



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



ACE School of  
**CHARACTER**



# Welcome to Northampton Academy

## APPLICATION PACK

### Assistant Principal - Pastoral

Salary: ULT Leadership Pay Range

Hours: Full time

Start date: September 2026 or as soon as possible

Closing Date: Friday, 10<sup>th</sup> July 2026 at 23.59pm

Interviews: Wednesday, 15<sup>th</sup> July 2026

## An Academy of Character and Excellence



Respect ■ Determination ■ Ambition ■ Tolerance ■ Integrity

# Northampton Academy is looking for a strong, tenacious and personal Assistant Principal

We seek an Assistant Principal to support the Vice Principal (Pastoral) in leading on pastoral provision at the school. You will assist the Vice Principal in ensuring the highest standards of behaviour, attendance, safeguarding and wellbeing are provided. This is an integral part of the academy's pastoral team, and you will work closely with all key stakeholders to support our high expectations. Therefore, high levels of communication skills and emotional intelligence are essential for this position.

The ability to remain calm in difficult situations is vital, alongside being resilient and having the ability to multi-task. Furthermore, you will have a high awareness of the importance of inclusion for all.

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](mailto: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 a 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 recognised internationally as an inclusive school of character and excellence. To provide an unrivalled experience that allows our students to flourish and leave a legacy the community is proud of."**

Our mission is equally simple:

**'We exist to provide the students of our community with equal or better life chances than any student in the UK.'**

We are all working together to achieve our goal of becoming an inclusive school 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 5.00pm 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,

A handwritten signature in black ink, appearing to read 'O. Jones'.

Owen Jones  
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 approach considered
- 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 2023)

# Our Vision

*'To be recognised internationally as an inclusive school of character and excellence. To provide an unrivalled experience that allows our students to flourish and leave a legacy the community is proud of.'*

# Our Mission

*'We exist to provide the students of our community 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



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## 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.

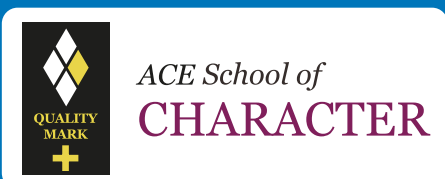
We firmly believe in developing leadership for all and, as such, we provide opportunities for all staff and students.

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)



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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 Academy, which has adopted the mantra 'Our Differences Unite Us', was assessed by Inclusion Quality Mark for the Inclusive School Award. The assessor spent two days at the school, speaking with staff, students, parents, and carers to gain an overall understanding of the school's approach to inclusion. Following her visit, the assessor was so impressed by what she had seen and heard that, alongside this award, she also presented the school with the prestigious Centre of Excellence Award.

In achieving these awards, the Academy was recognised for how it delivers and promotes an inclusive education across eight key categories, including through teaching and learning in the classroom as well as through wider engagements with students, parents and the local community.

As examples of this, last year the Academy held a student-led Pride March during Pride History Month and introduced a Sensory Garden as a quiet space for students with Special Educational Needs to enjoy. More recently, as part of its 'Community Matters' agenda, the school set up its own food bank and has introduced a school uniform swap facility to support students and their families.



*“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 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](http://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 watersports - [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



*'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 – Assistant 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:

Vice Principal - Pastoral

### Hours of Work:

Full time

## Purpose

- To provide strong leadership for all aspects of pastoral care at the academy, including but not limited to, behaviour and safety, safeguarding, early help, tutorial provision, SEND, 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

- To line manage and review named middle leaders and other staff, including support 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.**

- Develop and communicate a clear vision and strategy for the academy, particularly with regard to behaviour and safety, safeguarding, early help, tutorial provision, SEND, attendance, admissions and praise systems.
- Assist with the drive for improvement in the quality of and compliance with the academy uniform.
- Help 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 senior leaders, 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



- Collaborate with 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 some of the following teams: the Learning Managers, Directors of Key Stage, Internal Reflection and Refocus and Tutors
- Liaising with the Vice Principal for Pastoral in addressing all the complex needs and requirements for Looked After Children (LAC)
- Oversee the running of Alternative Provision
- 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
- Oversight and leadership of the House System, developing a sense of belonging
- Leadership of the Refocus Centre providing high-level intervention and targeted support for students
- Support the school's complaints process ensuring concerns are dealt with in line with the school policies
- Lead and oversee the planning and delivering of student rewards systems, including praise initiatives, reward trips and the annual awards evening, to celebrate achievement
- Lead and oversee the school's anti-bullying strategy, ensuring effective prevention, timely intervention and appropriate whole school awareness
- Coordinate and quality assure graduated waves of interventions to meet the needs of all students to promote positive behaviour, attendance and well-being
- Ensure appropriate work is set and provided for students during periods of suspensions to support continuity of learning

## Strategic Management

- In consultation with staff and governors create and 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 as required.
- Working in accordance with statutory policy.
- Liaising with officers, inspectors and outside agencies.
- Developing relationships between the academy and its local community.
- Contributing to the process and completion of any self-evaluation process.
- 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

- Providing an approachable, authoritative and visible presence in and around the academy to provide support for staff, students, parents and the local community.



***"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)**



- Developing a strong sense of teamwork and common purpose amongst staff.
- Carrying out performance management of key leaders and managers.
- Performing other duties determined in discussion with the Principal and Vice 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.
- 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.

***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 – Assistant 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 |
|---|----------|-----------|
| 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 Senior Leadership Team   | E        | A/I       |
| Effective management style that encourages participation, innovation and confidence   | 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       |
| Ability to develop the leadership skills of others  | E        | A/I       |
| Strong interpersonal, written and oral communication skills   | E        | A/I       |
| Takes personal responsibility for their own actions   | E        | A/I       |
| Resilience and motivation to lead the academy through day-to-day challenges whilst maintaining a clear strategic vision and direction                                     | E        | A/I       |
| Genuine passion and a belief in the potential of every student  | E        | A/I       |
| Motivation to continually improve standards and achieve excellence  | E        | A/I       |
| Commitment to the safeguarding and welfare of all pupils  | E        | A/I       |
| Can skilfully manage and maintain effective working relationships with parents and other stakeholders   | E        | A/I       |
| VISION AND STRATEGY   |          |           |
| Vision aligned with Northampton Academy's high aspirations and high expectations of self and others   | E        | A/I       |
| Understands how to set high aspirations and effective strategies for meeting targets  | E        | A/I       |
| Clear understanding of the strategies to establish consistently high standards of behaviour in an urban school and commitment to relentlessly instilling these strategies | E        | A/I       |
| Use of data to inform and diagnose issues with student behaviour that need addressing   | E        | A/I       |

| <b>EXPERIENCE</b>   |   |     |
|---|---|-----|
| Experience of teaching in at least 2 secondary schools  | D | A/I |
| A track record of effectively leading/motivating pupils and staff and developing team approaches  | E | A/I |
| Minimum of 2 years' leadership experience (Director/Deputy Director/Middle Leader)  | D | A/I |
| Demonstrable experience of improving student behaviour  | E | A/I |
| Excellent understanding of innovative approaches to behaviour management  | D | A/I |
| In-depth knowledge and understanding of National Education priorities / developments  | D | A/I |
| Experience of delivering consistently good lessons to students of all ages and abilities  | D | A/I |
| Experience of supporting students of all ages and abilities to make excellent progress and achieve impressive examination outcomes through targeted support | D | A/I |
| Experience of having contributed to policy formulation, implementation, evaluation and review   | D | A/I |
| Experience of leading successful enrichment and extracurricular activities which inspire and motivate learners  | D | A/I |
| Experience of having led, or significantly contributed to, the success of a school through its leadership, ethos and behaviour                              | E | A/I |
| Leadership and management of a major department or team in an organisation  | E | A/I |
| <b>PROFESSIONAL DEVELOPMENT</b>   |   |     |
| Evidence of a commitment to own professional development  | E | A/I |
| Evidence of keeping up to date with educational thinking and knowledge  | E | A/I |
| A strong commitment to the quality of professional development for staff  | E | A/I |
| The drive to develop others' capabilities and help them realise their full potential  | E | A/I |
| <b>SKILLS, BEHAVIOURS AND PERSONAL QUALITIES</b>  |   |     |
| 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 |
| A team player with the ability to establish good working relationships with staff, pupils 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 |
| Demonstrates emotional intelligence  | E | A/I |
| Ability to work under high pressure  | E | A/I |
| Ability to communicate with all key stakeholders – students through to Governors   | E | A/I |
| Ability to function and work alongside senior external agencies/companies i.e., barristers, head safeguarding personnel, detectives etc. | E | A/I |
| Ability to handle multiple crucial projects / tasks  | E | A/I |
| Ability to make difficult decisions under intense pressure and scrutiny  | E | A/I |
| Demonstrates high levels of emotional resilience   | E | A/I |
| A commitment to equality and diversity   | E | A/I |
| Willingness to share expertise and knowledge with others   | E | A/I |
| An appreciation of work life balance   | E | A/I |
| Have an excellent record of attendance and punctuality   | E | A/I |
| An engagement with a coaching style of conversation  | E | A/I |
| Experience of coaching others  | D | A/I |



**Northampton Academy**

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Part of United Learning

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