



Second in English 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

**'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 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



“

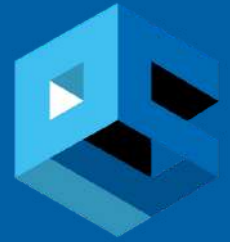
**‘Team Montsaye:
staff look out for
each other.’** ”

”

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

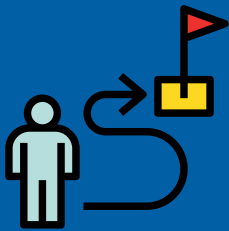


Pathfinder Schools is a cross-phase, multi-academy Trust of 10 schools in the north of Northamptonshire. Our Trust includes both church and community academies and we work closely together, connected by the vision we share for our pupils. Each school has its own unique character but we are unified by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



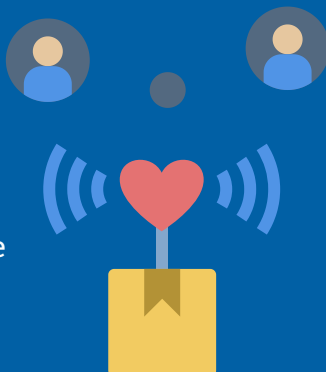
Together we want to develop inspirational schools which instil Aspiration, Responsibility and Courage in every learner, enabling them to find the greatness within them.





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.

Second in English



Advert

Are you looking to develop your career in a supportive environment where you can build on your leadership potential? If so, Montsaye Academy is the next step in your journey. We have an exciting opportunity to join our English team as joint second in charge of English.

Our English Department is an effective, enthusiastic and successful team who enjoy sharing resources and leading whole academy strategies. The department is on a journey of continual improvement, where students are prepared through our newly refined curriculum to meet the needs not only of their KS4 and KS5 exams, but also the needs of an ever-changing modern Britain. Successful applicants will aspire to continue this growth as one of the leaders within the team.

The successful applicant will :

- have the ability to inspire both staff and students
- be committed to having a significant impact on the lives of the young people served by Montsaye Academy
- improve outcomes in the short term,
- support the team in transforming English teaching at the academy in the years ahead.

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

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/>

Contract type

- Permanent
- Full-time

Salary

- MPS/UPS+TLR2B £5,096.61)

Closing date

- 25th October 17:00

Interviews

- TBC

Start Date

- January 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

Completed application forms should be accompanied by a letter of application and should be sent to recruitment@pfschools.org.uk

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.

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.

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.



Second in English

Job Description

Reporting to:
Head of English

Responsible for:
Teaching staff and other relevant personnel
ITT – trainee teachers in the English department
Literacy and/or Media

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

Working Time:
Full time Permanent

Salary/Grade:
MPS/UPS+TLR 2B

Purpose of the Post:
In addition to the requirements of a classroom teacher:

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 take an active role in ensuring that Academy policies are implemented in a consistent way.

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.

Key responsibilities

- To take responsibility for one of the key stages, Literacy and/or Media and support the development and delivery of schemes of work
- To track student progress, identify students who are working below their flight path and support teachers to develop intervention plans
- To support the HoD to monitor the impact of intervention and track students' progress
- To support the HoD in analysing progress and attainment data to make data driven changes to curriculum design, student intervention and set changes
- To support the HoD with department evaluation including learning walks and book monitoring
- To support the HoD in delivering the performance management opportunities for staff in the English team, including observation, completing reviews and setting targets
- To communicate/liaise with HoD in order to move the department forward
- To provide high quality teaching for learning within the English department that meets the needs of all students, and ensures high standards of attainment and progress
- To deputise for the HoD in their absence
- To be willing to be a mentor for trainee teachers in the department

Specific responsibilities will be agreed with successful candidate depending on experience.

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 the students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life;
- lead in media and/or literacy;

- 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:
 1. contribute to whole-academy aims, development of teaching and learning, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
 2. use the outcomes of self review
 3. are based on a range of comparative information and evidence, including that in relation to the attainment of students;
 4. identify realistic and challenging targets for improvement in the (department/ subject/s or area of responsibility);
 5. are understood by all those involved in putting the plans into practice;
 6. 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
- lead whole academy literacy strategies
- 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 early career 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

- The above responsibilities are subject to the School Teachers' Pay and Conditions Document and any other current relevant legislation
- 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.
- The job description is subject to modification or amendment at any time after discussion with the holder of the post. It will also be reviewed during the performance appraisal process.

Person Specification

Second in English



	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified teacher status 	<ul style="list-style-type: none"> Having obtained further appropriate qualifications and/or relevant in-service experience
Experience/Skills /Curriculum	<ul style="list-style-type: none"> Relevant teaching experience in English. Be an excellent teacher of English. An ability to develop appropriate teaching materials 11-18 Successful outcomes for teaching groups Strong understanding of high quality teaching Strong understanding of good assessment practice Examples of good practice from their own experience Experience of using data to support student progress. Ability to teach across the age and ability range Ability to be well organised and efficient, particularly in the areas of student assessment and general record keeping. Ability to support other colleagues including disciplinary issues An understanding of the pastoral needs of students Willingness to be involved in the cultural life of the school Willingness to be a form tutor as required and to support the pastoral work of the school. 	<ul style="list-style-type: none"> An awareness of national Curriculum issues in English Experience of working with all ability groups Willingness to offer help with out of school activities Successful experience of supporting the work of other staff Experience of meeting the needs of students with special educational needs and the more and very able Experience of performance management Experience of tracking and monitoring students across a key stage
Relationships	<ul style="list-style-type: none"> An ability to establish good working relationships with staff and the ability to form and maintain appropriate relationships and personal boundaries with students 	
Equal opportunities	<ul style="list-style-type: none"> An understanding of issues relating to equal opportunities 	<ul style="list-style-type: none"> Examples of good practice from their own experience
Disclosure & Barring Service Check	<ul style="list-style-type: none"> Willingness to provide a full Disclosure and Barring Service disclosure 	

Contact us



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

2 Call us Tel: 01536 418844

3 Email us Academy Interim Business Manager
callsopp@montsaye.pfschools.org.uk
recruitment@pfschools.org.uk

4 Follow us @Montsaye



5 Visit our website www.montsaye.northants.sch.uk

