



Northampton Academy

The best in everyone™

Part of United Learning

WELCOME TO NORTHAMPTON ACADEMY

APPLICATION PACK

Religious Studies teacher

Salary: Highly Competitive

Hours: Full Time, 37.5 hours

Start Date: September 2021

Closing Date: Thursday 15th April 2021 at 12pm

An Academy of Character and Excellence



School of

CHARACTER

Respect ■ Determination ■ Ambition ■ Tolerance ■ Integrity

Northampton Academy is seeking to appoint an enthusiastic and dedicated Religious Studies teacher

This is an excellent opportunity to join our thriving academy. You will be able to teach RE, Philosophy and Ethics. The ability to offer Politics to KS5 would be desirable, but is not an essential requirement.

We welcome applications from experienced classroom teachers looking for a new opportunity and from NQTs looking to start an exciting new career.

We serve a diverse and vibrant community. We will provide a comprehensive induction and support package and you will have access to a well developed NQT induction programme. All staff have access to a highly personalised CPD programme.

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

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

The post will be subject to an enhanced DBS Disclosure.

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





A letter from the Principal

Dear Colleague

I am delighted to welcome you to Northampton Academy. You have made a great decision to pursue your career with us and I promise that you will find working here a rewarding experience. With us you will find support and development as you progress in your career.

We are part of United Learning, a group of academies, primaries and independent schools across the UK, whose motto is 'The Best in Everyone', and we wholeheartedly subscribe to this philosophy.

Our vision and mission are simple;

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

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

We are all working together to ensure we move towards our vision of being an 'Academy of Character and Excellence' and are looking to move the great work we have done in so many areas to both a national and in some cases, an international platform, which we are already doing in our Character and STEM programmes. I am excited to have such a strong body of staff here to help continue this pathway towards realising our vision.

Due to the challenging period with Covid-19, it is vital that we recognise the need to support our community to ensure that we get everyone back to a 'new normal' as quickly as possible. Our mission is as important as it ever has been, and we must 'go that extra mile' to provide our young people with a springboard for their next steps that will make a real difference to their lives.

We are fully committed to the safeguarding and wellbeing of our young people. It is at the heart of what we do and we 'create a strong culture of vigilance' (Ofsted, Nov 2019), and 'students feel very safe in this school' (Ofsted, Nov 2019) because of this. Every decision we make as an organisation puts our students first.

We also run 'quiet November' where meetings are kept to a minimum as we recognise the winter months as particularly difficult for staff.

A work-life balance is vital, and we recognise that spending time with family and loved ones is incredibly important. To this end, there is no expectation to work during weekends and no email communications from 5.30pm on week days and on a Friday through to 7.30am on a Monday morning. That time is yours to spend on activities that make you happy. This year I am delighted to appoint a member of my senior team to work alongside me to focus on optimising staff wellbeing without sacrificing the excellent provision we give our young people. It is a balancing act which we are continually improving. These are just some of the ways we look to support staff wellbeing. You will come across many more as you progress your career with us.

I operate with an open-door policy and welcome any of my staff to come and speak with me regarding any issues they are having. I will always aim to find solutions myself or offer support in finding those solutions.

You often hear the saying, 'I got into teaching to make a difference'. That is something you can do at Northampton Academy. This school has transformed over the last few years and our students have high aspirations and are regularly progressing to the best universities and apprenticeships.

Northampton Academy is a special place, and I am certain it will only continue to get better. I wholeheartedly recommend Northampton Academy for the next step in your career.

Yours sincerely,



Chris Clyne
Principal



Why Work For Us?

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

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

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

'The school's high expectations of learning without disruption is reflected in exemplary behaviour'

(Ofsted, Nov 2019)





School of
CHARACTER

A School of Character

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

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

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

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

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

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

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

'Character development is at the heart of the school's work'

(Ofsted, Nov 2019)



**One of the first schools
in the country to be
awarded the prestigious
'School of Character'
kitemark**



School of
CHARACTER

Our Vision

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

Our Mission

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

Our Values

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

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

RESPECT

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

DETERMINATION

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

AMBITION

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

TOLERANCE

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

INTEGRITY

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



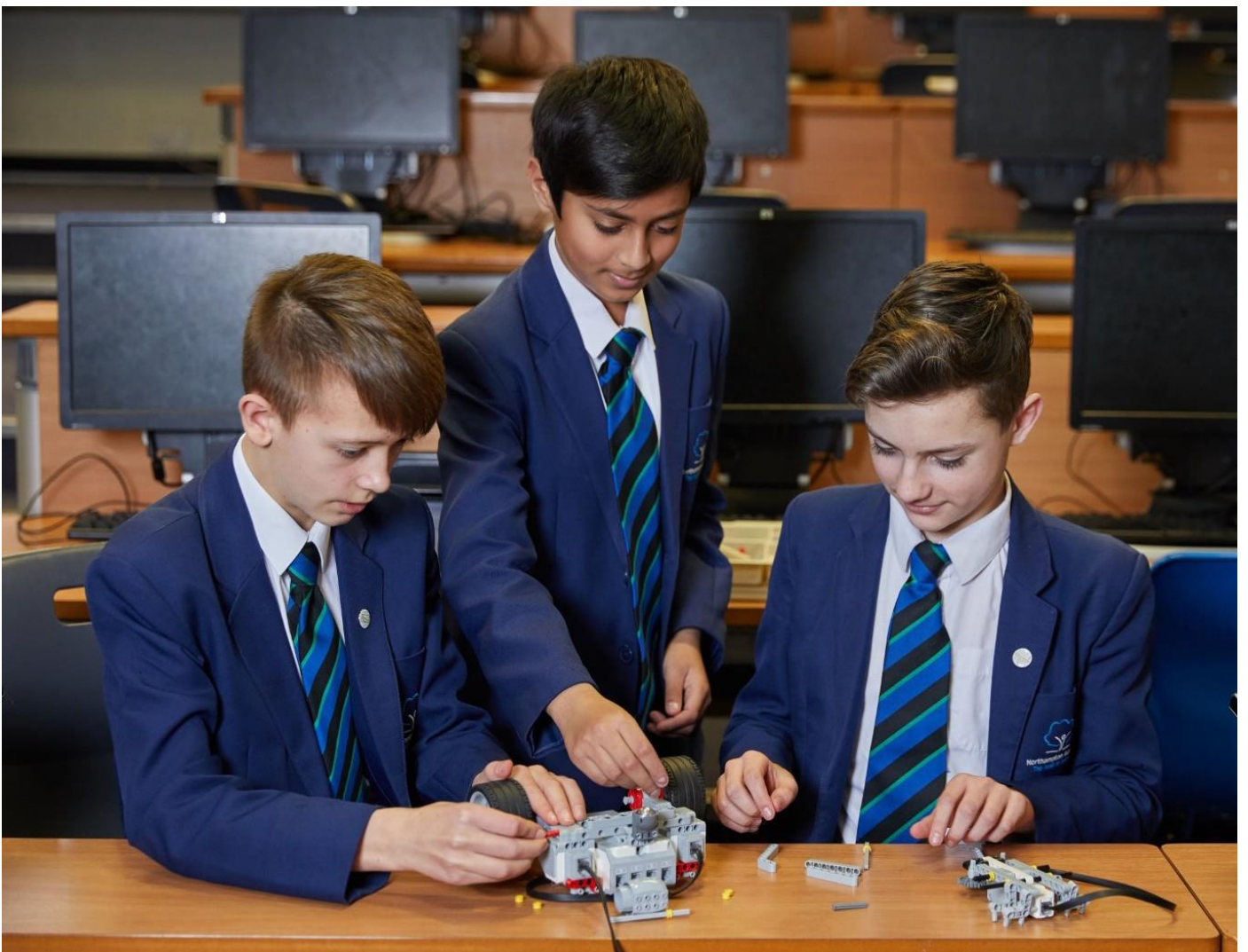
Part of United Learning

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

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

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





Job Description and Person Specification

Job Description – Religious Studies teacher

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

Reporting to:
Head of Department

Purpose

- To carry out the professional duties of a teacher as required and in accordance with the academy's policies under the direction of the Principal
- To be an effective professional who can teach and assess effectively, take responsibility for own professional development and has students who can achieve well
- To be a member of the RS Curriculum Team and, under the direction of the Head of Department, to contribute to the high standards of teaching and learning and the raising of students' standards of achievement
- To make a significant contribution to the vision and direction of Northampton Academy, where innovative and inspirational learning for all is the core value

Safeguarding

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

Key Responsibilities

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

Teach allocated students by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge students and ensure high levels of interest
- Setting appropriate and demanding expectations



- Setting clear targets, building on prior attainment
- Being aware of and make provision for students who are AEN/SEN, very able, LAC or who have other particular individual needs
- Providing clear structures for lessons: maintaining pace, motivation and challenge
- Making effective use of assessment and ensure coverage of programmes of study
- Ensuring effective teaching and best use of available time
- Maintaining discipline in accordance with the academy's procedures and encourage good practice with regard to punctuality, behaviour, standards of work and homework
- Managing learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the academy's behaviour policy
- Using a variety of teaching methods to:
 - Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - Use effective questioning, listen carefully to students, give attention to errors and misconceptions
 - Select appropriate learning resources and develop study skills through library, ICT and other sources
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness
- Ensuring the effective and efficient deployment of classroom support
- Liaising with the Head of Department to ensure the implementation of department policy and best practice

Monitoring, Assessment, Recording, Reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor students' work and set targets for progress
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognize the level at which the student is achieving
- Undertake assessment of students as requested by examination bodies, departmental and academy procedures
- Prepare and present informative reports to parents using the academy's system for reporting

Pastoral Duties

- If required, be a form tutor to an assigned group of students
- Promote the general progress and wellbeing of individual students and of the Form Tutor Group as a whole
- Liaise with the Pastoral team to ensure the implementation of the academy's pastoral system
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life
- Contribute to the preparation of Action Plans, progress files and other reports
- Alert appropriate staff to problems experienced by students

Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the academy
- Know subject(s) or specialism(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 the 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
- Contribute to the life of the academy through effective participation in meetings and management systems
- Take part in marketing and liaison activities such as Open Evenings and Parents' Evenings
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them

General

All academy staff are expected to:

- Work towards and support the academy's vision, values and objectives
- Fully subscribe to the Academy Values of Respect, Determination, Ambition, Tolerance and Integrity regarding themselves, the academy and our young people
- Support and contribute to the academy's responsibility for safeguarding students
- Work within the academy's Health and Safety policy to ensure a safe working environment for staff, students and visitors
- Work within the academy's Community Cohesion and Equal Opportunities policies to promote equality of opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Adhere to academy policies, procedures and core values as set out in the documentation available to all staff
- Ensure that the confidentiality of sensitive information and data is not compromised

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

March 2021



PERSON SPECIFICATION – TEACHER OF RE

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

E = Essential D = Desirable

Assessed by:

I = Interview A = Application R = Reference

| QUALIFICATIONS | Criteria | Selection |
|---|----------|-----------|
| Minimum of Grade C (or equivalent) in English and Maths | E | A |
| Degree in related subject | E | A |
| UK QTS/QLTS | D | A |
| Successful completion of NQT period | D | A |
| Experience of SIMS/Arbor | D | A |
| EXPERIENCE | | |
| Experience of teaching in a school or education setting (secondary) | E | A/I/R |
| A minimum of 2 years' experience of working closely to facilitate the learning of students within a classroom situation | D | A/I/R |
| Awareness of data protection, security and confidentiality | E | A/I/R |
| To have knowledge and experience of working in a successful team | E | A/I/R |
| PROFESSIONAL DEVELOPMENT | | |
| Evidence of a commitment to own professional development & CPD | E | A/I/R |
| Evidence of keeping up to date with educational thinking and knowledge | D | A/I/R |
| PROFESSIONAL KNOWLEDGE AND UNDERSTANDING | | |
| Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity | E | A/I/R |
| Have high expectations of young people including a commitment to ensuring that they can achieve their full potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them | E | A/I/R |
| Knowledge and understanding of recent legislation, development and initiatives in secondary education | E | A/I/R |
| Knowledge of the curriculum at KS3, KS4 & KS5 | E | A/I/R |
| Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications | D | A/I/R |
| Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment | D | A/I/R |
| Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments | D | A/I/R |
| Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential | D | A/I/R |
| Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge | E | A/I/R |
| Know how to make effective personalised provision for those they teach, for whom have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching | E | A/I/R |

| | | |
|---|---|-------|
| To understand what is involved in the role of Child Protection Officer including having a good understanding of up-to-date policy and practice | E | A/I/R |
| PRACTICAL AND INTELLECTUAL SKILLS | | |
| Plan for progression designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge | E | A/I/R |
| Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion | E | A/I/R |
| Teach engaging and motivating lessons informed by well grounded expectation of learners and designed to raise levels of attainment | E | A/I/R |
| Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment | E | A/I/R |
| Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, learners nationally | E | A/I/R |
| Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress | E | A/I/R |
| Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development | E | A/I/R |
| Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners | E | A/I/R |
| Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners | E | A/I/R |
| Plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning | E | A/I/R |
| The ability to build positive and reliable professional relationships with teachers, parents and carers | E | A/I/R |
| Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being | E | A/I/R |
| The ability to build positive professional relationships with a number of students at the same time and manage a caseload of student profiles | E | A/I/R |
| Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences | E | A/I/R |
| Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the academy's behaviour policy | E | A/I/R |
| Ability to empathize with the needs of pupils and to be firm but fair and consistent | E | A/I/R |
| A team player with the ability to establish good working relationships with staff, pupils and parents | E | A/I/R |
| Have a commitment to collaboration and co-operative working where appropriate | E | A/I/R |
| The ability to communicate clearly both verbally and in writing | E | A/I/R |
| PERSONAL QUALITIES | | |
| Fully subscribe to our academy value of RESPECT: showing due consideration for the feelings, beliefs and opinions of other people | E | A/I/R |
| Fully subscribe to our academy value of DETERMINATION: never giving up – working relentlessly for the benefit of the young people of Northampton Academy | E | A/I/R |
| Fully subscribe to our academy value of AMBITION: seeking the very best opportunities for all young people, in line with the most elite schools in the country. Never pigeonholing or making assumptions about the potential of the young people of the Eastern District. | E | A/I/R |
| Knowledge of safeguarding and protection issues for young people and vulnerable adults and experience of putting it into practice | E | A/I/R |

| | | |
|--|---|-------|
| A commitment to equality and diversity | E | A/I/R |
| Flexibility in approach | E | A/I/R |
| Enjoyment in overcoming challenges | E | A/I/R |
| Calm under pressure | E | A/I/R |
| Sympathetic to needs of others | E | A/I/R |
| Accuracy and attention to detail | E | A/I/R |
| Ability to manage workload effectively | E | A/I/R |
| Willingness to share expertise and knowledge with others | E | A/I/R |
| An appreciation of work life balance | E | A/I/R |
| Have an excellent record of attendance and punctuality | E | A/I/R |
| Have a sense of humour, warmth, energy, stamina and resilience | E | A/I/R |
| Inspire professional respect for and of colleagues | E | A/I/R |
| An engagement with a coaching style of conversation | E | A/I |
| Experience of coaching others | D | A/I |



Northampton Academy

The best in everyone™

Part of United Learning

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