

# Lead Practitioner English Candidate Pack

Montsaye  ACADEMY



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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

# 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.’**

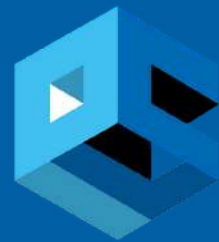
”

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

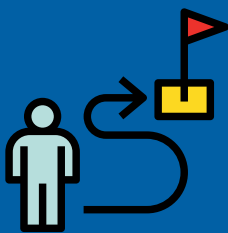


Pathfinder Schools is a cross-phase, multi-academy Trust of 10 schools in the north of Northamptonshire. Our Trust includes both church and community academies and we work closely together, connected by the vision we share for our pupils. Each school has its own unique character but we are unified by 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



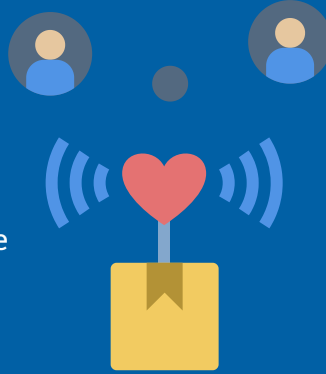
Together we want to develop inspirational schools which instil Aspiration, Responsibility and Courage in every learner, enabling them to find the greatness within them.





## 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.



# Lead Practitioner English



## Advert

### Contract type

- Full-time
- Permanent

### Salary

- Lead Practitioner Scale

### Interviews

- TBC
- Closing date 26th November 2024

### Start date:

- 22nd April 2025–earlier start date would be considered

To apply, please complete a Pathfinder Schools Teacher 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)

An exciting opportunity has arisen to join Montsaye Academy as a Lead Practitioner for English. Our Lead Practitioner will lead the enhancement of teaching and learning within the English faculty, and will make a key contribution in ensuring outstanding progress in English lessons.

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 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 Business Manager Wayne Eldridge who will assist you further: [weldridge@montsaye.org](mailto:weldridge@montsaye.org)

The workplace will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

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

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

Pathfinder Schools and our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of children and young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, medical, an online search, and where applicable, a prohibition from teaching check will be completed. Before applying, please review our Recruitment and Selection Policy which includes further information on pre-employment checks and our statement on the Recruitment of Ex-Offenders <https://pathfinderschools.org.uk/join-us/vacancies>

## Online searches

As part of our rigorous Safer Recruitment process Pathfinder Schools has adopted the practice of online searches 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 committed to creating a diverse workforce. We consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.



# Lead Practitioner English

## Job Description

The postholder will lead the enhancement of teaching and learning within the English department.

To make a key contribution in ensuring outstanding progress in English lessons.

Ensure that the students within English lessons achieve their full potential both in and out of the classroom, driven by our core values of Respect, Honesty, and Compassion.

To expand opportunities for high quality enrichment opportunities and homework in English.

Report to: Head of English

### Key Responsibilities:

- Promoting the latest developments in pedagogical practice with English.
- To assist in the professional development of all staff in the English Department and provide clear guidance to the department on CPD strategies and opportunities.
- To attend departmental meetings and lead part of the meetings focussed on teaching and learning.
- To take a leading role in the monitoring of teaching and learning, progress and intervention in the English Department.
- To work with the Head of Department to produce a dynamic and exciting curriculum for all students studying English.
- To provide an inspirational role model for other staff, and to showcase/model best practice as required.
- Ensuring that work is frequently marked and that learners have ample opportunities to respond to the teachers' marking.
- To be a reflective practitioner and to continually reassess the success of the English students and to adapt and develop as necessary
- Keep up to date with national developments in the subject area and teaching practice methodology.
- Actively monitor and respond to curriculum development and initiatives at national, regional and local levels.

### Teaching and Learning:

- To take a significant Teaching and Learning role within the English department, challenging and intervening as necessary where the quality of delivery is not consistently very good.
- Contribute to the improvement of teaching and learning across the English department by working strategically with the Head of English.
- Support the Academy's expectation that teaching and learning is always at least good.

### Monitoring:

- To assist with regular observations of all English staff in line with school policy.
- To identify and recommend staff development training needs within English.
- Promote teamwork and motivate staff to ensure effective working relations within English.
- To help with the day-to-day management of staff within the English department and act as a positive role model.

### Intervention:

- To assist and support the Head of English with programmes of intervention, particularly for examination groups in years 11, 12 and 13.
- To create and resource programmes of intervention.



- To monitor impact of intervention strategies and adjust approaches accordingly.
- To ensure consistency of intervention strategies, including the quality assurance of the delivery, challenging and developing staff as necessary.

#### Training and Development:

- Delivery of appropriate INSET on ways to improve teaching and learning specific to the English department, and to other groups where required; particularly as part of our “Learning Hubs” development programme.
- Maintain an up-to-date knowledge of new ideas regarding teaching and learning pedagogy, Teacher Standards and Ofsted Inspection Standards and implement them with staff and students.
- Continue to follow an agreed programme of personal professional development.
- To assist with performance management of staff in English.

#### Other Professional Requirements:

- Have a working knowledge of teachers’ professional duties and legal liabilities.
- Always operate within the stated policies and practices of the academy.
- Know subject(s) or specialisms(s) to enable effective teaching.
- Take account of wider curriculum developments.
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct.
- Endeavour to give every child the opportunity to reach their potential and meet high expectations.
- Contribute positively and effectively to Every Child Matters agenda.
- Cooperate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students.
- Take part in marketing and liaison activities such as Open Evenings and Parents’ Evenings.
- Take responsibility for own professional development and duties in relation to academy policies and practices.
- Liaise effectively with parents.
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them.
- Lead or help to lead an after-school once per week: either curriculum based or an extra-curricular club.

#### Safeguarding:

- To uphold the academy’s policies in respect of Safeguarding and Child Protection and ensure the safety and well-being of all learners.

#### General:

- All academy staff are expected to:
- Work towards and support the academy’s vision, values, and objectives.
- Support and contribute to the academy’s responsibility for safeguarding students.
- Uphold the academy behaviour policy.
- 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.
- Fully subscribe to the academy values of Respect, Honesty, Compassion, regarding themselves, the academy, and our students.

- Ensure that the confidentiality of sensitive information and data is not compromised.
- Keep up to date with developments relating to their role.
- Develop and maximise the use of ICT.
- Meet in accordance with calendared meetings and with line managers as required.
- Other responsibilities as reasonably requested and commensurate with the grading of the post.
- Any such duties that may from time to time be reasonably assigned by the Principal.

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 during the professional review.

# Person Specification

## Lead Practitioner English



The essential and desirable criteria outlined in the table below will be used as part of the shortlisting process. Candidates should meet all essential criteria to be considered for the post, desirable criteria will be referred to where further shortlisting activities are required beyond the consideration of essential criteria. This is usually the case in respect of a high volume of applications meeting all shortlisting criteria.

Criteria	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher Status</li> <li>• A good honours degree</li> </ul>	
<b>Experience Teaching and Learning</b>	<ul style="list-style-type: none"> <li>• A track record of effectively leading/motivating pupils and staff and developing team approaches</li> <li>• Demonstrable experience of improving student outcomes</li> <li>• Excellent understanding of high-quality approaches to the planning and delivery of engaging and challenging English lessons</li> <li>• Outstanding teacher</li> <li>• Developing, leading and monitoring initiatives using technology to support evaluation</li> <li>• In-depth knowledge and understanding of National Educational priorities/developments</li> <li>• Awareness of data protection, security and confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working within at least two schools</li> <li>• Experience of supporting teachers to move from RI to good or better</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• Evidence of a commitment to own professional development</li> <li>• Evidence of keeping up to date with educational thinking and knowledge</li> <li>• A strong commitment to the quality of professional development of staff</li> <li>• The drive to develop other's capabilities and help them realise their full potential</li> </ul>	
<b>Professional knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of recent legislation, development and initiatives in secondary education</li> <li>• Knowledge of the latest developments in teaching and learning pedagogy</li> <li>• Knowledge of Performance Management and review</li> <li>• Ability to analyse data effectively</li> <li>• Ability to present data to support student progress</li> </ul>	<ul style="list-style-type: none"> <li>• A thorough understanding of the OFSTED Framework regarding effective leadership, management and self-evaluation</li> <li>• Experience of policy writing and devising schemes of work</li> </ul>



# Person Specification

## Cover Supervisor



The essential and desirable criteria outlined in the table below will be used as part of the shortlisting process. Candidates should meet all essential criteria to be considered for the post, desirable criteria will be referred to where further shortlisting activities are required beyond the consideration of essential criteria. This is usually the case in respect of a high volume of applications meeting all shortlisting criteria.

Criteria	Essential	Desirable
<p><b>Professional knowledge and understanding</b></p>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of recent legislation, development and initiatives in secondary education</li> <li>• Knowledge of the latest developments in teaching and learning pedagogy</li> <li>• Knowledge of Performance Management and review</li> <li>• Ability to analyse data effectively</li> <li>• Ability to present data to support student progress</li> <li>• Good understanding of the skills and attributes required for effective leadership</li> <li>• A good knowledge of the national frameworks, initiatives and strategies</li> <li>• An excellent understanding of approaches to training and staff development</li> <li>• A thorough knowledge of approaches to support, motivate and challenge staff</li> <li>• An understanding of the personal qualities required for effective leadership in learning, as well as the most effective methods of training staff to the required standard</li> <li>• To understand what is involved in the role of Child Protection Officer including having a good understanding of up-to-date policy and practice.</li> </ul>	
<p><b>Practical and intellectual skills</b></p>	<ul style="list-style-type: none"> <li>• Ability to establish a positive ethos with an accent on high achievement for all</li> <li>• Ability to empathise with the needs of pupils and to be firm but fair and consistent</li> <li>• Ability to prioritise and manage time effectively</li> <li>• An effective communicator and motivator of pupils and staff</li> <li>• Ability to enable and empower others</li> <li>• A team player with the ability to establish good working relationships with staff, pupils and parents</li> <li>• The ability to communicate clearly and concisely both verbally and in writing at all levels</li> <li>• The ability to set clear expectations and parameters and to hold others to account for their performance</li> <li>• The ability to challenge underperformance</li> <li>• An engagement with a coaching style of conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of coaching others</li> </ul>

# Person Specification

## Cover Supervisor



The essential and desirable criteria outlined in the table below will be used as part of the shortlisting process. Candidates should meet all essential criteria to be considered for the post, desirable criteria will be referred to where further shortlisting activities are required beyond the consideration of essential criteria. This is usually the case in respect of a high volume of applications meeting all shortlisting criteria.

Criteria	Essential	Desirable
<p><b>Personal qualities</b></p>	<ul style="list-style-type: none"> <li>• The tenacity to see things through and secure, where necessary, 100% compliance from staff and students</li> <li>• Willingness to engage carers to encourage close involvement in their child's education</li> <li>• Flexibility in approach</li> <li>• Enjoyment in overcoming challenges</li> <li>• Good communication skills</li> <li>• Ability to manage workload effectively</li> <li>• Ability to enthuse and motivate others developing strong partnerships</li> <li>• Willingness to share expertise and knowledge with others</li> <li>• Willingness and ability to run Academy training sessions</li> <li>• Good health and an appreciation of work life balance</li> <li>• Fully subscribe to our academy value of respect, honesty, compassion.</li> <li>• Have an excellent record of attendance and punctuality</li> <li>• Have a sense of humour, warmth, energy, stamina and resilience</li> </ul>	
<p><b>DBS</b></p>	<ul style="list-style-type: none"> <li>• A willingness to participate in a full Disclosure and Barring Service check.</li> </ul>	

# Contact us



**1** Visit us

Montsaye Academy  
Greening Road  
Rothwell  
Kettering  
Northamptonshire  
NN14 6BB

**2** Call us

01536 418844

**3** Email us

[recruitment@pfschools.org.uk](mailto:recruitment@pfschools.org.uk)  
Academy Business Manager, Wayne Eldridge  
[weldridge@montsaye.org](mailto:weldridge@montsaye.org)

**4** Follow  
us

@Montsaye



**5** Visit our  
website

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

