



Northampton Academy
The best in everyone™
Part of United Learning



ACE School of
CHARACTER



Welcome to Northampton Academy

APPLICATION PACK

Internal Reflection and Refocus Centre Assistant

Salary: £22,435-£23,221 actual, depending on experience

Hours: 37.5 hours, 39 weeks

Start date: ASAP

Closing Date: Thursday, 9th May 2024 at 23.59pm

An Academy of Character and Excellence



Respect ■ Determination ■ Ambition ■ Tolerance ■ Integrity

Northampton Academy is seeking to appoint an Internal Reflection and Refocus Centre Assistant

The successful candidate will be responsible for the management and coordination of the day-to-day function of the Internal Reflection Room and will work closely alongside the Internal Reflection Supervisor. The academy Reflection Room is an internal isolation area for students who have disrupted school/learning. The room is designed as a behaviour management tool but also in part designed to support students to reflect on their behaviour and prevent further isolation periods in the future. The successful candidate will also create and deliver specific interventions to small groups of students in the Refocus Centre. We are looking for someone who can work as part of a team to ensure the highest delivery of service, who will join our exceptional Pastoral team.

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 about the role, please contact Jules Smith, Vice Principal (Pastoral): (jules.smith@northampton-academy.org).

" The school's curriculum is broad and ambitious in all three key stages and for all pupils, including those with SEND. Leaders have carefully planned the curriculum so that pupils can learn new knowledge in a highly structured way."

(Ofsted, 2023)



A Letter From The Principal



Dear Colleague

I am thrilled to extend a warm welcome to you to Northampton Academy. It's an excellent decision to join our team, and I assure you that working here will be a fulfilling experience. You will receive support and guidance to develop your skills as you progress in your career.

We are part of United Learning, a network of academies, primaries and independent schools throughout the UK. United Learning's motto, "The Best in Everyone" resonates with us and is the driving force behind our commitment to excellence.

Our vision is straightforward: "To be an academy of character and excellence, providing a unique and extraordinary experience that sets us apart locally, nationally and internationally." Our mission is equally simple: "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 achieve our goal of becoming an Academy of Character and Excellence. We aim to showcase the fantastic work we have done in various areas, such as our Character and STEM programs, on a national and international level. I am delighted to have a dedicated team of professionals who will help us move forward in realising our vision.

The safety and wellbeing of our students is our top priority. It is at the heart of everything we do. We are proud of our "exceedingly strong culture of safeguarding" (Ofsted, March 2023) and our students thrive because of it. We are proud to have been judged outstanding in all areas during our most recent inspection in March 2023.

We believe in the importance of work-life balance and recognise that spending quality time with family and loved ones is crucial. Therefore, there is no email communication from 5.30pm to 7.30am during the week and no emails over the weekend. We have a 'flexi-working' policy where every teaching member of staff has a morning or afternoon off each week, allowing them to pursue activities they enjoy. At Northampton Academy, we value trust, and I trust that you will effectively perform your duties and balance work with personal life. We offer many ways to support staff wellbeing and you will come across more as you progress in your career with us. We are seen as a leading school in the UK for our work around staff wellbeing.

I operate an open-door policy and I welcome any staff member to come and speak with me regarding any issues they may have. I will always try to find solutions or offer support to find them.

People often say, "I got into teaching to make a difference" and at Northampton Academy, you can make a real difference. Our school has transformed over the past few years and our students have high aspirations and regularly progress to the best universities and apprenticeships.

Northampton Academy is a unique place, and I am confident that it will only continue to get better. I wholeheartedly recommend Northampton Academy as 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
- Access to newly refurbished gym on site

Centre of Excellence Award

At our core, we embrace the motto 'Our Differences Unite Us'. Our dedication to inclusivity led us to undergo an evaluation by the Inclusion Quality Mark, resulting in the prestigious Inclusive School Award. Throughout the two-day assessment, our staff, students, parents and carers engaged extensively with the assessor, allowing her to gain a deep understanding of our comprehensive approach to inclusion. The assessor was profoundly impressed by the conversations and observations during her visit, and as a testament to our excellence, she also honoured us with the esteemed 'Centre of Excellence' Award.

These Awards recognise our unwavering commitment to delivering and promoting inclusive education across eight key categories. Our efforts extend from classroom instruction and learning experiences to broader engagements with students, parents and the local community.

Several notable initiatives exemplify our dedication to fostering inclusivity. Last year during Pride History Month, we empowered our students to lead a vibrant Pride March, embracing and celebrating diversity. Furthermore, we have created a serene Sensory Garden, providing a nurturing space for students with Special Educational Needs. In line with our 'Community Matters' initiative, we established a food bank to address local needs and implemented a school uniform swap facility, supporting students and their families in times of need.

At the academy, we take great pride in embracing the belief that 'our differences unite us'. We are wholeheartedly dedicated to weaving inclusion into the very fabric of every aspect of school life.



Staff Survey November 2022

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

- 98% value the school's culture
- 99% are proud to work at the school
- 95% support the school's strategy and direction
- 97% feel the school is well led
- 95% would recommend the school to a friend or family member as an employer'

*" Northampton Academy is an amazing place to work.
I feel valued in my role, I have complete trust in the leadership of the school.
The Principal leads with transparency, respect and absolute care,
not just for the students but for all the staff."
(Staff Survey November 2022)*



"Teachers subject knowledge is strong. They explain concepts to pupils clearly. Teachers use a wide variety of strategies to enable pupils to know more and remember more. These include effective questioning 'do now' activities at the start of lessons and short quizzes."

(Ofsted, March 2023)

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



ACE 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.

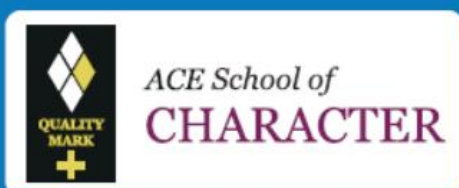
We firmly believe in developing leadership for all and, as such, we provide opportunities for all staff and students.

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.

" My professional development is supported and encouraged. I am trusted to manage my time and resources – micromanagement is non-existent. I can bring my authentic self to work, and diversity of thought is welcome. "

(Staff Survey November 2022)



ACE School of
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'There is little doubt that Northampton Academy can be considered one of the most successful schools in the country in terms of its character development programme and its direct impact on standards.'

- The Association of Character Education

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'.



“The behaviour of pupils is exemplary. They are respectful, well-mannered and polite. They exhibit the school’s values of respect, determination, ambition, tolerance and integrity. Pupils said that bullying is not tolerated. It happens rarely. Pupils know the importance of treating everyone as an equal.

Pupils say that ‘difference unites us’.”

(Ofsted, March 2023)



‘There is a consistent approach to managing behaviour across the school. Staff understand pupils and their individual needs. Behaviour is excellent. Pupils are highly respectful and supportive of each other.’

(Ofsted, 2023)

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, The [Royal and Derngate](#)
- Manor houses and gardens - [Delapre Abbey](#), [Castle Ashby](#)
- Great retail outlets - [Rushden Lakes](#)
- Excellent value for your money on houses and flats
- Historic surrounding market towns and villages with local markets
- Variety of cycleways - [Cycle Northants](#)
- Wide range of country walks to take you away from the pressures of modern living
- Great primary schools throughout the county
- Lakes and water sports - [Stanwick Lakes](#)
- Great sporting scene – [Northampton Saints](#), [Northamptonshire County Cricket Club](#) & [Northampton Town FC](#)
- Picturesque golf courses - [Brampton Heath](#)
- Beautiful parkland and forests
- Canals and rivers



Abington Park

' There is an impressive personal development and character programme. Leaders consider the education of the whole child. Leaders have ensured that the school's values permeate through everything that the school does. This enables the school's vision to be 'an academy of character and excellence' to be achieved.'

(Ofsted, 2023)



Stoke Bruerne



Castle Ashby Gardens



Northampton Saints



Royal and Derngate Theatre

Job Description and Person Specification

Job Description – Internal Reflection and Refocus Centre Assistant

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:

Internal Reflection Room Manager

Purpose

- To manage the IR Room effectively and positively ensuring the students who are placed in there work in silence, behave well and make good personal progress.
- To lead and deliver a range of interventions to small groups of students whilst in the Refocus Centre.

Safeguarding

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

Key responsibilities

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

- Reinforce the academy's 'Behaviour for Learning' standards.
- Communicate to all staff about which students are in Internal Reflection.
- Develop, in collaboration with other colleagues/experts, relevant support materials/activities to address specific student-based issues e.g. behaviour improvement work or self-esteem improvement.
- Ensure all administration is prepared and organised and that all relevant staff are aware of procedures.
- Ensure a Personal Tutor Action Plan is set up on entry to IR (if not already done) and that report cards/mechanisms are robust and followed up whilst the student is in IR.
- Work positively with students, their parents/carers and staff, maintaining the 'firm but fair' ethos of this provision, and the reason it exists.
- Exhibit/demonstrate "presence" that is recognised by students and adults that allows you to ensure silent working when required and other styles of interacting where necessary.



- Use your experience and expertise in shaping students' "new" behaviour for learning, using all data/information, staff and other materials.
- Contribute to strategic planning for inclusion in the academy with specific reference to the IR Room and similar behaviour recovery methods.
- Respond to on call incidents as required, supporting school investigations as appropriate.
- Create interventions which are specific to the school's context and needs of the students.
- Lead interventions with small groups of students whilst in the Refocus Centre.
- Uphold behaviour standards and expectations whilst in the Refocus Centre.
- Carry out other tasks related to school matters as directed by the Director of Inclusions, Assistant Principal for Behaviour, Vice Principal for Pastoral or the Principal.

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.
- Fully subscribe to the Academy Values of Respect, Determination, Ambition, Tolerance and Integrity regarding themselves, the academy and our young people.
- 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.

April 2024

***My colleagues are supportive, the students are amazing,
and this is a great place to work. "***
(Staff Survey November 2022)



*"All staff and teachers within the school genuinely want to give the students the best opportunity to succeed and for the students to be the best version of themselves."
(Staff Survey November 2022)*



Person Specification – Internal Reflection Room Assistant

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 work in the UK	E	A
Grade C or above (or equivalent) in GCSE English and Maths	E	A
A levels or equivalent	D	A
PRACTICAL SKILLS AND EXPERIENCE		
Experience of working within a school environment	D	A/I
A good understanding of child protection legislation	D	A/I
Previous experience of working within an environment dealing with a range of issues affecting young people	D	A/I
Ability to communicate with young people, both individually and in a group setting	E	A/I
Ability to communicate with young people to address the difficulties they are experiencing within school that affect their ability / willingness to learn	E	A/I
Ability to gather information and produce reports	E	A/I
Confident user of ICT	E	A/I
Excellent communication skills both written and verbal, and the ability to communicate effectively with staff and students	E	A/I
PERSONAL QUALITIES AND ATTRIBUTES		
Fully subscribe to our academy values of Respect, Determination, Ambition, Tolerance and Integrity	E	A/I
Likes working with children	E	A/I
Excellent interpersonal skills with the ability to form and maintain appropriate relationships with children, adults, parents and carers	E	A/I
A belief that students can achieve	E	A/I
Calm but purposeful in relation to young people	E	A/I

Set appropriate personal boundaries with young people	E	A/I
Uphold school ethos, values, procedures and guidelines at all times, with utmost consistency	E	A/I
Ability to create/contribute to a stimulating learning environment	E	A/I
Self-motivator with initiative and a proactive practitioner	E	A/I
The ability to deal with peaks and troughs of workload	E	A/I
Perspective and a sense of humour	E	A/I
A team player	E	A/I
A significantly positive attitude to work	E	A/I
A 'can do' attitude and a mentality of going 'above and beyond' expectations	E	A/I
Ability to embrace change and be flexible	E	A/I
Awareness of data protection, security and confidentiality	E	A/I
Well organised with good time management	E	A/I
Ability to prioritise	E	A/I
Excellent written communication skills	E	A/I
Sound ICT skills	E	A/I
Reliable and trustworthy	E	A/I
Calm under pressure and enjoyment in overcoming challenges	E	A/I
Professional understanding of the importance of confidentiality	E	A/I
Have a sense of humour, warmth, stamina, energy and resilience	E	A/I
An engagement with a coaching style of conversation	E	A/I
Experience of coaching others	D	A/I



*" Wellbeing is at the heart of our school - for staff and students."
(Staff Survey November 2022)*





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