



**Northampton Academy**  
The best in everyone™  
Part of United Learning



*School of*  
**CHARACTER**

# Welcome to Northampton Academy

## APPLICATION PACK

### Second in Mathematics

Salary: ULT Teachers' Pay Range plus TLR2

Hours: Full Time

Start Date: September 2022

Closing Date: Wednesday 27<sup>th</sup> April 2022 at 12pm

## An Academy of Character and Excellence



Respect ■ Determination ■ Ambition ■ Tolerance ■ Integrity

# Northampton Academy is seeking to appoint a Second in charge of Mathematics

An excellent opportunity has arisen for a Second in charge of Maths to join and support the leadership of our amazing Maths department at Northampton Academy. As Second in Charge, you will work alongside the Head of Department as well as Coordinators to help support and ensure outstanding progress for all our students in the school. The excellent teaching and learning from our Maths team is often commented on by parents and visitors.

You will have a close eye to detail and be able to manage a large team, whilst retaining the highest possible standards. You will be incredibly tenacious with a high level of emotional intelligence and an exemplary teacher of Maths, fully committed to providing an excellent learning experience for students at the academy. You will play a major role in improving teaching and learning across the Maths department. The successful candidate will be highly ambitious and will be looking to become a Head of Maths in the next 2-4 years.

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.

For further information or a confidential chat about this role, please contact Owen Jones, Vice Principal and SLT link for the Maths department (email [o.jones@northampton-academy.org](mailto:o.jones@northampton-academy.org)) or Anne Cooper, Head of Maths ([a.cooper@northampton-academy.org](mailto:a.cooper@northampton-academy.org)).

**“Excellent behaviour policy enables disruption free learning.”**  
(Staff Survey November 2021)





# 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 weekdays 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
- A genuine flexible working environment where all staff have the option of either a late start or early finish one day per week
- Free access to the newly refurbished on-site high-quality gym

**"One of the best things about working at NA is the constant strive for staff wellbeing. I feel valued here and enjoy working within my department."**  
(Staff Survey November 2021)





# Staff Survey November 2021

We were very pleased to have excellent feedback from the Staff Survey this year:

- 99% value the school's culture
- 98% are proud to work at the school
- 98% support the school's strategy and direction
- 97% feel the school is well led
- 96% would recommend the school to a friend or family member as an employer'

**"I like that everyone is able to 'be themselves' safe in the knowledge that the school is inclusive."**  
(Staff Survey November 2021)



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

(Ofsted, Nov 2019)

# 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



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.

**"A great thing about working here is the focus on character education.  
It is wonderful to see the students so inspired and producing high  
quality work in lessons"  
(Staff Survey November 2021)**



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



School of  
**CHARACTER**



# About Northamptonshire

Northampton is nestled in a curve of the River Nene. It has great transport links direct into London or Birmingham by train in about an hour. It also has direct access to the M1. There is a wide range of attractions both in the town and the surrounding county, such as:

- Museums and theatres - [northamptonmuseums.com](http://northamptonmuseums.com), [TheRoyalandDerngate](#)
- Manor houses and gardens - [DelapreAbbey](#), [CastleAshby](#)
- Great retail outlets - [RushdenLakes](#)
- Excellent value for your money on houses and flats
- Historic surrounding market towns and villages with local markets
- Variety of cycleways - [CycleNorthants](#)
- Wide range of country walks to take you away from the pressures of modern living
- Great primary schools throughout the county
- Lakes and watersports - [StanwickLakes](#)
- Great sporting scene – [NorthamptonSaints](#), [NorthamptonshireCountyCricketClub](#) & [NorthamptonTownFC](#)
- Picturesque golf courses - [BramptonHeath](#)
- Beautiful parkland and forests
- Canals and rivers
- Close proximity to Birmingham and London Luton airports



Abington Park

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

(Ofsted, Nov 2019)





Stoke Bruerne



Castle Ashby Gardens



Northampton Saints



Royal and Derngate Theatre



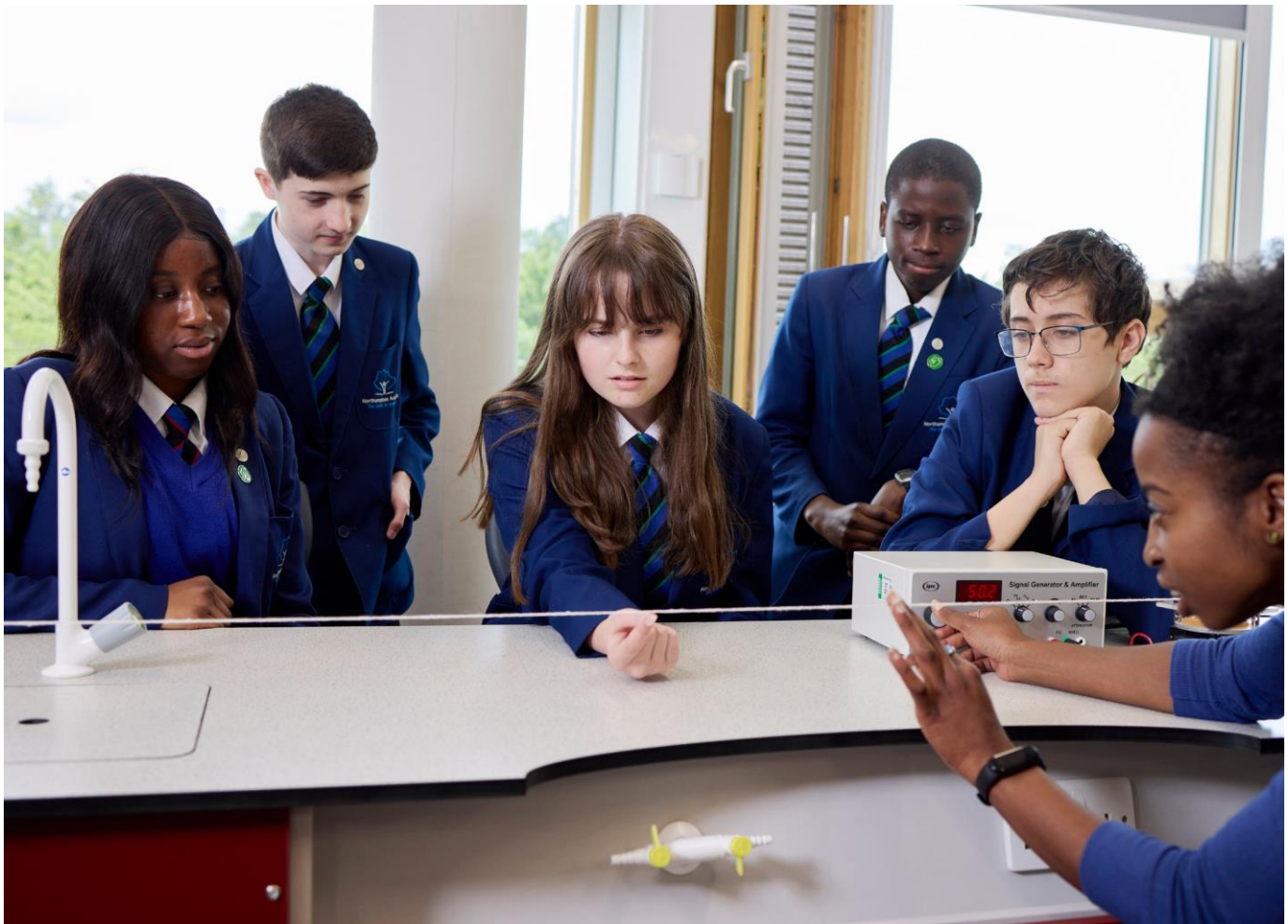
# Part of United Learning

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 is an ethos we call 'the best in everyone'.

**"The school is well led and the students and staff are all aware of the expectations of the school and wider community."**  
(Staff Survey November 2021)





**"The leadership team are supportive and consistent with their approach to behaviour management and their expectations of learning environments.  
Staff are always striving and working towards excellence as a team."**

**(Staff Survey November 2021)**



# Job Description and Person Specification

## Job Description – Assistant Head of Maths (Second in Charge)

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.

**Salary:** ULT Teachers' Pay Scale + TLR2

**Job title:** Assistant Head of Maths (Second in Charge)

**Reporting to:** Head of Maths

### Job purpose:

To be accountable for and provide professional leadership and day to day management of agreed responsibilities within the faculty, under the direction of the Head of Maths.

These include:

- Leadership and management of Maths
- Line managing agreed Maths staff
- Taking responsibility for agreed areas of the department
- Extend the impact of Maths across the whole academy by modelling excellent practice and supporting development
- Line manage Key Stage TLR holders as directed by the Head of Maths
- Help to lead an exciting, innovative curriculum which enables the highest levels of pupil progress and attainment

### Key Responsibilities and Tasks

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

- To be accountable to the Head of Maths
- Promoting the latest developments in pedagogical practice within Maths
- Improving the standards of presentation of work throughout the faculty
- Ensuring the Maths home learning is regularly set and assessed, particularly in designated area of key stage responsibility
- Monitor the use of Sparx Maths at KS3 and Hegarty Maths at KS4 and use the data to act accordingly
- Organise and lead curriculum masterclasses as directed by the Head of Maths
- Building a high performing team of professionals within the Maths department who regularly monitor the performance of all the individuals in their classes and groups of individuals such as LAC, FSM (Pupil Premium), SEN and G&T





- Managing academic and other data on all learners in the department in order to raise both attainment and progress
- Promoting educational inclusion in Maths so that behaviour is good or better
- Encouraging and listening to the “learner voice” about learning within the Maths department and so developing a shared understanding of what is outstanding teaching
- Monitoring, evaluating and reviewing the work of the professionals in the Maths department. For example, monitoring both the submission and the accuracy of assessments
- To make a positive contribution to the Academy Middle Leadership Team
- To ensure that strategies are in place to maximise levels of attainment in Maths for all students within the agreed area of responsibility
- To be active and forward thinking in issues relating to students’ welfare and support
- To maintain a teaching timetable modelling outstanding practice in terms of classroom teaching, preparation, marking and assessment
- To assist and support the Head of Maths with resourcing and the day-to-day smooth running of the department
- To be familiar with the relevant GCSE specification for Maths and to ensure that both subject areas at the academy directly fulfil these requirements. It is imperative that the post-holder remains aware of any changes that the Exam Board makes and to ensure that the department is fully up to date with national developments
- Most significantly, the department needs to develop a skills-based approach to Maths that will prepare students for GCSE success
- To support the leadership and development, coordination of resources, schemes of work and lesson plans for the effective delivery of Maths
- Where necessary, to coordinate and lead any trips that have been agreed by the Head of Maths
- To assist the Head of Maths with modelling best practice in the teaching Maths, and to support new staff and non-specialist staff with this delivery
- To be actively responsible for intervention strategies to support students’ success and to liaise with academy support staff where appropriate
- To be a reflective practitioner and to continually reassess, alongside the Head of Maths, the success of the department and to adapt and develop as necessary

## Other Professional Requirements

- To uphold the academy’s values of respect, determination, ambition, tolerance and integrity in all activities
- Have a working knowledge of teachers’ professional duties and legal responsibilities
- 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
- 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 corporate life of the academy through effective participation in meetings and management systems necessary to coordinate the management of the academy
- 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 activity once per week; either curriculum based or an extra-curricular club



**"There is an Inclusive culture, supportive team, the freedom to try new things and be in charge of my personal development."**  
(Staff Survey November 2021)





## 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
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- Undertake any other duty as specified by the Principal not mentioned in the above

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.

**“There is a clear ethos and clear understanding of the vision of the school ”**  
(Staff Survey November 2021)



**"Strong leadership, aligned to real concern for staff welfare leads to an atmosphere ripe for excellent teaching and learning."  
(Staff Survey November 2021)**







# Person Specification: Assistant Head of Maths (Second in Charge)

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

E = Essential      D = Desirable

Assessed by:      I = Interview      A = Application

QUALIFICATIONS	CRITERIA	SELECTION
Qualified to at least degree level in related subject	E	A
Qualified to teach in the UK	E	A
Evidence of further in-service training	D	A
Further professional qualifications	D	A
LEADERSHIP		
Ability to work in close harmony with the extended leadership team	E	A/I
Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance	E	A/I
Take personal responsibility for own actions	E	A/I
Genuine passion and a belief in the potential of every student	E	A/I
Commitment to the safeguarding and welfare of all students	E	A/I
EXPERIENCE		
Experience of working within a school or secondary education setting	E	A/I
A track record of effectively leading/motivating students	E	A/I
Experience of improving student outcomes	E	A/I
Experience of implementing behaviour management strategies consistently and effectively	E	A/I
Experience of leading a curriculum area for at least one year	D	A/I
Experience of supporting students of all ages and abilities to make excellent progress and achieve impressive examination outcomes	E	A/I
Experience of having designed, implemented and evaluated effective, imaginative and stimulating Schemes of Work and learning plans for Maths	E	A/I
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
Experience of running enrichment and extracurricular activities which inspire and motivate learners	D	A/I
Experience of leadership of a team	D	A/I
Experience of developing teaching and learning within Maths	E	A/I
Successful integration of whole school developments in innovation and skills	D	A/I
A minimum of 5 years' experience of working closely to facilitate the learning of students within a classroom situation	D	A/I
Awareness of data protection, security and confidentiality	E	A/I
To have knowledge and experience of working in and leading a successful team	D	A/I
Knowledge of the curriculum at KS3, KS4 and KS5	D	A/I



Knowledge of the assessment requirements and arrangements for the subjects/curriculum areas taught, including those relating to public examinations and qualifications	E	A/I
Know how to use local and national statistical information to evaluate the effectiveness of your teaching, to monitor the progress of those taught and to raise levels of attainment	E	A/I
Knowledge and understanding of Maths related pedagogy including the contribution that the subject area can make to cross-curricular learning	E	A/I
<b>PROFESSIONAL DEVELOPMENT</b>		
Evidence of a commitment to own professional development	E	A/I
Evidence of keeping up to date with educational thinking and knowledge	E	A/I
A strong commitment to the quality of professional development of staff	E	A/I
The drive to develop others' capabilities and help them realise their full potential	E	A/I
<b>SKILLS, BEHAVIOURS AND PERSONAL QUALITIES</b>		
Fully subscribe to our academy values of Respect, Determination, Ambition, Tolerance and Integrity	E	A/I
A commitment to equality and diversity	E	A/I
Ability to establish a positive ethos with an accent on high achievement for all	E	A/I
Align to working in a school where we expect positivity, loyalty, openness and trust	E	A/I
Ability to set clear expectations and parameters and to hold others to account for their performance	E	A/I
Ability to challenge underperformance	E	A/I
Ability to empathise with the needs of students and to be firm but fair and consistent	E	A/I
Ability to prioritise and manage time effectively	E	A/I
An effective communicator and motivator of students and staff	E	A/I
A team player with the ability to establish good working relationships with staff, students and parents	E	A/I
Willingness to share expertise and knowledge with others	E	A/I
Good health and an appreciation of work life balance	E	A/I
A high level of emotional intelligence	E	A/I
An excellent record of attendance and punctuality	E	A/I
Flexibility and adaptability in approach	E	A/I
Resilience in overcoming challenges and tenacity to follow actions through	E	A/I
Experience of working in a coaching environment	D	A/I
Willingness to work in a coaching environment	E	A/I
An engagement with a coaching style of conversation	E	A/I
Experience of coaching others	D	A/I



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Part of United Learning

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