



NORTHAMPTON PRIMARY  
ACADEMY TRUST PARTNERSHIP



Class Teacher





## Welcome from the Chair of the Board of Directors

We are delighted that you are interested in applying for a position at the Northampton Primary Academy Trust (NPAT).

The Northampton Primary Academy Trust Partnership was founded in August 2012 and was built on the vision of five Headteachers to bring together like-minded schools to provide quality-first teaching and learning to all children across member schools, delivered and supported by passionate personnel of the highest professional calibre. Our member schools come in many shapes and sizes, from small to large, split-site primaries and cover a diverse geographical range and socio-economic mix.

Our vision is to achieve “educational excellence, creating opportunities and enriching lives”. To achieve this, our mission is to develop a Multi-Academy Trust of highly effective and sustainable schools. NPAT schools all share a common vision and are committed to the NPAT values, whilst retaining the freedom to innovate and develop their own identity and character.

The Trust is built on the principle of synergy; that a collaboration of vibrant and successful schools can achieve collectively what a single school couldn’t achieve alone. NPAT improves our schools using teamwork and innovation through partnership working that brings together children, parents, teachers, governors and school leaders.

From the original five schools we have seen progressive growth, with fourteen schools currently on board. Whilst we grow in size, the Trustees and Executive Team are keen to ensure that we retain the values and ethos upon which our Trust was originally built.

Joining our Trust will mean that you will benefit from excellent opportunities to learn and further your career, through strong collaboration and good career progression opportunities across our school network, and you will have great fun along the way.

We are on an amazing journey and we would be delighted to welcome you on board to be an integral part of it!

Thank you.

## Dear Applicant

Thank you for your interest in furthering your career at Northampton Primary Academy Trust. We aim to appoint and retain the highest calibre of staff at all levels. We work hard to ensure that our staff have every opportunity to develop as professionals throughout their career.

We are committed to developing the best working practices for our staff and ensure that staff working conditions, workload and well-being are at the heart of our thinking.

**Our NPAT Staff Pledge** shows our ongoing commitment to our workforce and we try to ensure that anyone working in an NPAT schools can expect:

- A fair and reasonable workload.
- High quality training and CPD opportunities that meet the needs of individual members.
- A fair pay and reward package at least equal to the national agreement for teachers, and the Local Authority pay scale for support staff.
- Support and incentive to ensure positive well-being.
- Higher priority placement in the school that you work at for the admission of staff children.

NPAT is committed to providing the most innovative, creative, and inclusive education possible. We pride ourselves on high expectations and outcomes for our children through a curriculum which is aimed at nurturing the whole child academically and personally.

We are committed to the personal and professional development of our staff, offering innovative, collaborative, and supportive approaches to training and development courses in priority areas. We are always keen to hear about the professional needs of our staff, so please feel free to let us know of any areas that you feel we could support you with.

NPAT always aims to be at the forefront of the latest educational thinking and research, including our current work on curriculum development which will provide clarity to teachers about wider curriculum content so that their valuable time can be spent concentrating on delivery and personalising this to meet the needs of their learners. We aim to work with the very best educational researchers and give our staff every opportunity to hear the latest research evidence tied in to our education strategy and priorities.

We hope that you will join us in one of our NPAT schools and look forward to working closely with you.

Yours sincerely,

*Julia Kedwards, OBE*

**NPAT Chief Executive Officer**

**Follow us on Twitter:** @NPATrust, **Telephone/text:** NPAT Office 07741 654181

**Email:** [recruitment@npatschools.org](mailto:recruitment@npatschools.org), **Website:** <https://npatschools.org/index.php>

*"The Northampton Primary Academy Trust (NPAT) is committed to safeguarding and promoting the welfare of children and young people and requires all staff, governors, and volunteers to share and demonstrate this commitment. The successful candidate will have to meet the requirements of the person specification and will be subject to pre-employment checks including the right to work in the UK, a health check, an enhanced DBS check and satisfactory references."*



### **The Northampton Primary Academy Trust (NPAT)**

NPAT was formed in 2012 by a group of five Northampton Schools who believed that by working together, they could achieve something truly special for children across Northampton Town. NPAT is now a collaboration of fourteen schools representing 4700 fabulous children and over 700 amazing staff. Our schools are:

Abington Vale Primary School  
Blackthorn Primary School  
East Hunsbury Primary School  
Ecton Brook Primary School  
Headlands Primary School  
Langland Community School  
Lings Primary School  
Park Junior School  
Rectory Farm Primary School  
Simon de Senlis Primary School  
Thorplands Primary School  
Stanton Cross Primary School  
Upton Meadows Primary School  
Weston Favell C of E Primary School

NPAT is driven by a vision of innovation, high aspiration and achievement, and a commitment to sport and the arts. This approach is encapsulated in our motto:

***'Achieving Extraordinary Things'***

NPAT schools all share a common vision - ***to achieve educational excellence, create opportunities and enrich lives*** - and are committed to shared principles and approaches whilst retaining the freedom to innovate and develop their own identity and character. Our schools span a range of communities and locations across the town, and we are able to offer staff opportunities to collaborate with others across the Trust.

The partnership is built on the principle of synergy; our collaboration of vibrant and diverse schools can collectively achieve more than a single school working alone. NPAT schools improve using collaboration and innovation through partnership working that brings together children, parents, teachers and school leaders, with the understanding that we are one organisation with many different sites:

***'My school is your school; your children are 'our' children.'***

Within the partnership, schools will have a range of strengths and needs and will be at different stages in their improvement journey. All schools are committed to an ethos of mutual support, sharing of best practice and co-creation of NPAT policies and curriculum approaches.

## East Hunsbury Primary School

### A Welcome from the Headteacher



### *Be Kind. Work Hard. Believe.*

My name is Kat Pennington and I am delighted and proud to be the Headteacher of East Hunsbury Primary School. We are a two-form entry school with the most amazing 50-place Specialist Unit for pupils with Significant Learning Difficulties.

East Hunsbury Primary School (EHPS) is a truly BRILLIANT school. It is family-centred, ambitious and forward-thinking school that is not only inclusive and welcoming but we are a school with the highest of standards and expectations.

Feeling brilliant is really important to us. We want our children to realise how incredibly brilliant they are and we want our teachers to get the professional development and support that they need to do a brilliant job in the classroom. We understand that considering workload, health and happiness is all part of that.

We are a family here at EHPS and are proud of our community because it is a community in which, everyone feels confident, represented, valued. It is a community where everyone has a voice and is encouraged to contribute. It is a community in which parents are invited to work in partnership with us and one where diversity is embraced and celebrated. A community in which we all learn, laugh and celebrate together.

At EHPS, we put children at the heart of everything we do and every decision we make because we know just how much a child can achieve and understand that it is our job to ensure that they do. We want to foster an enthusiasm for learning that remains throughout life while equipping our pupils with the physical, emotional, social and intellectual skills they need to be happy and successful.

At EHPS, we are kind and behaviour is exemplary. We are committed to safeguarding all of our pupils. We want our teachers to love their job, feel fulfilled and supported. Staff wellbeing is very important to us and we pride ourselves on being a staff that cares, listens to one another, works together and one that creates a vibrant professional learning culture.

If you are still reading this then you are likely to be interested in the job that we are advertising (*great!*).

If you would like more information about our brilliant school then please check out our website: <https://easthunsburyprimary.org.uk> and Facebook page <https://www.facebook.com/EastHunsburyPrimarySchool/>.

Or, call the school office as we will be more than happy to help and answer any questions that you may have. Alternatively, you can book to come and visit us!

If you want to work at a school that values kindness, is committed to both brilliance and enjoyment, one that prioritises staff development and places children at the centre of **everything** – then East Hunsbury Primary School could just be the place for you. Come and see!

**#WeareEastHunsburyPrimary**

**#WeareBrilliant**

With best wishes  
Kathryn Pennington

## **Job Description: Class Teacher – Mainscale and Upper Pay Range**

**Job title:** Class Teacher and Upper Pay Range Teacher

**Salary:** Mainscale or UPR

**Hours:** Full Time

**Contract type:** Permanent

**Reporting to:** Senior Leadership Team

**Responsible for:** Classroom teaching and learning and subject leadership.

### **Main purpose**

the teacher will:

- Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions Document
- Meet the expectations set out in the Teachers' Standards
- For teachers on the UPR – to have a substantial and sustained positive impact on teaching and learning across the school.

### **Duties and responsibilities**

#### **Teaching**

- Plan and teach well-structured lessons, following the school's plans, curriculum and schemes of work, working collaboratively when necessary.
- Be intentional and inclusive with their teaching and reflect on the outcomes for all learners
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned pupils, making accurate and productive use of both formative and summative assessments.
- Adapt teaching to respond to the strengths and needs of all pupils.
- Set high expectations which inspire, motivate and challenge pupils
- Promote excellent progress and outcomes by all pupils.
- Demonstrate excellent subject and curriculum knowledge.
- Participate in arrangements for preparing pupils for summative tests, including external tests when appropriate and/or necessary.
- Feedback to children in a timely and effective manner to move their learning forwards

#### **Whole-school organisation, strategy and development**

- Uphold the school values of: *Be Kind. Work Hard. Believe.*
- Prioritise inclusion
- Make a positive contribution to the wider life and ethos of the school including running an extra-curricular club or organising / supporting school events.
- Work with others on curriculum and pupil development to secure coordinated outcomes.
- Participate in any curriculum teams or curriculum development opportunities that are asked for including subject leadership.
- Undertake whole-school organisation roles as requested and in proportion to other responsibilities.
- Provide cover, in the unforeseen circumstance that another teacher is unable to teach.

## Health, safety and discipline

- Promote the safety and wellbeing of pupils
- Uphold the school rules of: *Be ready, respectful and safe.*
- Follow the school's agreed behaviour policy at all times, including:
  - ensuring that children's behaviour does not impact negatively on their own learning or that of others.
  - maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment both within the classroom and around the school

## Professional development

- Take part in the school's appraisal procedures
- Take part in further training and development that the school may implement or request in order to improve own teaching
- Take part in the appraisal and professional development of others, where appropriate
- Take responsibility for areas of teaching that you feel require personal development and actively take steps to improve practice.

## Communication

- Communicate effectively with colleagues, pupils, parents and carers
- Use the school's agreed systems of communication e.g. Class Dojo.

## Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the school effectively and with professional conduct
- Develop effective professional relationships with colleagues

## Personal and professional conduct

- Adhere to the school's Code of Conduct at all times
- Uphold the school values of: Be Kind. Work Hard. Believe.
- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school and Trust, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities



## Management of staff and resources

- Direct and supervise support staff assigned to them, and where appropriate, other teachers
- Plan and oversee the teaching content of any interventions, including tutoring, that involves children from assigned classes
- Deploy resources delegated to them
- Manage any assigned curriculum budgets

## Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school, including online.
- Record any safeguarding matters promptly and in a timely manner using the agreed school system

## Additional areas of responsibility for the upper pay range (UPR)

- Contribute significantly to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's vision and values and to have a sustained and substantial positive impact.
- Have extensive knowledge of assigned subjects and curriculum areas, related pedagogy and assessment procedures
- Provide a critical role in the life of the school/trust
- Be a role model for teaching and learning, including behaviour
- Make a distinctive contribution to the raising of pupil standards
- Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning
- Lead on designated areas of teaching and learning, pedagogy and/or curriculum initiatives
- Provide pastoral care as required and be aware of mental health and wellbeing needs
- Provide advice, coaching and mentoring to other teachers to help them develop and meet the relevant standards

## Other areas of responsibility

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.



## Person specification

CRITERIA	ESSENTIAL QUALITIES	DESIRABLE QUALITIES
<b>Qualifications and experience</b>	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Degree</li> <li>• Successful teaching experience</li> </ul> <p>When teaching in our Specialist Unit:</p> <ul style="list-style-type: none"> <li>• Experience of teaching in a specialist setting</li> </ul>	<ul style="list-style-type: none"> <li>• First class honors degree</li> <li>• Experience of teaching in multiple Key Stages</li> </ul> <p>When teaching in our Specialist Unit:</p> <ul style="list-style-type: none"> <li>• Makaton signing</li> <li>• Team Teach trained</li> <li>• Minibus driver training or would consider training if needed</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>• Highly competent in all elements of the Teachers' Standards</li> <li>• An excellent knowledge of the National Curriculum</li> <li>• Experience of leading a curriculum subject successfully with positive impact</li> <li>• An excellent knowledge of effective teaching and learning strategies</li> <li>• An excellent understanding of how children learn</li> <li>• Extensive knowledge of how to adapt teaching to meet pupils' needs</li> <li>• Ability to build effective relationships with pupils</li> <li>• An excellent knowledge of guidance and requirements around safeguarding children</li> <li>• Extensive knowledge of effective behaviour management strategies</li> <li>• Extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subject/curriculum area you teach</li> <li>• A more developed knowledge and understanding of your subject/curriculum area and related pedagogy, including how learning should progress</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of a commitment to self-reflection and personal, professional development</li> <li>• Evidence of contributing to the wider ethos of the school life e.g. through the running of extra-curricular clubs or such experiences/opportunities</li> <li>• Experience of teaching using the following approaches: <ul style="list-style-type: none"> <li>○ Sounds-Write (phonics)</li> <li>○ Talk for Writing</li> <li>○ Talk for Reading</li> <li>○ Mastery Maths</li> <li>○ Real PE</li> </ul> </li> <li>• Experience of leading parent information sessions and / or workshops</li> <li>• Experience of working within a specialist school setting or with children with SEND.</li> </ul>

	<ul style="list-style-type: none"> <li>• Flexible, creative and adept at designing learning sequencing within and across lessons as part of the curriculum</li> <li>• Good ICT skills, particularly using ICT to support learning</li> <li>• Ability to establish and develop effective relationships within the school community, including: <ul style="list-style-type: none"> <li>○ Teaching Colleagues</li> <li>○ Support Staff</li> <li>○ Governors/Trust Directors</li> <li>○ Parents</li> <li>○ Other professionals</li> </ul> </li> </ul> <p>For teachers on the Upper Pay Range:</p> <ul style="list-style-type: none"> <li>• Achievements and contribution to educational settings are substantial and sustained</li> </ul>	<p>When teaching in our Specialist Unit, experience of supporting learning using the following approaches/resources:</p> <ul style="list-style-type: none"> <li>• <i>Colourful Semantics</i></li> <li>• <i>Language for Thinking</i></li> <li>• <i>Numicon</i></li> <li>• <i>Communicate In Print</i></li> <li>• <i>Scripted language</i></li> <li>• <i>Sensory circuits</i></li> <li>• Knowledge of sensory processing needs</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• A commitment and drive to uphold our school values of <b><i>Work Hard. Be Kind. Believe.</i></b></li> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>• High expectations for children's attainment and progress</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> <li>• Resilience and flexible thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with a range of professionals in a variety of circumstances successfully</li> </ul>

#### NOTES:

This job description and person specification may be amended at any time in consultation with the postholder.

## Statement of Equality

Northampton Primary Academy Trust is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills. Applications are invited from all members of the community.

We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

## Safeguarding

Nothing is more important than keeping all our children safe, especially the most vulnerable. The NPAT Partnership is fully committed to ensuring that children with SEND, those eligible for Pupil Premium funding and other vulnerable groups are able to achieve as highly as possible. Schools within the partnership will have the most rigorous and updated procedures and policies which help keep children in our care safe. We will ensure that all vulnerable groups of children achieve highly, when compared to their peers nationally, through the following measures:

- All schools will be subjected to an annual safeguarding audit
- All schools will hold the Inclusion Quality Mark (IQM)
- Behaviour and Safety of children will be outstanding in all our schools.

Our Trust policy can be found here: <https://npatschools.org/index.php/npat-information/safeguarding>

## How to Apply

To apply for this position, please complete the attached Trust Application Form and submit, together with a letter of application of no more than two sides of A4 supporting your application.

Please return by email to [longj@easthunsburyprimary.org](mailto:longj@easthunsburyprimary.org) or by post to Kathryn Pennington, Headteacher, East Hunsbury Primary School. Penvale Road, Northampton. NN4 0QW

Closing date: 9.00 am Monday 29<sup>th</sup> April 2024.

Interviews will take place 2<sup>nd</sup> May 2024

**Please note that we have the right to withdraw or close this application at any time.**

## GDPR Recruitment Privacy Notice

### Policy Statement

We are Northampton Primary Academy Trust. As part of your application to join us, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their “personal data”. This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold an individual’s personal data for a period of time after the recruitment process, even if you are unsuccessful. Anything that we do with an individual’s personal data is known as “processing”.

This document sets out what personal data we will gather and hold about individuals who apply for a position with us, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

### **What information do we process during your application process?**

We may collect, hold, share, and otherwise use the following information about you during your application process.

#### *Up to and including shortlisting stage:*

- your name and contact details (i.e. address, home and mobile phone numbers, email address);
- details of your qualifications, training, experience, duties, employment history (including job titles, salary, relevant dates and working hours), details of driving licence (if relevant for role), membership of professional bodies and interests;
- your racial or ethnic origin, sex and sexual orientation, religious or similar beliefs;
- information regarding your criminal record;
- details of your referees;
- whether you are related to any member of our workforce; and
- details of any support or assistance you may need to assist you at the interview because of a disability.

#### *Following shortlisting stage, and prior to making a final decision*

- information about your previous academic and/or employment history, including details of any conduct, grievance or performance issues, appraisals, time and attendance, from references obtained about you from previous employers and/or education providers;\*
- confirmation of your academic and professional qualifications (including seeing a copy of certificates);\*
- information via the DBS process, regarding your criminal record, in criminal records certificates (CRCs) and enhanced criminal records certificates (ECRCs), whether you are barred from working in regulated activity;\*
- your nationality and immigration status and information from related documents, such as your passport or other identification and immigration information;\*
- medical check to indicate fitness to work;\*
- a copy of your driving licence (or other appropriate documentation as listed on the Home Office list);\*

- if you are a teacher, we will check your teacher status, whether you are subject to a prohibition from teaching order and any other relevant checks (for example Section 128 direction for management posts and EEA teacher sanctions);\* and
- equal opportunities' monitoring data.

You are required (by law or in order to enter into your contract of employment) to provide the categories of information marked (\*) above to us to enable us to verify your right to work and suitability for the position. Without providing us with this information, or if the information is not satisfactory, then we will not be able to proceed with any offer of employment.

If you are employed by us, the information we collect may be included on our Single Central Record. In this scenario, a further privacy notice in relation to data we collect, process, hold and share about you during your time with us, will be issued to you.

### **Where do we get information from about during your application process?**

Depending on the position that you have applied for, we may collect this information from you, your referees (details of whom you will have provided), your education provider, any relevant professional body, the Disclosure and Barring Service (DBS), and the Home Office, during the recruitment process.

### **Why do we use this information?**

We will process your personal data during your application process for the purpose of complying with legal obligations, carrying out tasks which are in the public interest, and taking steps with a view to entering into an employment contract with you. This includes:

- to assess your suitability for the role you are applying for;
- to take steps to enter into a contract with you;
- to check that you are eligible to work in the United Kingdom or that you are not prohibited from teaching; and
- so that we are able to monitor applications for posts in the Trust to ensure that we are fulfilling our obligations under the public sector equality duty under the Equality Act 2010.

### **How long will we hold information in relation to your application?**

We will hold information relating to your application only for as long as necessary. If you are successful then how long we need to hold on to any information will depend on type of information. For further detail please see our Retention and Destruction Policy.

If you are unsuccessful we will hold your personal data only for six months, after which time it is securely deleted.

### **Who will we share information with about your application**

We will not share information gathered during your application process with third parties, other than professional advisors such as legal as HR advisors.

## **Rights in relation to your personal data**

All individuals have the right to request access to personal data that we hold about them. To make a request for access to their personal data, individuals should contact:

NPAT Data Protection Officer [dpo@npatschools.org](mailto:dpo@npatschools.org)

Please also refer to our Data Protection Policy for further details on making requests for access to personal data.

Individuals also have the right, in certain circumstances, to:

- Object to the processing of their personal data
- Have inaccurate or incomplete personal data about them rectified
- Restrict processing of their personal data
- Object to the making of decisions about them taken by automated means
- Have your data transferred to another organisation
- Claim compensation for damage caused by a breach of their data protection rights

If an individual wants to exercise any of these rights then they should contact the Trust's Data Protection Officer. The law does not oblige the school to comply with all requests. If the school does not intend to comply with the request then the individual will be notified of the reasons why in writing.

If an individual has any concerns about how we are using their personal data then we ask that they contact our Data Protection Officer in the first instance. However an individual can contact the Information Commissioner's Office should they consider this to be necessary, at <https://ico.org.uk/concerns/>.

## **Contact**

If you would like to discuss anything in this privacy notice, please contact:

NPAT Data Protection Officer [dpo@npatschools.org](mailto:dpo@npatschools.org)

**Document History:** Version 1.0, May 2018

