



Northampton Academy
The best in everyone™
Part of United Learning



ACE School of
CHARACTER



Welcome to Northampton Academy

APPLICATION PACK

Head of French

Salary: ULT Teachers' Pay Scale plus TLR2

Hours: Full time

Start date: September 2024

Closing Date: Tuesday, 7th May 2024 at 23.59pm

An Academy of Character and Excellence



Respect ■ Determination ■ Ambition ■ Tolerance ■ Integrity

Northampton Academy is seeking an enthusiastic and dedicated Head of French

An exciting opportunity has arisen within our MFL faculty. We are looking to appoint a Head of French to play a significant part within a dedicated and supportive team. You will be working in and making significant contributions to a team that is committed to continually raising standards.

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 Amy Patterson, Assistant Principal (a.patterson@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.

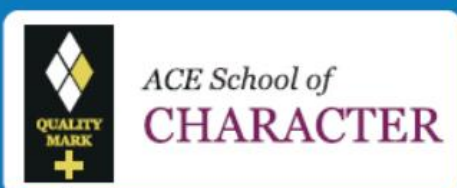
We firmly believe in developing leadership for all and, as such, we provide opportunities for all staff and students.

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)



'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 – Head of French

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:

Member of SLT

Responsible for:

Teaching and Operational staff within the subject area

Line management of:

Staff within the subject area

Purpose

- To lead the teaching of French from KS3 through to GCSE to Advanced Level.
- To be accountable for student progress and development within French.
- To raise standards of student attainment and achievement within French and to monitor and support student progress.
- To be accountable for leading, managing and developing the French curriculum.
- To effectively manage and deploy teaching/support staff, financial and physical resources as appropriate.
- The Head of French will hold responsibility for monitoring progression of students from KS3 through relevant GCSE or A level pathways beginning in Year 7 through to Year 13. This will include support of colleagues to ensure requirements prescribed by examination boards are adhered to. The post holder will also be responsible for specifying GCSE/A Level examination entries in collaboration with the Examinations Manager.

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

- To line manage and review Drama staff in consultation with the SLT line manager.
- Supervise the line management and review of staff, identified by the SLT line manager.



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.

- To lead and manage the subject area.
- To be accountable for student progress and attainment levels within the subject area.
- To ensure that strategies are in place to maximise levels of attainment in French for all students.
- To take responsibility for the development of French across the whole academy.
- Ensure that schemes of work meet national requirements and the needs to students to achieve their full potential.
- Coordinate the provision of resources where applicable.
- Organise revision programmes and/or develop and implement intervention strategies as appropriate.
- Contribute to departmental target setting, including the use of prior attainment data in such target setting.
- Plan and monitor the subject's self-evaluation process (through the analysis of performance data, scrutiny of work, student feedback etc.)
- Write the subject's improvement plan, implementing actions and reviewing progress against actions.
- Develop an effective learning environment for all students.
- Support the professional development of other staff in the department and assist the SLT Line Manager by undertaking performance reviews.
- Promote students' passion for French through clubs, competitions, visits, extension work, special events etc.
- Share the character of the department with parents, students and the wider community through events such as the academy's open evenings and parents' evenings.
- To ensure that the behaviour policy (rewards and sanctions) is implemented so that effective learning can take place.
- To be active in issues of staff and student welfare and support.
- To undertake classroom cover as required.
- Adhere to academy policies, procedures and core values as set out in the documentation available to all staff.

Leadership and Management

- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies with regard to French.
- To be responsible for the day-to-day management, control and operation of course provision within French, including effective deployment of staff and physical resources.
- To monitor actively and follow up student progress.
- To implement academy policies and procedures e.g. Assessment, Health & Safety etc.
- To work with colleagues to formulate aims, objectives and strategic plans for French in line with the aims, objectives and strategic plans of the department and the academy.
- To ensure that Health & Safety policies and practices, including Risk Assessments, are in line with national requirements and are updated where necessary, therefore liaising with the academy's Health & Safety Officer/Manager.
- To produce an annual Development Plan and monitor and evaluate its delivery and impact.

Curriculum and Assessment

- To be accountable for the development and delivery of French.
- To lead curriculum development for French.
- To keep up to date with national developments in the curriculum area and teaching practice and methodology.



*"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)*



- To liaise with the SLT Line Manager and Exams Officer to maintain accreditation with the relevant examination and validating bodies.
- To teach and model the delivery of outstanding lessons that motivate and inspire students, equipping them with the knowledge and practical skills needed to achieve at the highest levels.
- To review and develop the curriculum, involving subject staff and students.
- To keep up to date with national developments in the subject area at each key stage and teaching practice and pedagogy.
- To actively monitor and respond to curriculum developments and initiatives at national, regional and local levels and to disseminate this knowledge to staff.
- To set, oversee and evaluate regular, relevant and diagnostic assessments for students ensuring that they are carried out consistently by all subject staff with effective standardisation moderation.
- To ensure that all student data is understood, interpreted and utilised by all subject staff to modify planning and personalise support.
- To ensure that a range of enrichment and extension activities are offered to and taken up by students to enhance their French skills, confidence in and love of the subject.
- To ensure that all subject staff are marking, assessing and providing feedback in line with best practice and academy policy at all times.
- To support the detailed learning needs of pupils not reaching national standards within the extension structure if not met through curriculum time.

Monitoring and Evaluation

- To contribute to the academy procedures for evaluation.
- To monitor and evaluate the curriculum area in line with agreed academy procedures including evaluation against quality standards and performance criteria.
- To ensure that the quality assurance procedures within French meet the requirements of the department's self-evaluation and the academy improvement plan.
- To produce reports on examination performance.
- To monitor and support the overall progress and development of students within French.
- To regularly and forensically review the attainment and progress of all students, groups and subgroups with subject staff and plan, implement and oversee support and interventions.
- To produce reports as required on student attainment and progress.
- To liaise with all appropriate personnel regarding support for student progress, including SENCO, Lead Teachers and parents/carers.

Staff Development

- To work with the SLT Line Manager to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To continue own professional development as agreed with the relevant line manager.
- To undertake performance management reviews and assist the SLT Line Manager in the undertaking of performance reviews of department staff.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within French liaising with the Cover Supervisor/relevant staff to secure appropriate cover.

Resources

- To work with the SLT Line Manager in order to ensure that the department's teaching commitments are effectively and efficiently timetabled and roomed and that French is appropriately resourced.
- To effectively manage physical resources in order to maximise attainment levels and maintain an environment conducive to learning.
- To ensure that risk assessments and health and safety checks are carried out in line with Academy policy.
- To be a form tutor and carry out the duties associated with that role.

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 after 6 months 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 2024

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



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



Person Specification – Head of French

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	E	A
Qualified to teach in the UK	E	A
Evidence of further in-service training	E	A
Further professional qualifications	D	A
LEADERSHIP		
Able to work in close harmony with the Principal and 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
Strong interpersonal, written and oral communication skills	E	A/I
Takes personal responsibility for their 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
Can maintain effective working relationships with parents and other stakeholders	E	A/I
EXPERIENCE		
Experience of teaching in a school or education setting (secondary)	E	A/I
A track record of effectively leading/motivating students and staff and developing team approaches	D	A/I
Experience of improving student outcomes	E	A/I
Knowledge and understanding of National Educational priorities/developments	E	A/I
Experience of delivering lessons which are consistently at least good to students of all ages and abilities	E	A/I
Experience of implementing behaviour management strategies consistently and effectively	E	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	D	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	E	A/I
Experience of leadership of a team	D	A/I
Successful integration of whole school developments in innovations and skills	D	A/I
Demonstrable experience of working closely to facilitate the learning of students within a classroom situation	E	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	E	A/I
Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, 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 their teaching, to monitor the progress of those they teach and to raise levels of attainment	D	A/I
Knowledge and understanding of their subject area and related pedagogy including the contribution that their subject area can make to cross-curricular learning, and recent developments	E	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
SKILLS, BEHAVIOUR AND PERSONAL QUALITIES		
Ability to establish a positive ethos with an emphasis on high achievement for all	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
The ability to set clear expectations and parameters and to hold others to account for their performance	E	A/I
The ability to challenge underperformance	E	A/I
The tenacity to see things through	E	A/I
Flexibility in approach	E	A/I
The ability to demonstrate and adapt your Dramatic strengths and role model these to students	E	A/I



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