



# Principal Candidate Pack

Start date: September 2024

Location: Kettering, Northamptonshire

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# Welcome from our CEO

Dear Applicant,

I want to thank you for your interest in Pathfinder Schools and our Principal post. This is an exciting time for Pathfinder Schools, we are looking to build on our successes, and to continue to grow and develop. We warmly invite you to consider joining our team.

Montsaye Academy's pupils, parents, governors and staff are seeking a remarkable individual to be the next Principal to work with them, the Pathfinder School's Central Team and schools across the MAT and beyond to lead the Academy into its next stage of development.

Pathfinder Schools currently consists of 10 schools, 9 primaries and one secondary, and is located in Northamptonshire, close to the Leicestershire border.

We strongly believe that pupils and staff thrive when they work in a collaborative and supportive environment. We are committed to 'inspiring greatness' for our staff, pupils and local communities. Providing the best education for the children in our community, from nursery right through to the end of sixth form, is what inspires us.

We want to ensure that the children who attend our schools receive an education that is world-class and fit for purpose in the 21st century. We work to enable our children to become resilient, independent learners who are provided with the tools to succeed in the wider world.

We are eager to make an appointment as soon as possible and details of how you can apply are in this information pack. I very much hope that you will choose to apply and I wish you every success. We are all looking forward to working closely with our new Principal and to welcoming them to the Pathfinder family.

Yours faithfully

**Emma Sims**  
Chief Executive Officer Pathfinder Schools







# About Us

Montsaye Academy is an ambitious secondary Academy, striving to improve and driven by a passion for achieving the best outcomes for its students. We are fortunate to support the learning of nearly 1000 students between the ages of 11-18. We employ close to 200 staff, including 70 Teachers and Leaders and 130 Support Staff who enable our academy and pupils to thrive.

Our learning environment is vibrant and active with a strong sense of community. Learning and achievement, in their widest sense, are viewed as the core purpose of our work. Our Academy is caring and supportive, where children can grow into adulthood, unafraid to make mistakes, flexible enough to overcome obstacles and ambitious enough to be extraordinary.

The Academy is located in the Northamptonshire market town of Rothwell, easily reached from Leicestershire, Northamptonshire, Warwickshire, Cambridgeshire and Bedfordshire. Our students join us from Rothwell and a number of neighbouring villages and towns.

The Academy has developed effective partnerships with other local secondary schools which enhances our curriculum and supports our practice.

We are proud to be part of Pathfinder Schools Multi Academy Trust and work closely with the Central Team and our family of schools. We are fortunate to be the secondary academy which many of the Pathfinder Schools Primary School pupils choose to join and benefit from this transition.

**Our on site facilities include:**

- Community Sports Centre with a Sports hall, Swimming Pool, Fitness Suite, Dance Studio, a full-size 3rd
- Generation Rubber Crumb all weather surface, grass football pitches and Multi Use Games areas
- Staff room and Faculty bases
- Brand new state of the art Science Laboratories Dedicated Sixth-Form Centre
- Newly refurbished restaurant and café

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“We pride ourself on being at the heart of the local community”



# Our Values, Excellence, Resilience and Aspiration

As an educator of young people, what we do speaks volumes. How we do it resonates even more loudly. Our values of **Excellence**, **Resilience** and **Aspiration** underpin everything we do and have become common language throughout the academy.

**Excellence** – The spirit of Montsaye is one that celebrates excellence in all things. Our curriculum is specifically aimed at making lessons both varied and challenging by putting enquiry, thinking, questioning and independence at the heart of everything we do.

**Resilience** – Resilience in learning is about persevering through setbacks, taking on challenges and risking mistakes to reach a goal. Here at Montsaye we want everyone staff and pupils alike to have the tenacity to overcome barriers and exceed expectations

**Aspiration** – Inspiring students and staff to be the best they can be is a whole school approach, we want our students and staff to seek new and exciting opportunities to develop themselves. At Montsaye we invest heavily in our student careers and our staff continuous professional development programmes.

“These are more than just words on a page – they reflect who we are today and guide our decisions”

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# PATHFINDER SCHOOLS

Inspiring greatness

Pathfinder Schools is a growing family of Academies, made possible by our talented staff and volunteers. We are fortunate to support pupils from nursery age up to post-16, and are proud of the contribution we make to local families throughout their children's education.

Our values of COLLABORATION, HUMANITY and INDEPENDENCE drive every decision we make.

Being part of Pathfinder Schools offers a fantastic opportunity to develop yourself, as a Trust we actively encourage collaboration and the sharing of good practice; we believe that by developing a love of learning and having the highest expectations, all members of the Pathfinder Schools community can achieve and inspire greatness.

## OUR PURPOSE

We exist to deliver the very best educational outcomes for every learner. Based upon a foundation of independence, we empower young people to broaden their horizons and open their minds to new opportunities.

## OUR VISION

At the heart of every Pathfinder School is the belief that life is about more than success; it's about greatness. The secret to finding this greatness lies in our everyday actions that make life more fulfilling and more rewarding for us and those around us.

## OUR VALUES

Our values stand at the very core of everything. They are the centre from which all we do and say radiates, guiding the way that we work together.

"I wanted to join Pathfinder Schools as I was attracted to the Trust's values – a belief that anyone can find their own greatness always strikes a chord with me and I know that the Trust really believes in its students and staff."

**Pathfinder Schools colleague**



**Over 3000  
Students**



**Over 500  
Staff**



**10 Schools**

"As a group of schools, we continue to grow stronger through collaboration and have seen some dramatic improvements as a result of our close working relationships"



# Job Description



## Core Purpose

To provide professional leadership in securing the academy's success, ensuring high quality education for all its students and improved standards of learning and achievement.

The Principal is the leading professional in the academy. Working with the Governing body and Pathfinder Schools the Principal will provide leadership and direction for the academy to ensure that it achieves an outstanding quality of education.

The Principal is responsible for the continuous improvement in the quality of education; for raising standards; ensuring equality of opportunity for all; the development of Academy level policies and practices; and for ensuring that resources are efficiently and effectively used to achieve the academy's aims and objectives.

The Principal should secure the commitment of the wider community by developing and maintaining effective networks.

The Principal is responsible for creating a productive, disciplined learning environment and for the day-to-day running, management, organisation and administration of the academy.

## Main Areas of Responsibility

The Principal's effective leadership will result in an academy where:

- There is a positive ethos that reflects the Academy's commitment to high achievement, effective teaching and learning, and good relationships;
- Staff, governors and parents have confidence in the leadership and management of the Academy;
- Staff and governors recognise their accountability for their tasks and contribute fully to the development and successful implementation of policies and practices;
- The life of the Academy and the curriculum effectively promote students' spiritual, moral, social and cultural development and prepare them for adult life;
- Effectiveness is kept under rigorous review, and links with the wider community contribute to students' attainment and personal development;
- Efficient and effective use is made of staff, facilities and resources;





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## Job Description continued

### Students who:

- Make progress to at least expected or better than expected standards;
- Show good improvement in their literacy, numeracy and information technology skills;
- Know the purpose and sequence of activities;
- Are well prepared for tests and examinations;
- Are enthusiastic about the subjects they are studying and are highly motivated to learn more;
- Through their attitudes and behaviour, contribute to the maintenance of a purposeful learning environment.

### A Governing Body who:

- Fulfil their statutory responsibilities and hold the Academy to account for the quality of education it provides and the standards students achieve.

### Teachers who:

- Ensure rapid improvement of all pupils;
- Have a secure knowledge and understanding of the subjects they teach;
- Set high expectations for all pupils;
- Plan lessons that address the needs of all pupils within the class;
- Employ the most effective approach(es) for any given content and group of pupils;
- Pace lessons appropriately, using time and resources effectively;
- Regularly mark and assess pupils' work, reinforce and extend pupils' learning and achievement through setting consistent and challenging homework;
- Understand the importance of and implement the academy behaviour management policy;
- Are systematically monitored, evaluated and supported in their work;
- Set challenging yet realistic targets that are aspirational for all pupils.

### Parents who:

- Enjoy an effective partnership with the Academy which contributes to their child's learning;
- Understand and support the work of the Academy;
- Are kept fully informed about their child's achievements and progress.

### The Principal should have knowledge and understanding of:

- What constitutes quality in educational provision, the characteristics of effective schools, and strategies for raising pupils' achievement and promoting their spiritual, moral, social and cultural development and their good behaviour;
  - Strategies to achieve effective teaching and learning of English and Maths;
  - The application of information and communications technology to teaching and learning, and to management;
  - How to use comparative data, together with information about pupils' prior attainment, to establish benchmarks and set targets for improvement;
  - Requirements and models for the curriculum and its assessment;
  - Effective teaching and assessment methods, including the use of information and communications technology;
  - Political, economic, social, religious and technological influences that have an impact on strategic and operational planning and delivery;
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# Job Description continued

- Different leadership styles and practices and their effects in different contexts within the school;
- Management, including employment law, equal opportunities, legislation, personnel, external relations, finance and change;
- The national policy framework and the complementary rules and functions of government and national bodies;
- The statutory framework for education now in place, and its importance to the key tasks of headship;
- The implications of information and guidance documents from different sources including DfE, LAs, the Pathfinder Schools and national bodies and associations;
- Governance at national, local and school levels;
- The contribution that evidence from inspection and research can make to professional and school development;
- Strategies for teaching pupils about the duties, opportunities, responsibilities and rights of citizens;
- Strategies for teaching pupils about ethnic and cultural diversity.

## **Skills and Attributes Leadership Skills – the ability to lead and manage people to work towards common goals. The Principal should be able to use appropriate leadership styles in different situations to:**

- Create a secure commitment to a clear vision for an effective school;
- Initiate and manage change and improvement in pursuit of strategic objectives;
- Prioritise, plan and organise;
- Direct and coordinate the work of others;
- Build, support and work with high-performing teams;
- Work as part of a team;
- Devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out;
- Motivate and inspire pupils, staff, parents, governors and the wider community;
- Set standards and provide a role model for pupils and staff;
- Seek advice and support when necessary;
- Deal sensitively with people and resolve conflicts.

## **The Principal should have the professional competence and expertise to:**

- Command credibility through the discharge of their functions and to influence others;
- Provide professional direction to the work of others;
- Make informed use of inspection and research findings;
- Apply good practice from other sectors and organisations.

## **Decision Making Skills – the ability to investigate, solve problems and make decisions.**

### **The Principal should:**

- Make decisions based upon analysis, interpretation and understanding of relevant data and information;
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities;
- Demonstrate good judgment.

## **Communication Skills – the ability to make points clearly and understand the views of others.**

### **The Principal should:**

- Communicate effectively orally and in writing to a range of audiences;
- Negotiate and consult effectively;
- Manage good communication systems;
- Chair meetings effectively;
- Develop, maintain and use an effective network of contacts.

## **Self-management Skills – the ability to plan time effectively and to organise oneself well.**

### **The Principal should:**

- Prioritise and manage time effectively;
  - Work under pressure and to deadlines;
  - Achieve challenging professional goals;
  - Take responsibility for own professional development.
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## Job Description continued

### Attributes:

- Personal impact and presence;
- Adaptability to change circumstances and to new ideas;
- Energy, vigour and perseverance;
- Self-confidence;
- Dedication, hard work and commitment;
- Enthusiasm;
- Intellectual ability;
- Reliability and integrity;
- Commitment;
- Sense of humour.

The Principal should draw upon the attributes possessed and displayed by all successful and effective teachers in the context of their leadership and management roles including:

### Key Areas of Headship

Expertise in headship is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to bring about expected outcomes. The Principal will work with Governors, Pathfinder Schools leaders, the Senior Leadership Team and other colleagues in relation to the following five key areas. The Principal should also understand the roles of others in the academy as set out in the national standards and should support them as appropriate in fulfilling those roles.

### Strategic direction and development of the Academy:

The Principal working with the Governing Body should develop a strategic view for the academy in its community and analyse and plan for its future needs and further development within the local, national and international context.

### The Principal should:

- Lead by example, provide inspiration and motivation and embody for the students, staff, governors and parents the vision, purpose and leadership of the Academy;
- Create an ethos and provide educational vision and direction that secures effective teaching, successful learning and achievement by pupils and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life, and secure the commitment of parents and the wider community;
- Create and implement a strategic plan underpinned by sound financial planning, which identifies priorities and targets for ensuring that pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement;
- Ensure that all those involved in the Academy are committed to its aims, motivated to achieve them, and involved in meeting long-, medium- and short-term objectives and targets that secure the educational success of the Academy;

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# Job Description continued

- Ensure that the management, finance, organisation and administration of the Academy support its vision and aims;
- Ensure that Academy level policies and practices take account of national, local and school data and inspection and research findings;
- Monitor, evaluate and review the effects of policies, priorities and targets in practice and take action if necessary.

## **Teaching and Learning – The Principal should:**

- Create and maintain an environment and a code of behaviour which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enables teachers to excel;
- Determine, organise and implement the curriculum and its assessment;
- Monitor and evaluate them to identify and action areas for improvement;
- Ensure that improvements in English, Maths and information and communications technology are priority targets for all pupils, including those with special educational needs;
- Ensure that pupils develop study skills to learn more effectively and with increasing independences;
- Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with special educational or linguistic needs, to set and meet challenging, realistic targets for improvement;
- Develop effective links with the community, including business and industry, to extend the curriculum and enhance teaching and learning;
- Create and maintain an effective partnership with parents to support and improve pupils' achievement and personal development.

## **Leading and Managing Staff – The Principal should lead, motivate, support, challenge and develop staff to secure improvement. The Principal will:**

- Maximise the contribution of staff to improve the quality of education provided and standards achieved and ensure that constructive working relationships are formed between staff and pupils;
- Plan, allocate and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;
- Implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to pupils' achievement;
- Motivate and enable all staff in the Academy to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs;
- Lead professional development of staff through example;
- Support and coordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate
- Understand the expectations of other staff and ensure that trainees and early career teachers are appropriately trained, monitored, supported and assessed;
- Sustain motivation and that of other staff;
- Ensure that professional duties and conditions for employment as set out in the School Teachers' Pay and Conditions document, including those for the Principal, are fulfilled.

## **Quality – The Principal should:**

- Develop, maintain and operate appropriate systems of quality assurance in all aspects of the academy's operation.

## **Efficient and Effective Deployment of Staff and Resources – The Principal should:**

- Deploy people and resources efficiently and effectively to meet the specific objectives in line with the strategic plan and financial context by:
  - Working with the Governors, the Pathfinder Schools leadership team and senior colleagues to recruit staff of the highest quality;
  - Working with senior colleagues to deploy and develop all staff effectively to improve the quality of education provided;
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# Job Description continued

- Setting appropriate priorities for expenditure and ensuring effective administration and control;
- Managing and organising accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- Managing, monitoring and reviewing the range, quality, quantity and use of all available resources to improve the quality of education, improve students' achievements, ensure efficiency and secure value for money.

## **Accountability – The Principal should:**

- Provide information, objective advice and support to the Governing Body and Pathfinder Schools to enable them to meet responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money;
- Create and develop an organisation in which all staff recognise that they are accountable for the success of the Academy;
- Present a coherent and accurate account of the Academy's performance in a form appropriate to a range of audiences, including governors, DfE, the local community, Ofsted, the LA and others to enable them to play their part effectively;
- Ensure that parents and pupils are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieve the Academy's targets for improvement.

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. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for applicants with a disability or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010). Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that academy policies are reflected in all aspect of their work, in particular those relating to:

1) Equal Opportunities 2) Health and Safety 3) General Data Protection Regulations and Data Protection Act (2018) 4) Safeguarding children.



# Person Specification



## Principal

- **Essential:** without which candidate would be rejected
- **Desirable:** useful for choosing between two good candidates

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Qualified Teacher Status, Degree, further relevant professional studies</li></ul>	<ul style="list-style-type: none"><li>• Relevant Further Degree or NPQH</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Senior Leader in a Secondary school Leadership in curriculum development and in monitoring and evaluation strategies</li><li>• Proven track record of raising attainment</li><li>• Track record of raising standards in English and Mathematics and good knowledge of raising standards in Literacy and Numeracy</li><li>• Good understanding of inclusion Leadership in staff development Some experience of budget management</li></ul>	<ul style="list-style-type: none"><li>• Management experience in more than one school</li><li>• Leadership in pastoral and curriculum development</li><li>• Successful experience of raising the attainment of a range of students</li><li>• Working with a school in challenging circumstances</li></ul>
<b>Skills, Knowledge and Abilities</b>	<ul style="list-style-type: none"><li>• Thorough knowledge and understanding of current curriculum developments and how pupils learn</li><li>• Understanding of principles and demonstrable application of school improvement and school effectiveness</li><li>• Demonstrable ability to plan strategically, to lead, motivate, develop and inspire staff, and to manage change</li><li>• Demonstrable commitment to equality of opportunity and inclusive education</li><li>• Knowledge and understanding of principles and practices of performance management for all staff within an academy setting</li><li>• High-level ability to analyse and interpret pupil performance data and set challenging but realistic targets</li><li>• Ability to ensure an ethos and structure for sound behaviour management which enables all pupils to achieve</li><li>• Ability to work effectively as part of the academy team and with governors, pupils and parents</li><li>• Ability to work effectively with members of the local community</li><li>• Ability to communicate orally and in writing to a variety of audiences</li></ul>	
<b>Other Requirements</b>	<ul style="list-style-type: none"><li>• Ability to work under pressure and be resilient in the face of challenge</li><li>• Ability to prioritise</li></ul>	
<b>Equal Opportunities</b>	<ul style="list-style-type: none"><li>• Demonstrable knowledge and understanding of equality issues and legislation</li><li>• Able to integrate equality policies into service delivery and employment practices</li></ul>	

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.





## How to apply:

If you wish to discover more about this exciting opportunity, need any further information or you would like to have an informal discussion with **Chris Clyne, Regional Director for United Learning**, please contact **Tracy Laverack** at **Academicis**, our recruitment partner, on **tlaverack@academicis.co.uk** or by phone on **07554 118 997/01223 907979**.

**Closing date:** Noon, Tuesday 19th March 2024

**Shortlisting:** Thursday 21st March 2024

**Interviews:** Wednesday 27th and Thursday 28th March 2024



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