meeting the needs of gifted and talented students</li> <li>• Experience of leading others in some aspect of the teaching and learning</li> </ul>
<b>Written application</b>	<ul style="list-style-type: none"> <li>• A well constructed legible application</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>Equal Opportunities</b>	<ul style="list-style-type: none"> <li>• An understanding of issues relating to equal opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of good practice from their own experience</li> </ul>



# Contact us



## 1 Visit us

Montsaye Academy  
Greening Road  
Rothwell  
Kettering  
Northamptonshire  
NN14 6BB

---

## 2 Call us

01536 418844

---

## 3 Email us

[office@montsaye.northants.sch.uk](mailto:office@montsaye.northants.sch.uk)  
[recruitment@pfschools.org.uk](mailto:recruitment@pfschools.org.uk)  
Academy HR Manager-Lisa Pinney-Filaiti

---

## 4 Follow us

@Montsaye



## 5 Visit our website

[www.montsaye.northants.sch.uk](http://www.montsaye.northants.sch.uk)

