



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

# Welcome to Northampton Academy

## APPLICATION PACK

**Vice Principal, Pastoral**

**Salary:** Highly Competitive plus possible relocation allowance

**Hours:** Full Time

**Start Date:** September 2021

**Closing Date:** Friday 23<sup>rd</sup> April 2021 at 12pm

**Interviews:** Thursday 29<sup>th</sup> and Friday 30<sup>th</sup> April 2021

## An Academy of Character and Excellence



School of

**CHARACTER**

Respect ■ Determination ■ Ambition ■ Tolerance ■ Integrity

# Northampton Academy is looking for a strong, tenacious and personable Vice Principal to lead on pastoral provision at the school, augmenting an already driven and focused Senior Leadership Team

The Vice Principal will lead on ensuring the highest standards of behaviour, attendance, safeguarding and SEN provision are provided. They will ensure that our vision of being an 'Academy of Character and Excellence' continues to be implemented throughout our pastoral provision and that students' character is being developed at every stage.

This is a rewarding, yet incredibly demanding role and the successful candidate will work closely with all key stakeholders in order to support our high expectations. Therefore, high levels of communication skills and emotional intelligence are essential for this role.

The successful candidate will have strength in being able to gather, manipulate, analyse and use data and key metrics to inform decision-making and make change when required. Having the ability to remain calm in difficult situations is vital, alongside being resilient and having the ability to multi-task. Furthermore, the successful candidate will have a high awareness of the importance of inclusion for all. The successful candidate will be highly ambitious and will be looking to become Principal in the next 3-5 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 be successful in life.

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.







# A Letter From The Principal



Dear Colleague

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

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

Our vision and mission are simple;

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

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

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

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

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

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

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

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

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

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

Yours sincerely,

Chris Clyne  
Principal

# 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



# Why Work For Us?

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

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

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

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

(Ofsted, Nov 2019)





School of  
**CHARACTER**

## A School of Character

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

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

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

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

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

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

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

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

(Ofsted, Nov 2019)



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



School of  
**CHARACTER**



# 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



Northampton Saints

Abington Park





Stoke Bruerne



Castle Ashby Gardens



Northampton Saints



Royal and Derngate Theatre



# Part of United Learning

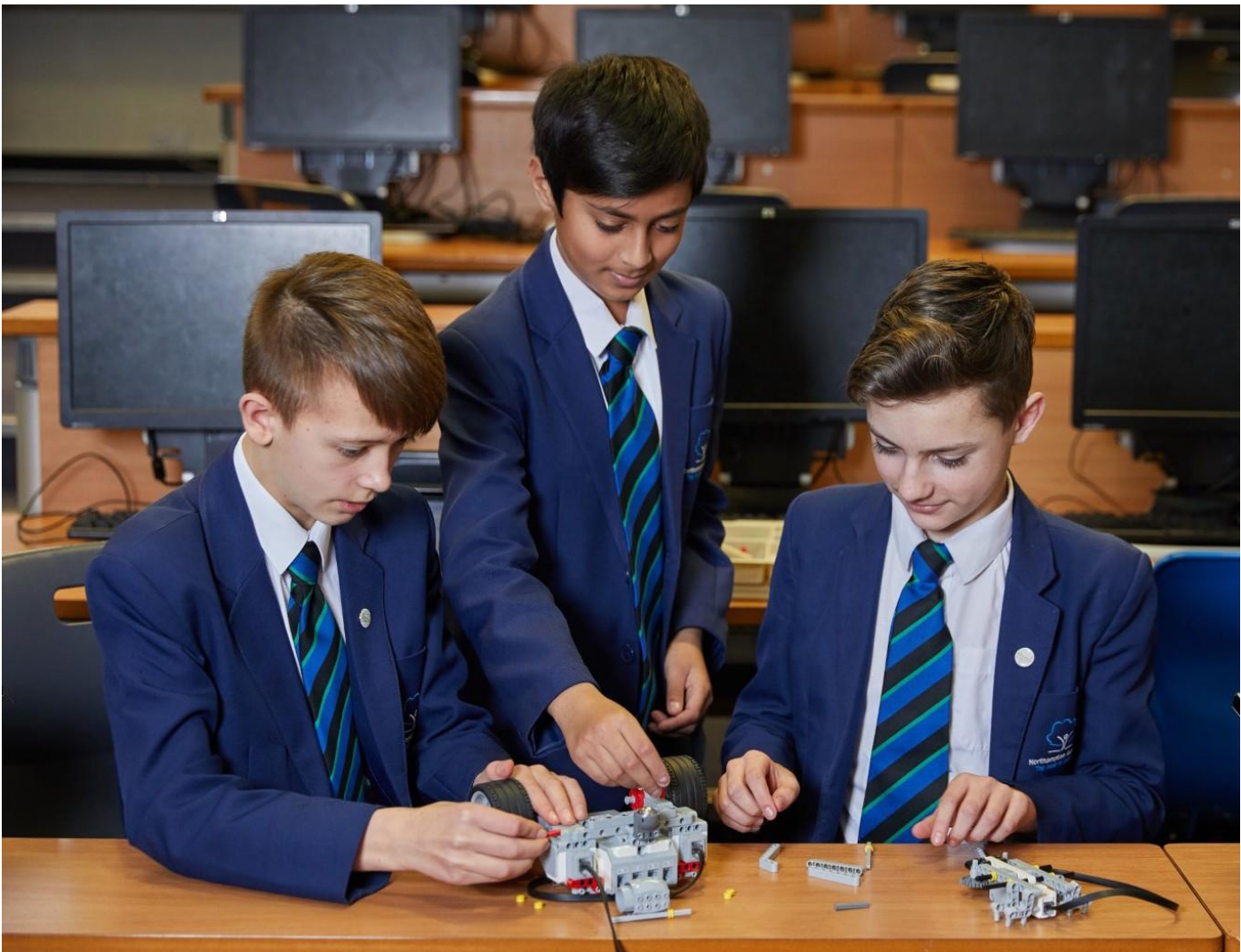
Northampton Academy is part of United Learning, a large, and growing, group of schools aiming to offer a life changing education to children and young people across England.

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









# Job Description and Person Specification

## Job Description – Vice Principal, Pastoral

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

**Reporting to:**  
Principal

**Hours of Work:**  
Full time

## Purpose

- To provide strong leadership for all aspects of pastoral care at the Academy, including but not exclusively behaviour and safety, safeguarding, early help, tutorial provision, SEND, LAC, attendance and admissions

## Safeguarding

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

## Line Management

- Line manage and review named Assistant Principals and other staff, in consultation with the Principal

## Key Responsibilities

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

- Ensure our vision for the academy is implemented across the pastoral provision, particularly regarding behaviour and safety, safeguarding, early help, tutorial provision, SEND, attendance, admissions and praise systems
- Ensure that students' character is developed through the pastoral provision on offer
- Lead the drive for continued improvement in the quality of and compliance with the academy uniform
- Design a pastoral curriculum which will make a positive impact on students' progress and achievement and their engagement in, and enjoyment of, learning





- Working with the other Vice Principals, lead, manage, co-ordinate and evaluate whole academy monitoring, evaluation and review to ensure the highest standards of teaching and learning, attainment, progress and behaviour
- Oversee the process of drawing together priorities for development from external reports, self-evaluation and performance management into an effective plan for training and development
- Leadership of the Learning Managers, Deputy and Directors of Key Stage, Early Help Practitioners, SENDCO and team, Internal Exclusion team, Wellbeing, Safeguarding, Tutors and Attendance/Admissions teams
- Overseeing the holistic approach in addressing all the complex needs and requirements for Looked After Children (LAC)
- Taking the strategic lead and overseeing the running and provision of PEPs (Personal Education Plan)
- Create and maintain an agenda of aspiration and achievement for the academy, working with staff to do so
- Contribute to the development and review of all strategic plans and policies within the academy
- Liaise closely with parents regarding pupil progress and behaviour and deal with any issues that develop in relation to student welfare
- Provide a consistent team approach to routine and behaviour/ethos matters, including Academy Leadership Team duties
- Leadership of effective external relationships with community and other stakeholders

## Strategic management

- In consultation with staff and governors maintain the ethos, vision and aims of the academy including the drafting of relevant policies
- Securing the achievement of Key Performance Targets identified in the Academy Strategic Plan
- Ensuring that academy systems and accountabilities are delivered according to the key principles of simplicity, efficiency and effectiveness
- Planning and delivering academy policy in key areas

## Accountability

- Advising and reporting to the Governing Body and Trust as required
- Working in accordance with statutory policy
- Liaising with officers, inspectors and other outside agencies
- Developing relationships between the academy and its local community
- Contributing to the process and completion of any self-evaluation processes
- Being accountable for the delivery of key strategic objectives as determined in negotiation with the Principal and the Senior Leadership Team as a whole

## Leadership and management of people

- Deputising for the Principal as required
- Providing an approachable, authoritative and visible presence in and around the academy to provide support for staff, students, parents and the local community
- Developing a strong sense of teamwork and common purpose among staff
- Carrying out performance management of key leaders and managers
- Performing other duties determined in discussion with the Principal
- Training, coaching, supporting and directing staff as required to ensure a positive, professional and achievement focused ethos is maintained





## General

All academy staff are expected to:

- Work towards and support the academy's vision, values and objectives
- Communicate effectively to all members of the team and work collaboratively with other staff
- Support and contribute to the academy's responsibility for safeguarding students
- Uphold the academy behaviour policy
- Work within the academy's Health and Safety policy to ensure a safe working environment for staff, students and visitors
- Work within the academy's Community Cohesion and Equal Opportunities policies to promote equality of opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Adhere to academy policies, procedures and core values as set out in the documentation available to all staff
- Ensure that the confidentiality of sensitive information and data is not compromised
- Keep up to date with developments relating to their role
- Develop and maximise the use of ICT
- Meet in accordance with calendared meetings and with line managers as required
- Other responsibilities as reasonably requested and commensurate with the grading of the post
- Any such duties that may from time to time be reasonably assigned by the Principal

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

March 2021

Signed:

\_\_\_\_\_  
Job Holder

\_\_\_\_\_  
Date





# PERSON SPECIFICATION – VICE PRINCIPAL, PASTORAL

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
A good honours degree	E	A
Qualified Teacher Status	E	A
NPQH/NPQSL	D	A
Designated Safeguarding Lead training	D	A
Online Safeguarding training	E	A
EXPERIENCE		
Experience of teaching in at least two schools	D	A/I
Experience of leading pastoral care at middle or senior leadership level	E	A/I
A track record of effectively leading/motivating pupils and staff and developing team approaches	E	A/I
Minimum of two years' leadership experience	E	A/I
Demonstrable experience of improving student outcomes	E	A/I
Excellent understanding of high-quality approaches to pastoral care, including behaviour, safety and praise systems	E	A/I
Outstanding teacher	E	A/I
Developing, leading and monitoring initiatives using technology to support evaluation	E	A/I
In-depth knowledge and understanding of National Educational priorities/developments	E	A/I
Experience of leading the procedures and expectations with regards to meeting all the needs of Looked After Children (LAC) which includes ability to attend and report at LAC reviews and PEPs	D	A/I
Experience of leading PEPs (Personal Education Plan) and how to use and access relevant software for this process	D	A/I
PROFESSIONAL DEVELOPMENT		
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
Willingness to work in a coaching environment and having coached staff	E	A/I
Experience of having worked in a coaching environment and having coached staff	D	A/I
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING		
Knowledge and understanding of recent legislation, development and initiatives in secondary education	E	A/I
Knowledge of the latest developments in safeguarding and child protection	E	A/I
Knowledge of Performance Management and review	E	A/I
Ability to analyse data effectively	E	A/I
Ability to present data to support academy and student progress and behaviour	E	A/I
Good understanding of the skills and attributes required for effective leadership	E	A/I

A thorough understanding of the OFSTED Framework regarding effective leadership, management and self-evaluation	E	A/I
An understanding of the personal qualities required for effective leadership in learning, as well as the most effective methods of training staff to the required standard	E	A/I
Good understanding of the needs of pupils who are vulnerable and be able to use this knowledge to inform policy and practice	E	A/I
Experience of working with early help provision	D	A/I
Experience of securing excellent attendance and punctuality from students	E	A/I
Experience of policy writing and devising schemes of work	E	A/I
Knowledge of effective strategies to meet the needs of all students	E	A/I
A good understanding of positive effective strategies for whole school behaviour management	E	A/I
To understand the principals of Equalities intervention and whole school initiatives	E	A/I
To have a good working knowledge and understanding of school's statutory responsibilities regarding the needs and care of pupils with SEN to include pupils on school action, school action plus and pupils with EHCPs	E	A/I
To understand what is involved in the role of Designated Safeguarding Lead including having a good understanding of up-to-date policy and practices	E	A/I
<b>PRACTICAL AND INTELLECTUAL SKILLS</b>		
Ability to establish a positive ethos with an accent on high achievement for all	E	A/I
Ability to empathise with the needs of pupils 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 pupils and staff	E	A/I
Ability to enable and empower others	E	A/I
A team player with the ability to establish good working relationships with staff, pupils and parents	E	A/I
The ability to communicate clearly and concisely both verbally and in writing at all levels	E	A/I
The ability to set clear parameters and to hold others to account for their performance	E	A/I
The ability to challenge underperformance	E	A/I
<b>PERSONAL QUALITIES</b>		
Ambition to become a Principal in 3-5 years	E	A/I
Fully subscribe to our academy values of Respect, Ambition, Determination, Tolerance and Integrity	E	A/I
The tenacity to see things through and secure, where necessary, 100% compliance from staff and students	E	A/I
Willingness to engage carers to encourage close involvement in their child's education	E	A/I
Flexibility in approach	E	A/I
Enjoyment in overcoming challenges	E	A/I
Good communication skills	E	A/I
Ability to manage workload effectively	E	A/I
Ability to enthuse and motivate others developing strong partnerships	E	A/I
Willingness to share expertise and knowledge with others	E	A/I
Willingness and ability to run academy training sessions	E	A/I
Good health and an appreciation of work life balance	E	A/I



A sense of humour, warmth, energy, stamina and resilience	E	A/I
The professional respect of colleagues	E	A/I
Open to working in a coaching environment	E	A/I
Experience of coaching conversations	D	A/I



**Northampton Academy**

The best in everyone™

Part of United Learning

If you wish to discover more about this exciting opportunity,  
need any further information or you wish to have an informal  
discussion, please contact:

Emma Covill at Academicis: [ecovill@academicis.co.uk](mailto:ecovill@academicis.co.uk)

Tel: 01223 907 976 / 07733 628155



*School of*

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