



# Teacher of Science Candidate Pack

2023



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# About us

"We pride ourself 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 it's 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

**'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

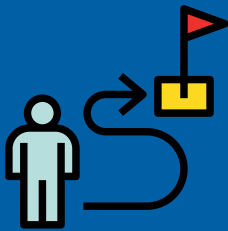


Pathfinder Schools is a cross-phase, multi-academy Trust of 10 schools in the north of Northamptonshire. Our Trust includes both church and community academies and we work closely together, connected by the vision we share for our pupils. Each school has its own unique character but we are unified by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

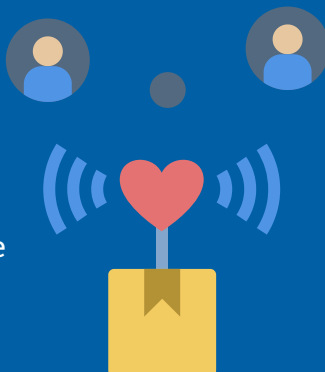






## Our strategic objectives

- 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.

# Teacher of Science



# Advert

We are seeking to appoint an innovative teacher to join our dedicated Science Faculty.

## Contract type

- Permanent
- Full-time

## Salary

- MPS/UPS+TLR for the right candidate

## 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](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)

This post would be equally suitable for an experienced or beginning teacher and provides the opportunity to work in an ambitious faculty which is striving to raise standards.

ECT's are well supported and developed by the Academy.

The science department has recently been refurbished and boasts state of the art science facilities which provide a superb foundation for the delivery of high quality teaching and learning across all of the science discipline.

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](mailto: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/>

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.

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.

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.



# Teacher of Science

## Job Description

### Reporting to:

Head of Department

### Responsible for:

The provision of a full learning experience and support for students.

**Liaising with: Head of Department (and Year group Progress Leader for form tutor responsibility)**

### Working Time:

Full time Permanent

### Salary/Grade:

MPS/UPS

### Purpose of the Post:

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

Early Career Teachers will be supported in meeting some aspects of the job description during their Induction.

Items in italics, at the end of each relevant section, outline the additional job description expectations of a post-threshold teacher. The academy Performance Management Policy, Performance Management Handbook and Pay Policy, explain the process for teacher progression from MPS to UPS and up the UPS.

### Strategic Planning and operational

- To contribute to the whole academy's planning activities, including the three year strategic plan and subsequent annual plans
- To contribute to the department's annual development plan and its implementation.
- To assist in the development of appropriate syllabuses, resources, schemes of work, teaching and assessment policies and strategies in the department.
- To plan and prepare courses and lessons in line with curriculum and student guidance policies and practices

For teachers that have been successful in meeting the threshold standards:

- To consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs.*

### Curriculum Provision

- To assist in the process of curriculum development and change, so as to ensure the continued relevance to the needs of students, examining and awarding bodies, and the academy aims and strategic objectives.

### Curriculum Development

- To maintain a secure and up to date knowledge and understanding of the subject(s) you are trained to teach. This should include:
  - For teachers teaching at KS3, the relevant National Curriculum Programme(s) of study, and if teaching one or more core subject, the relevant frameworks, methods and expectations set out in any national strategies implemented for Key Stage 3, and also the cross-curricular expectations and the guidance for them, set out in the National Strategy for Key Stage 3.
  - For teachers at KS4 and post 16, the pathways for progression through the 14-19 phase in school and work-based settings, familiarity with the national qualifications framework, and with progression within and from your own subject and the range of qualifications to which your subject contributes, as well as how courses are combined in students' curricula.
  - As relevant to the age range you are trained to teach, familiarity with the National Curriculum for Citizenship and the Personal, Social and Health Education curriculum.
  - An awareness of expectations, typical curricula and teaching arrangements in the Key Stages or phases before and after the ones you are trained to teach.
  - An understanding of how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.
  - An understanding of how to use ICT effectively, both to teach your subject and to support your wider professional role.
  - An understanding of your responsibilities under the SEN Code of Practice, and how to seek advice from specialists about less common



types of special educational needs.

- An awareness of good practice in numeracy and literacy

*For teachers that have been successful in meeting the threshold standards:*

- To demonstrate a thorough and up-to-date knowledge of the teaching of their subject and to demonstrate that they take account of wider curriculum developments relevant to their work.

### **Staff Development and Appraisal**

- To participate in the academy's arrangements for continuing professional development.

- To engage actively in the Performance Management process.

- To improve your own teaching, by evaluating it, learning from the effective practice of others and from evidence, and with support, take steps to address areas of need

- To work as a member of designated teams

- To seek and use opportunities to work collaboratively with colleagues in sharing effective practice, and to contribute positively to effective working relations within the academy.

- To take increasing responsibility for your own professional development.

*For teachers that have been successful in meeting the threshold standards:*

- To take responsibility for their professional development and use the outcomes to improve their teaching and pupils' learning.

### **Recruitment/ Deployment of Staff**

- To contribute to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations

- To assist the Principal in carrying out threshold assessments of other staff for whom you have management responsibility

- To co-ordinate or manage the work of other staff

- To ensure the effective/efficient deployment of classroom support personnel

### **Quality Assurance**

- To help to implement school quality procedures and to adhere to them.

- To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed academy procedures, including evaluation against quality standards and performance criteria.

- To review from time to time methods of teaching and programmes of work, and to seek/implement modification and improvement where required.

- To take part, as may be required, in the review of activities relating to the curriculum, organisation and pastoral functions of the school.

### **Management of information and administration**

- To maintain appropriate records and to provide relevant accurate and up-to-date information for the school's MIS, such as assessment data, registers, behaviour records etc.

- To complete relevant documentation to assist in the tracking of students.

- To track student progress and use information to inform teaching and learning

- To participate in administrative and organisational tasks related to professional duties, including the direction or supervision of persons providing support for teachers in the academy

- To make records of and reports on the personal and social needs of pupils

## **Communications**

- To communicate and consult sensitively and effectively with parents and carers of students, recognising their roles in pupils' learning, and their rights, responsibilities and interests in this.
- Liaise effectively with parents or carers on pupils' progress and achievements
- Where appropriate, to communicate, consult and co-operate with persons or bodies outside the academy
- To participate in meetings arranged for the above
- To follow agreed policies for communications and consultation in the academy.
- To participate in meetings at the academy which relate to the curriculum for the academy or the administration or organisation of the academy, including pastoral arrangements

## **Marketing and Liaison**

- To take part in marketing and liaison activities such as Open Evenings, Parent's Evenings and liaison events with partner schools.
- To contribute to the development of effective subject links with external agencies.

## **Management of Resources**

- To contribute to the process of the ordering and allocation of equipment and materials.
- To assist the Head of Department/subject to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and the students.
- To ensure that the teaching area is kept tidy, and that displays are of good quality and updated when appropriate

## **Pastoral System:**

- To be a Form Tutor to an assigned group of students.
- To liaise with the Head of House to ensure the implementation of the academy's student guidance system
- To promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to you
- To attend assemblies, register the attendance of pupils, follow up pupil absence, and supervise pupils, whether these duties are to be performed before, during or after academy sessions
- To provide guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions
- To make relevant records and reports, including the personal and social needs of pupils
- To maintain good order and discipline among the pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities off site.
- To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- To contribute to the preparation of action plans and progress files and other reports.
- To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff



- To contribute to PSHE, citizenship and enterprise according to academy policy
- To secure a standard of behaviour that enables pupils to learn, and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the academy

## **Teaching**

- To take part in, and contribute to teaching teams as appropriate to the academy. Where applicable, to plan for the deployment of additional adults who support pupils' learning
- To set challenging teaching and learning objectives which are relevant to all pupils in their classes, and to base these on their knowledge of:
  - the pupils
  - evidence of their past and current achievement
  - the expected standards for pupils of the relevant age range
  - the range and content of work relevant to pupils in that age range.
- To use these teaching and learning objectives to plan lessons, and sequences of lessons, showing how they will assess pupils' learning.
- To take account of and support pupils' varying needs so that girls and boys, from all ethnic groups, can make good progress.
- To select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds, with the help of support staff where appropriate.
- To ensure that ICT, Literacy, Numeracy and your subject specialism(s) are reflected in the teaching and learning experience of students
- To ensure a high quality learning experience for students, which meets internal and external quality standards.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the specification
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To identify and support more able pupils, those who are working below age-related expectations, those who are failing to achieve their potential in learning, and those who experience behavioural, emotional and social difficulties (with guidance from an experienced teacher where appropriate).
- To have high expectations of pupils and build successful relationships, centred on teaching and learning, and to establish a purposeful learning environment where diversity is valued and where pupils feel secure and confident.
- As relevant to the age range you are trained to teach, to plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment-based settings, with the help of other staff where appropriate.
- To secure a standard of behaviour that enables pupils to learn. To set high expectations for pupils' behaviour and establish a clear framework for classroom discipline. To anticipate and manage pupils' behaviour constructively, and promote self-control and independence, and act to pre-empt and deal with inappropriate behaviour in the context of the behaviour policy of the school
- To teach clearly structured lessons or sequences of work which interest and motivate pupils and which:
  - make learning objectives clear to pupils

- employ interactive teaching methods and collaborative group work
- promote active and independent learning that enables pupils to think for themselves, and to plan and manage their own learning.
- To differentiate your teaching to meet the needs of pupils, including the more able and those with special educational needs (with guidance from an experienced teacher where appropriate).
- To support those who are learning English as an additional language, with the help of an experienced teacher where appropriate
- To take account of the varying interests, experiences and achievements of boys and girls, and pupils from different cultural and ethnic groups, to help pupils make good progress.
- To organise and manage teaching and learning time effectively
- To organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively with the help of support staff where appropriate.
- To use ICT effectively in their teaching
- To take responsibility for teaching a class or classes over a sustained and substantial period of time, and to teach across the age and ability range for which they are trained.
- To provide homework and other out-of-class work which consolidates and extends work carried out in the class and encourages pupils to learn independently.
- To work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance pupils' learning.
- To recognise, and respond effectively to, equal opportunities issues as they arise in the classroom, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- To supervise pupils whose teacher is not available to teach them (although no teacher shall be required to provide such cover for more than 38 hours in any school year, except in the case of a teacher employed wholly or mainly for the purpose of providing such cover)
- To participate in arrangements for preparing pupils for external examinations, assessing pupils for the purposes of such examinations and recording and reporting such assessments. Participating in arrangements for pupils presentation for, and conducting, such examinations (but this does not require a teacher routinely to participate in any arrangements that do not call for the exercise of a teacher's professional skills and judgement, such as invigilation)

For teachers that have been successful in meeting the threshold standards:

- To consistently and effectively use a range of appropriate strategies for teaching and classroom management.*
- To consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback*
- To demonstrate that, as a result of their teaching, their pupils achieve well relative to the pupils' prior attainment, making progress as good as or better than similar pupils nationally. This should be shown in marks or grades in any relevant national tests or examinations, or school-based assessment for pupils where national tests and examinations are not taken.*

#### *Other Specific Duties*

- To be fully familiar with the academy 'Code of Conduct' in relation to safeguarding children and staff, and with all associated academy policies, including 'Child Protection', 'Anti-Bullying', 'Anti-Racism',

## ‘Physical Intervention’ and ‘Internet Safety’

- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example
- To support the school in meeting its legal requirements for worship
- To promote actively the school's corporate policies, as laid down in the academy handbook, and to contribute to the smooth running of the academy by following documented procedures
- To comply with the academy's Health and Safety policy, to undertake risk assessments as appropriate, and to report any health and safety, or other, concerns, to the HOD or premises staff as appropriate
- To undertake academy supervisory duties in accordance with published rotas
- To have high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and be committed to raising their educational achievement.
- To treat pupils consistently, with respect and consideration, and be concerned for their development as learners.
- To demonstrate and promote the positive values, attitudes and behaviour that you expect from your pupils.
- To understand the contribution that support staff and other professionals make to teaching and learning, and to guide the work of other adults who support pupils' learning.
- To be aware of, and work within, the statutory frameworks relating to teachers' responsibilities

For teachers that have been successful in meeting the threshold standards:

- *To make an ongoing, active contribution to the policies and aspirations of the school*
- *To demonstrate in their everyday work, that they are effective professionals who challenge and support all pupils to do their best through:*
  - (a) *inspiring trust and confidence,*
  - (b) *building team commitment,*
  - (c) *engaging and motivating pupils,*
  - (d) *analytical thinking,*
  - (e) *positive action to improve the quality of pupils' learning.*

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

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.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy 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.

This job description is current at the date shown, but following consultation with you, may be changed by the SLT to reflect or anticipate changes in the job which are commensurate with the salary and job title.



# Person Specification

## Teacher of Science



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

# Contact us



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

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**2** Call us    Tel: 01536 418844

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**3** Email us    Academy Interim Business Manager  
[callsopp@montsaye.pfschools.org.uk](mailto:callsopp@montsaye.pfschools.org.uk)  
[recruitment@pfschools.org.uk](mailto:recruitment@pfschools.org.uk)

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