



Northampton Academy
The best in everyone™
Part of United Learning



ACE School of
CHARACTER



Welcome to Northampton Academy

APPLICATION PACK

English teacher

Salary: ULT Teachers' Pay Scale

Hours: Full time

Start date: 1st September 2026

Closing Date: Tuesday, 19th May 2026 at 23.59pm

An Academy of Character and Excellence



Respect ■ Determination ■ Ambition ■ Tolerance ■ Integrity

Northampton Academy is seeking to appoint an excellent teacher of English

We are seeking to appoint a bright, tenacious and ambitious individual to join us from September 2026 as an English teacher. You will be an excellent teacher of English and have a strong desire to teach all Key Stages. You will work alongside the Head of Department as well as other English teachers to help support and ensure outstanding progress for all our students. You will have a close eye to detail whilst retaining the highest possible standards. You will be incredibly tenacious with a high level of emotional intelligence, and be fully committed to providing an excellent learning experience for students at the academy.

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 more information or a confidential chat about this role, please contact Shazeen Robson, Head of English (s.robson@northampton-academy.org) or Ruth Woodsend, Assistant Principal (r.woodsend@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)

Rewards and Benefits

Our pledge, to all our academy teachers, is that by working for us you will benefit from **more pay, more time and more support.**

More pay.....	More time.....	And more support
<ul style="list-style-type: none">• We pay an average of 5% above national scales – the best rates of pay in the sector• Cash towards medical treatment• Generous staff discount scheme	<ul style="list-style-type: none">• Three extra INSET days for planning• At least one personal day a year	<ul style="list-style-type: none">• Great training for your career• Exceptional curriculum resources• Expert subject advice• Support for your wellbeing

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 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 that reads "O. Jones". The signature is written in a cursive, flowing style.

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 5.00pm and at weekends
- A genuine flexible working environment
- Access to newly refurbished gym on site

IQM Flagship School 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. In March 2026, we were awarded the prestigious Inclusion Quality Mark Flagship Status.

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 2025

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.

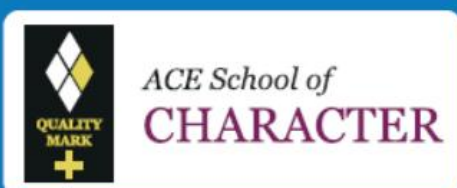
We firmly believe in developing leadership for all and, as such, we provide opportunities for all staff and students.

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
CHARACTER

'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, 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 – Teacher of English

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.

Salary: ULT Teachers' Pay Scale

Job title: Teacher of English

Reporting to: Head of English

Job purpose:

- To carry out the professional duties of a teacher as circumstances may require and in accordance with the academy's policies under the direction of the Principal.
- To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who achieve well.
- To be a member of the English department and under the direction of the Head of Department, contribute to the high standards of teaching and learning and the raising of standards of achievement.
- To make a significant contribution to the vision and direction of Northampton Academy, where innovative and inspirational learning for all is the core value.

Safeguarding:

- Promote and safeguard the welfare of children and young people for whom you are responsible or with whom you come into contact
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of, support and ensure equal opportunities for all
- Contribute to the overall ethos/work/aims of the school



Duties and 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

1. Planning, Teaching and Class Management

Teach allocated students by planning their teaching to achieve progression of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Setting tasks which challenge students and ensure high levels of interest
- Setting appropriate and demanding expectations
- Setting clear targets, building on prior attainment
- Be aware of and make provision for students who are AEN/SEND, very able, LAC or who have other particular individual needs
- Providing clear structures for lessons maintaining pace, motivation and challenge
- Making effective use of assessment and ensure coverage of programmes of study
- Ensuring effective teaching and best use of available time
- Maintaining discipline in accordance with the academy's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the Academy's behaviour policy
- Using a variety of teaching methods to:
 - Match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - Use effective questioning, listen carefully to students, give attention to errors and misconceptions
 - Select appropriate learning resources and develop study skills through library, I.C.T. and other sources
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught
- Evaluating own teaching critically to improve effectiveness
- Ensuring the effective and efficient deployment of classroom support
- Liaise with the Programme Leader to ensure the implementation of department policy and best practice

2. Monitoring, Assessment, Recording, Reporting

Plan teaching based upon thorough monitoring and rigorous assessment through:

- Assessing how well learning objectives have been achieved and using them to improve specific aspects of teaching
- Marking and monitoring students' work and setting targets for progress
- Assessing and recording students' progress systematically and keeping records to check work is understood and completed, monitoring strengths and weaknesses, to inform planning and assess the level at which the students are achieving
- Undertaking assessment of students as requested by examination bodies, departmental and academy procedures
- Preparing and presenting informative reports to parents
- Undertaking assessment of students and participating in the academy's system reporting to parents

3. Pastoral Duties

- If required, be a form tutor to an assigned group of students or a link form tutor
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole
- Liaise with the Pastoral team to ensure the implementation of the academy's pastoral system
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of academy life
- Contribute to the preparation of Action Plans and progress files and other reports
- Alert appropriate staff to problems experienced by students



*"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)*



4. Other Professional Requirements

- Have a working knowledge of teachers' professional duties and legal liabilities
- Operate at all times within the stated policies and practices of the academy
- Know subject(s) or specialism(s) to enable effective teaching
- Take account of wider curriculum developments
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Endeavour to give every child the opportunity to reach their potential and meet high expectations
- Contribute positively and effectively to the Every Child Matters agenda
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the academy, department and students
- Contribute to the corporate life of the academy through effective participation in meetings and management systems necessary to coordinate the management of the academy
- Take part in marketing and liaison activities such as Open Evenings and Parents' Evenings
- Take responsibility for own professional development and duties in relation to academy policies and practices
- Liaise effectively with parents
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Lead or help to lead an after-school activity once per week; either curriculum based or an extracurricular club

General

All Academy staff are expected to:

- Work towards and support the Academy's vision, values and objectives
- Fully subscribe to the Academy values of Respect, Determination, Ambition, Tolerance and Integrity regarding themselves, the Academy and our young people
- Support and contribute to the Academy's responsibility for safeguarding students
- 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
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- Undertake any other duty as specified by the Principal not mentioned in the above

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 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 – Teacher of English

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
Minimum of Grade C (or equivalent) in English and Maths	E	A
Degree in related subject	E	A
UK QTS	E	A
Successful completion of ECT period	D	A
Experience of Arbor	D	A
EXPERIENCE		
Experience of working within a school or education setting (secondary)	E	A/I
A minimum of 2 years' experience of working closely to facilitate the learning of students within a classroom situation	D	A/I
Awareness of data protection, security and confidentiality	E	A/I
To have knowledge and experience of working in a successful team	E	A/I
PROFESSIONAL DEVELOPMENT		
Evidence of a commitment to own professional development & CPD	E	A/I
Evidence of keeping up to date with educational thinking and knowledge	D	A/I
Worked in a coaching environment	D	A/I
Willingness to work in a coaching environment	E	A/I
PROFESSIONAL KNOWLEDGE AND UNDERSTANDING		
Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity	E	A/I
Have high expectations of young people including a commitment to ensuring that they can achieve their full potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them	E	A/I
Knowledge and understanding of recent legislation, development and initiatives in secondary education	E	A/I
Knowledge of the curriculum at KS3, KS4 & 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	D	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
Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments	D	A/I

Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential	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
Know how to make effective personalised provision for those they teach, for whom have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching	E	A/I
To understand what is involved in the role of Child Protection Officer including having a good understanding of up-to-date policy and practice	E	A/I
PRACTICAL AND INTELLECTUAL SKILLS		
Plan for progression designing effective learning sequences within lessons and across series of lessons informed by secure subject and curriculum knowledge	E	A/I
Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion	E	A/I
Teach engaging and motivating lessons informed by well-grounded expectation of learners and designed to raise levels of attainment	E	A/I
Make effective use of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment	E	A/I
Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, learners nationally	E	A/I
Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress	E	A/I
Provide timely, accurate and effective feedback on learners' attainment, progress and areas for development	E	A/I
Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners	E	A/I
Manage the learning of individuals, groups and whole classes effectively, modifying their teaching appropriately to suit the stage of the lesson and the needs of the learners	E	A/I
Plan, set and assess homework, other out- of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning.	E	A/I
The ability to build positive and reliable professional relationships with teachers, parents and carers.	E	A/I
Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being	E	A/I
The ability to build positive professional relationships with a number of students at the same time and manage a caseload of student profiles	E	A/I
Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences	E	A/I
Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the academy's behaviour policy	E	A/I
Ability to empathise with the needs of pupils and to be firm but fair and consistent	E	A/I
A team player with the ability to establish good working relationships with staff, pupils and parents	E	A/I
Have a commitment to collaboration and co-operative working where appropriate	E	A/I
The ability to communicate clearly both verbally and in writing	E	A/I

PERSONAL QUALITIES		
A commitment to equality and diversity	E	A/I
Fully subscribe to our academy value of RESPECT: showing due consideration for the feelings, beliefs and opinions of other people	E	A/I
Fully subscribe to our academy value of DETERMINATION: never giving up – working relentlessly for the benefit of the young people of Northampton Academy	E	A/I
Fully subscribe to our academy value of AMBITION: seeking the very best opportunities for all young people, in line with the most elite schools in the country. Never pigeonholing or making assumptions about the potential of the young people of the Eastern District	E	A/I
Flexibility in approach	E	A/I
Enjoyment in overcoming challenges	E	A/I
Calm under pressure	E	A/I
Sympathetic to needs of others	E	A/I
Accuracy and attention to detail	E	A/I
Ability to manage workload effectively	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
Have a sense of humour, warmth, energy, stamina and resilience	E	A/I
Inspire professional respect for and of colleagues	E	A/I
An engagement with a coaching style of conversation	E	A/I
Experience of coaching others	D	A/I



Northampton Academy

The best in everyone™

Part of United Learning

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