



Thomas Deacon Academy
Application Pack
Position: Principal

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Letter from the Chief Executive and Chair of the Thomas Deacon Education Trust Board

Dear Applicant

Thank you for taking an interest in our Academy and we extend a warm welcome to all prospective candidates.

Thomas Deacon Academy is a wonderful Academy with a strong sense of history throughout Peterborough. It has been at the forefront of education initiatives and system leadership since its residence in an outstanding building and its modern facilities since 2007. The culture, ethos and learning environment are exceptional and are the principal reasons that the Academy is hugely oversubscribed.

The Trustees now find ourselves in the exciting position of looking for a new Principal who will lead the flagship academy within the Thomas Deacon Education Trust. We encourage all potential candidates to contact the Academy for a personal tour and a fact-finding visit as there is so much we are proud of about the Academy – we cannot include it all in this application pack!

The new Principal of Thomas Deacon Academy will lead a team of highly committed professionals who are extremely motivated and enjoy working with the complexity that leadership of such a large organisation brings. At Thomas Deacon Academy, as with all our schools in the Thomas Deacon Education Trust, we are driven by a clear set of values and these underpin all the work that we do. We believe in a culture of honesty and mutual respect. This underpins our learning environment which is calm, orderly and purposeful.

Teaching and learning is at the heart of everything we do and every decision we take: we consistently ask ‘How will this benefit our learners?’ Our teachers strive for constant improvement and are encouraged to innovate and do things differently. Leading the staff at Thomas Deacon Academy allows you to capitalise on the securely good practice that is already in place and we are looking for you to take the school to outstanding, however we define that. This opportunity will allow you to bring your abilities and experience to the role which will help Thomas Deacon Academy progress even more. Best practice at Thomas Deacon Academy, as a lead partner in TDET, will bring benefits to all our Trust schools.

The Thomas Deacon Education Trust is a dynamic and impactful organisation of which Thomas Deacon Academy is a key driving partner. In establishing the Trust, we have developed a highly effective centralised business service as well as an education service which offers partnership work in teaching, learning and leadership.

Our centralised education service reflects the needs of our Trust. In addition to the Director of Primary Education and the Director of Secondary Education, full time posts include a TDET lead for: SEND, Literacy and EAL, Data, Combined Cadet Force and Primary sport. Part time posts are fulfilled by TDET Academy staff who have an enhanced trust-wide role, eg English and Maths Leads or by external people, eg Primary Science, Secondary Science, leadership Development, Pupil Premium. TDET is continuing to develop the Education service as it grows and the successful candidate will have the opportunity to influence this.

Following the successes at Thomas Deacon Academy, the trustees were approached by the DfE to consider becoming an Academy sponsor. The Trust currently oversees the work of two secondary and three primary schools with two further primary schools in the process of joining the Trust. We also work in formal partnership with an independent Muslim faith girls' secondary school.

As a key founder and sponsor of TDET, Thomas Deacon Academy clearly has a fundamental and critically important role in helping lead on school improvement work. Therefore, leading Thomas Deacon Academy is far more than leading a single, stand-alone academy of 2,500 learners – it is a much greater responsibility and role hence why we are seeking an exceptional candidate with a wealth of experience and ideas – hopefully you!

Everyone associated with TDET and TDA are enormously excited about the future of the Academy. We are looking for someone who will bring ambition, energy and challenge to our flagship academy. Expectations are high but the rewards will be fantastic as we know that so much more can be achieved at Thomas Deacon Academy. We want TDA to prosper at the very highest level in all key performance indicators under new and dynamic leadership.

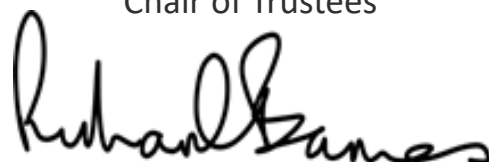
So, if you are excited by what you read in this pack and more widely, if you are ready for a new and very different challenge and if you see the potential of this role in TDA and the wider benefits of working in a forward-thinking multi-academy trust, we would be delighted to hear from you.

Yours sincerely

Julie Taylor
Chief Executive



Dr Richard Barnes
Chair of Trustees



Thomas Deacon Education Trust (TDET)

The Thomas Deacon Education Trust (TDET) is a Multi-Academy Trust that unites and empowers like-minded Academies to achieve the very best for their students and communities.

We are unashamedly proud of our links to the city of Peterborough and its surrounding areas.

We share the city's ambitious vision for growth and believe that our Academies and the education of young people need to be at the heart of these plans.

As a Trust, we work across all key phases of education to provide every child in our community with the best life chances and high aspirations.

By focussing on the city of Peterborough and its immediate surroundings, the Trust's Academies are in close proximity of one another. This close-working partnership and understanding of the local context enables real and meaningful collaboration between our Academies, teachers, and students, and with local business leaders.

We actively encourage our Academies and teachers to share best practice to benefit all children within the local area.

All members of our Trust – our Academies, members of staff, students and communities – are united in purpose through a set of shared, common values and expectations:

1. Trust – we are honest and supportive
2. Diversity – we celebrate individual differences and needs
3. Excellence – we want the very best and never give up on doing what is right
4. Transformation – we embrace innovation and collaboration

Through experience, we know that there is no such thing as a one-size-fits-all approach to education. Our Academies are individual members of the Trust community – united by values and purpose, but free to innovate and adapt to the needs of its students and local community within the TDET continuum.

We firmly believe that the Trust as a whole is more than the sum of its parts. Therefore, all of our Academies are equally valued and contribute to the development and direction of the Trust as we grow together.



Thomas Deacon Academy

Thomas Deacon was a wealthy wool merchant and philanthropist born in 1651. After his death the will of Thomas Deacon was shared and bequeathed the profits of several properties and their land to the setting up of a school and schoolhouse in Peterborough for teaching and instructing twenty poor boys to read, write and cast accounts. Between this time and the current day Academy the school started by Thomas Deacon moved to Deacon Street (originally called Crown Street) and then to Queen's Gardens in 1949. It is this legacy and commitment to the development of education and enrichment of young people's lives that lives on today in the modern Academy.

The Thomas Deacon Academy that we know today opened in 2007 as one of the UK's first and largest Academies. Whilst a building does not make a school, it is worth noting that Thomas Deacon Academy was designed by Norman Foster and Partners and in addition to our impressive main Academy our beautiful 43-acre campus includes TDA Juniors - a modern, light and purpose-built Key Stage 2 facility - and expansive playing fields and sporting facilities.

Moving forward, our vision for the Academy is a simple one: we want every member of our learning community to be the very best that they can be and achieve their full potential.

The Academy's core values of Trust, Discipline and Aspiration define who we are as a community and how we learn together. We believe that every member of our learning community should have the highest expectations and standards, showing trust and discipline in all that we do.

Visitors to the Academy often comment on the calm purposeful learning environment which our staff and students create and enjoy. We are committed to providing an excellent education which allows every young person to achieve the best possible set of qualifications.

Equally, we value the importance of developing young people who are positive, confident, self-reflective citizens, fully equipped to take their place in the world. We offer students a range of exciting leadership roles and all learners are encouraged to participate in our excellent enrichment programme, which includes a very successful Combined Cadet Force, a flourishing Duke of Edinburgh programme and extensive extra-curricular opportunities in the sports and arts.

In July 2015, TDA received a very positive Ofsted report, judging the Academy to be Good overall. Ofsted commented favourably, amongst other things, on the overall leadership of the Academy, good teaching, positive relationships between staff and students and students' behaviour. These aspects of the Academy have been maintained alongside the identified areas for development being addressed.

In September 2018 a new extension to the existing main building led to new accommodation being created for a sixth form study centre, refectory expansion and staff professional learning centre.

The existing leadership structure sees an Acting Head of School (supported by the Trust's Director of Secondary Education) leading a team of 2 Vice Principals and 5 Assistant Principals. The junior phase of the Academy has a separate leader supported by the Trust's Director of Primary Education. It is envisaged that over time the leadership structure will need to be developed to provide clear and continuous oversight of the whole Academy from Year 3-13.

About Peterborough

Peterborough is one of the fastest growing cities in the UK. The city is delivering a billion-pound regeneration programme, and boasts unrivalled transport links and exciting plans for growth.

However, Peterborough isn't all about work, it's a great place to live and bring up a family too. It boasts one of the highest ratios of green space per person in the UK with beautiful landscapes, country parks and working farmland – and offers an excellent quality of life. In fact, you can enjoy the hustle and bustle of the city centre, and reach the stunning Ferry Meadows in just five minutes.

Peterborough has a vibrant leisure and culture scene with activities for all the family throughout the year. Theatre, arts, dining out, heritage and music, we've got it covered in Peterborough.

On top of this, Peterborough is also one of the most affordable places to live with excellent house prices and one of the lowest council tax levels in the country.

Peterborough city centre has undergone a £12 million transformation.

Peterborough's history stretches back to the Bronze Age. Romans, Anglo-Saxons and Normans all left their marks. Predicted to be the fastest growing English city by 2025 Peterborough continues to attract people from far and wide, creating a diverse and outward looking community.

The heart of the city has undergone a £12 million transformation and Cathedral Square is now a buzzing piazza where you can eat, meet or shop. The regeneration has attracted new additions to the city centre such as Argo Lounge, Bill's Restaurant, Turtle Bay, Puzzles, Wildwood and Nando's all contributing to the vibrant evening social scene.

Just steps away from the bustling square is the splendour of the city's Cathedral, one of the finest Norman examples in the country. The Cathedral has strong links to our Trust as it is the burial place of Queen Katherine of Aragon and there is a memorial to Thomas Deacon. The Cathedral also has a full programme of musical and cultural events as well as quiet spaces for reflection.

The next stage in the city's billion-pound regeneration scheme continues with plans in place for expansion and refurbishment of the Queensgate Centre and a £100 million redevelopment of the North Westgate area which will include new housing, shops, restaurants and a cinema set around a new public square.

Nearby you can visit the home of the 'rural poet' John Clare and the Elizabethan grandeur of Burghley House.



Job Description

Job Title	Principal
Academy	Thomas Deacon Academy
Reports to	Director of Secondary Education
Salary/Grade	Competitive within the salary range for Band 8
Core Purpose	To provide exceptional professional leadership for Thomas Deacon Academy

Responsibilities – Principal

The National Standards of Excellence for Headteachers (2015) define high standards which are applicable to all headteacher roles within a self-improving school system. These standards are designed to inspire public confidence in headteachers, raise aspirations, secure high academic standards in the nation's schools and empower the teaching profession. These standards set out the expectations for the role of Principal at Thomas Deacon Academy.

Qualities and Knowledge:

- Hold and articulate clear values and moral purpose, focused on providing the best possible education for the students you serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards your students and staff and towards parents, those in governance and members of the local community.
- Lead by example – with integrity, creativity, resilience and clarity – drawing on your own scholarship expertise and skills and that of those around you.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally and pursue continuous professional development.
- Work with political and financial astuteness, within a clear set of principles, centred on the Trust and Academy's vision, ably translating local and national policy into the Thomas Deacon Academy's context.
- Communicate compellingly the Academy's vision and drive the strategic leadership, empowering all students and staff to excel.

Pupils and Staff:

- Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on student outcomes.
- Secure excellent teaching through an analytical understanding of how young people learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and student well-being.
- Establish an educational culture of 'open classrooms' as a basis for sharing best practice, drawing on and conducting relevant research and robust data analysis.

- Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- Hold all staff to account for their professional conduct and practice.

Systems and Process:

- Ensure that the Academy's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in TDA and in the wider community.
- Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- Welcome strong governance and actively support the Academy Committee to understand its role and deliver its functions effectively – in particular its functions to set Academy strategy within the TDET strategy and hold the senior leaders to account for student and staff performance
- Exercise strategic, curriculum-led financial planning to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the Academy' sustainability.
- Distribute leadership throughout the organisation, forging teams for colleagues who have distinct roles and responsibilities and hold each other to account for their decision-making.

The Self-improving School System:

- Create an outward-facing Academy which works with other academies and organisations – in a climate of mutual challenge – to champion best practice and secure excellent achievements for all students.
- Develop effective relationships with fellow professionals and colleagues both in TDET and in other public services to improve academic and social outcomes for all students.
- Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well-evidenced research to frame a self-regulating and self-improving academy.
- Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- Model entrepreneurial and innovative approaches to Academy improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- Inspire and influence others – within the Trust and beyond – to believe in the fundamental importance of education in young people's lives and to promote the value of education.

The Trust is strongly committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You shall be required to undertake an enhanced DBS disclosure and a range of other recruitment checks. Please note, we are also a non-smoking site.

Person Specification

The person specification outlines the qualifications, experience, knowledge and understanding, skills and personal attributes that we think are desirable in our ideal candidate. You will have depth in some areas and less experience in other. What we are interested in is how these make you the ideal candidate for the post.

Please see the section 'Making an application'.

Personal attributes required based on Job Description

Qualifications:

1. Qualified Teacher status
2. Qualified to degree level
3. Relevant post-graduate qualification in education or management

Experience:

1. Recent successful experience as a Principal/Headteacher of a secondary school or an all-through school in the UK.
2. Track record of providing inspiration, strategic thinking, planning and strong leadership and achieving successful outcomes for students, staff and those in governance.
3. Track record of delivering and sustaining progressive improvements in achievement through quality of teaching and learning.
4. Experience of implementing a successful academy-wide behaviour strategy that has supported learning and achievement
5. Evidence of implementing and sustaining an effective inclusion strategy that has benefitted students.
6. Experience of successful and robust budget and staff management.
7. Experience of working in a multi-academy trust environment.
8. Experience of working in different categories of school.

Knowledge and Understanding:

1. Detailed knowledge of current curriculum and assessment issues.
2. Full knowledge of the current and proposed Ofsted frameworks.
3. Excellent knowledge and understanding of the use of data and key performance indicators in determining benchmarks to set academy targets.
4. Up to date knowledge of innovation in educational legislation, research, policy and practice.
5. Knowledge and understanding of the role of the Governance and the Principal's accountabilities to the CEO, Trust Board and Academy Committee.
6. Up to date knowledge of legislation and best practice in academy management and development.
7. Knowledge of effective technologies to support teaching, learning and management.

Skills and Abilities:

1. Excellent communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively in order to achieve desirable outcomes.
2. Strong ability to present to a wide range of audiences.
3. Excellent ability to make well-judged decisions based upon accurate analysis and interpretation of appropriate data or information.
4. High level pro-active and creative thinking to anticipate issues, address problems and pursue opportunities.
5. Strong resilience and mental toughness to operate in a fast moving, demanding and challenging environment.
6. Readiness to seek and respond to advice and guidance.
7. Excellent collaborative working skills to perform effectively as part of the wider team of system leaders and school improvement professionals within TDET.
8. Expert and robust people management and leadership skills, to lead by example.
9. Determination to promote equality of opportunity throughout all aspects of academy life.
10. Ability to set, expect and monitor excellent standards.
11. Strong ability and drive to achieve challenging personal and organisational goals.
12. Ability to ensure and promote the safeguarding and welfare of all in the Academy.

Other Attributes:

Evidence of having undertaken recent and relevant continuous professional development and to demonstrate the impact of this in work practice.



Making an application

Applications must be made using the following link,

<https://www.tes.com/jobs/vacancy/principal-peterborough-1152660>

Please select quick apply to begin the application process. Application forms should be completed in full along with a supporting letter. CVs will not be accepted.

In no more than 800 words your supporting letter should demonstrate how your experience and knowledge make you the ideal candidate to drive and co-create the future at Thomas Deacon Academy.

The closing date for applications is 12 noon on 5 February 2019

Visits

Informal visits or informal discussions are actively encouraged. Our Director of Secondary Education, Scott Hudson, will be happy to answer any questions and show you around. Please contact Helena Hillson, Executive Assistant to the Chief Executive on 01733 426046 or helena.hillson@tdet.education to make arrangements.

Please note the Academy will be closed for half term week beginning 18 February 2019.

Schedule

Closing date:	5 February 2019
Long listing:	6 February 2019
Short listing:	week beginning 11 February 2019
Interview date:	26 and 27 February 2019
Final interview date:	4 March 2019

