

Application Pack
Progress Leader



Queen Katharine
Academy



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Principal welcome

Dear Applicant,

Thank you for your interest in applying for role of Subject Leader at Queen Katharine Academy. Queen Katharine Academy is a member of the Peterborough based Thomas Deacon Education Trust and opened in September 2017.

At Queen Katharine Academy we are passionate about the breadth and the depth of the education our students experience. We have a stunning, state of the art building with exceptional facilities that both supports our students' learning and progress, and that ensures we have the resources we need to be able to offer our excitingly broad curriculum.

It is our aim to live and breathe the Trust's vision to be an inclusive centre of educational excellence, working in meaningful partnership with the communities we serve. Central to that vision is providing a rich and relevant education that transforms lives and gives all our children the opportunities they deserve.

We are proud to be part of Thomas Deacon Education Trust which, like us, is dedicated to raising educational outcomes for all its students across its range of primary and secondary phase academies. As a member of staff here you will benefit from high quality professional development and support both from this school, and also directly from an exciting range of development and training opportunities our locally based trust allows us to share in. Sharing expertise with a variety of like-minded schools ensures we provide the best possible opportunities for our staff to grow and develop regardless of the point in their career they join us.

We aim to inspire and equip all our learners with the skills, knowledge and attitude to learn effectively, both independently as well as with, and from, others. By the time they leave Queen Katharine Academy, we want students to be empowered to be in charge of their own lives, fully engaged in their futures and motivated to shape society and the world around them. We want all our students to be happy, and feel safe while they are at Queen Katharine Academy, so that they can thrive, take risks, and aspire to be as successful as they can be.

At Queen Katharine Academy, we recognise that everyone is different, and we celebrate diversity wherever we can. We know that an excellent school is built on the foundations of its dedicated staff and has positive and highly respectful relationships at its heart. We truly believe that Queen Katharine Academy is a very special place, and it is made so by the people who learn and teach here.

Once again, I am delighted you are interested in this post, and I look forward to receiving your application.

Yours faithfully,

Philip Masterson
Principal

About Queen Katharine Academy

Queen Katharine Academy (QKA) is a member of the Peterborough based Thomas Deacon Education Trust and opened in September 2017. QKA is a larger than average 11 to 19 school in north Peterborough with approximately 1600 pupils on roll including 350 in the sixth form.

Vision, Ethos and Values

We are acutely aware that the key purpose of the Academy is to put pupils first and everything we do must reflect that aim. Our vision is:

"To be an inclusive centre of educational excellence."

As a UNICEF Rights Respecting School, our purpose is underpinned by a set of values which inform all that we do:

Responsibility	All individuals will accept responsibility for their own actions, understanding that there is always a choice with their behaviour.
Empathy	All individuals will be encouraged to understand the experiences and feelings of other's from their perspective.
Support	All individuals will give assistance and encouragement to others to do and be their best.
Pride	All individuals will be empowered and encouraged to gain a feeling of satisfaction from being a part of the Academy and of their own achievements and those of others.
Excellence	All individuals will strive to use their skills, qualities and talents to be the best they can be.
Community	All individuals are part of a community and all individuals strive to embrace their place and role within this community, supporting and encouraging each other to do and be their best.
Tolerance	All individuals will hold a fair, objective, and permissive attitude toward opinions, beliefs, and practices that differ from their own.

QKA has an extremely diverse cohort (with more than 49 languages spoken as a home language at the last count), and our curriculum is designed to ensure that all pupils are able to achieve their full potential. QKA offers a range of academic and vocational qualifications, thus allowing pupils a range of opportunities to follow diverse career and educational paths once they leave the Academy. Our aim is to ensure that pupils gain the necessary cultural capital to become valuable members of our global community.

QKA has high expectations based on a clear knowledge and understanding of our pupils' needs. We firmly believe in offering a wide range of opportunities for all pupils and provide appropriate support, stretch and challenge. Our curriculum is literacy rich and, due to the nature of our cohort, is developed to meet the needs of our pupils, including the majority who have English as an additional language (EAL).

At Key Stage 3 (Years 7-9) we offer an Accelerated Curriculum to support those pupils who arrive at the Academy needing additional support, as well as bespoke literacy, numeracy and English for Speakers of Other Languages (ESOL) options at Key Stage 4 (Years 10-11). Additionally, we have Community Liaison Workers and a range of bilingual staff to support newly-arrived EAL pupils and families to settle into the Academy. QKA has also used its international partners across Europe to provide enrichment through multi-lateral working, at the same time supporting pupils to retain links with their countries of origin. Wherever possible, pupils are encouraged and supported in achieving qualifications in their home languages. Additionally, the academy has achieved recognition for many aspects of its work through awards and nominations from organisations including the TES, Pearson and Prince's Trust

We support our More Able and Talented (MAT) pupils in a variety of ways both in school and externally. We work with a number of providers who aim to raise aspirations, increase awareness of higher education, and provide experiences for pupils.

Pupils have a wide range of enrichment opportunities, both curricular and extra-curricular. Student leadership is embedded and growing across the Academy, with our Student Leadership Coordinator supporting and developing a team of Prefects and student leaders across the whole school. In addition there are successful leadership schemes including: Language Leaders, Maths Leaders, Roma Leaders, Eco Leaders and Library Leaders.

Staff at Queen Katharine lead by example and work hard to ensure their pupils feel happy, valued and secure. A real priority is given to pastoral care and student well-being. Structures, systems and processes are well embedded to support pupils in overcoming any challenges they may be experiencing. However, it is much more than this and genuine attention is given to the quality of relationships that exist between all members of the academy community.







About Thomas Deacon Education Trust

TDET is a highly successful multi-academy trust and charitable organisation that aims to be one of the leading MATs in the country, dedicated to providing a truly world class education for our communities in Peterborough and the surrounding area.

We are a trust that unites and empowers like-minded academies to achieve the very best for our learners, and at the heart of our vision is a profound belief that the Trust as a whole is more than the sum of its parts. All our academies are equally valued and contribute to the development and direction of the Trust as we grow together.

All members of our Trust - our academies, members of staff, pupils and communities - are united in purpose through a set of shared common values and expectations:

-  **Trust** – We rely on honesty as the basis for developing meaningful relationships
-  **Diversity** – We embrace individual differences
-  **Excellence** – We want the very best and never give up on doing what is right
-  **Transformation** – We work together to make a positive impact

We work across all key phases of education to provide every child in our communities with the best life chances and high aspirations whatever their background or starting point.

All TDET schools strive to give our pupils the very best education possible and we insist upon the highest standards in all that we do.

Our academies work closely together, taking part in real and meaningful collaborations between teachers, pupils and other key partners including parents, business and other education providers. We value our local communities and actively encourage our schools and staff to share best practice to benefit all pupils within each local area. Through these collaborations we strive to ensure that TDET:

- Offers the highest quality educational Provision so that every child is empowered to be a confident learner, successfully prepared for their future.
- Develops meaningful and high-leverage Partnerships that actively and directly support our goals as a strong multi-academy trust.
- Becomes an employer of choice by investing in our employees so that we have the best People working for us, who are fully engaged and empowered to achieve our collective goals.

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 and are empowered to innovate and adapt to the needs of their pupils and the local community.



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'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 many new additions to the city centre.

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.

An exciting addition to the city is ARU Peterborough. A state of the art, £30 million university set to open its doors to 2,000 students in 2022 with an ambition to offer courses for up to 12,500 students by 2032. 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.



Advert

Job Title: Progress Leader
Contract: Permanent
Salary: MPS/UPS plus TLR1a
Site: Queen Katharine Academy
Closing date: 21st October 2024
Start: January 2025

Please note – Thomas Deacon Education Trust withhold the right to withdraw the advert and/or interview suitable candidates before the specified closing date.

**Are you a passionate about making a difference in students' lives?
Do you have the skills to inspire and support students to achieve their full potential?
If this sounds like you, we encourage you to apply to join our team at Queen Katharine Academy**

Queen Katharine Academy are looking to appoint a Progress Leader from January 2025. The successful candidate will play a major role under the direction of the leadership team in exercising overall responsibility for the pastoral care and academic progress of a cohort of students within the academy.

Your Role

- Work with the Senior Leadership team to secure high levels of student progress by liaising effectively with Subject Leaders and teaching staff. Identify when interventions are necessary, particularly in core subjects.
- Develop effective links and liaise with parents/carers to maximise progress and raise attainment of students.
- Work with SLT to develop a vision for their year group and implement strategies to promote high aspirations for the achievement and personal development of all students. This will link closely to the Student and Staff Charter and the RESPECT agenda.

Qualifications and Experience:

- Qualified Teacher Status (QTS).
- Experience in teaching across KS3 and KS4.
- Strong knowledge of safeguarding procedures and pastoral care.
- Proven ability to lead and manage a team effectively.
- Excellent communication and interpersonal skills.
- Commitment to professional development and continuous improvement

About Us

This is an excellent opportunity to join a school within one of the well-regarded Trusts in the eastern region. The school has a great history of success and a bright and exciting future and we are looking for an ambitious and dynamic teacher to steer it through the next stage of its development. Collaboration, educational research and professional development are at the core of how the schools within Thomas Deacon Education Trust work together. With a clear focus on teaching at all levels, the Trust is well placed to provide great opportunities to promote Queen Katharine Academy as a leading school and you will be given effective support to develop you personally as an outstanding teacher.

Why work for us?

We are part of the Thomas Deacon Education Trust, and we can offer you:
Progression opportunities across the Trust

Continuous development, e.g. training, coaching
Free eye test vouchers and flu vaccinations
Cycle to work scheme
£250 Recommend a friend scheme
Access to the most generous pension schemes in the UK (LGPS & teachers' pension scheme)
Free & confidential Employee Assistance Programme
Mental health first aiders
Collaborative working across schools in the Trust

Thomas Deacon Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The Academy will require the successful candidate to provide satisfactory references and undertake an Enhanced Check with the Disclosure and Barring Service.

If you have any questions regarding this post, please contact the HR Team on e-mail at hrteam@tdet.education

Job Description

Job Title	Progress Leader
Reports to	Assistant Principal
Salary/Grade	MPS / UPS + TLR1a
Core Purpose	The Progress Leader will play a major role under the direction of the leadership team in exercising overall responsibility for the pastoral care and academic progress of a cohort of students within the academy.

Specific responsibilities for Progress Leader

- Work with SLT to secure high levels of student progress by liaising effectively with Subject Leaders and teaching staff. Identify when interventions are necessary, particularly in core subjects.
- Develop effective links and liaise with parents/carers to maximise progress and raise attainment of students.
- Work with SLT to develop a vision for their year group and implement strategies to promote high aspirations for the achievement and personal development of all students. This will link closely to the Student and Staff Charter and the RESPECT agenda.
- Motivate the tutor team (teaching and support staff) to ensure the creation of a very effective team, particularly through personal example e.g. clearly planned and led team meetings and thoughtful delegation.
- Have overall responsibility for high quality leadership of a team of form tutors and overseeing and supporting their pastoral work within the year group.
- Collaborate with other Progress Leaders to ensure a consistent approach across the academy
- Liaise and communicate effectively with the Specialist Safeguarding Officer to ensure that there are well organised and documented procedures for Child Protection in place for the year group.
- Ensure that there are appropriate programmes of activities for form tutors to use during registration and monitor the effectiveness of their implementation. Ensure assemblies are well planned and appropriately delivered.
- Meet with the year tutors on a regular basis to offer support and challenge to ensure they are making an effective contribution towards the academy's core purpose.
- Ensure that all appropriate student records are secured, retained, used and updated regularly.
- Liaise and communicate effectively with the Attendance Manger ensuring that attendance of all students

in year group is challenged, communicated across the academy and celebrated.

- Ensure that year tutors are fulfilling their legal requirements in relation to student registration and attendance monitoring.
- Promote good behaviour within the year group and apply the Behaviour Framework and Anti Bullying Policy
- Organise parents' evenings and other meetings regarding progression or transition arrangements.
- Liaise with other key personnel within the academy, and with appropriate outside agencies, as and when required.
- Agree professional targets annually with the Vice Principal, who will monitor and review performance in accordance with the academy's performance management policy.
- Review the performance of designated staff in accordance with the academy's performance management policy.

General Teaching Responsibilities

- Teach the relevant subject, according to students' educational needs, following the curriculum and Schemes of Work within the Academy.
- Having regard to the curriculum to promote the development of the abilities and aptitudes of the students in any class or groups assigned.
- Carry out planning, course preparation, marking and assessment of student work, in line with Academy policy.
- Collaborate and work with other teachers on the preparation and development of teaching programmes, methods of teaching and assessment and pastoral arrangements.
- Maintain positive behaviour and discipline among students by following the Academy's Behaviour Policy and safeguarding their health and safety both when they are authorised to be on the Academy premises, and when they are engaged in extra-curricular activities.
- Carry out other teaching activities to include the provision and guidance to pupils on educational and social matters. Communicate and consult with parents and outside bodies where appropriate and attend associated meetings.
- Provide or contribute to oral and written assessment reports relating to individual students or groups.
- Participate in the review of your teaching programmes and methods of work, development of course materials and programmes and participate in arrangements for further training and professional development.
- Provide teaching support and cover, within the agreed guidelines, where the teacher is not available to teach.
- Participate in arrangements for preparing students for external examinations, undertaking assessments as required and participating in arrangements for students' presentation and supervision during examinations within the agreed guidelines.
- Participate in appropriate administrative and organisational tasks relating to teaching duties, attend assemblies and register attendance.
- Maintain an accurate register of attendance and do everything possible to encourage good attendance.
- Lead and participate in timetabled extra-curricular activities.
- Tutor Responsibilities

- Undertake responsibility for a tutor group and monitor and set targets for the social and academic progress of all pupils in the form.
- Endeavour to build rapport with students in the tutor group, providing guidance, advice and support.

General Responsibilities

- Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
- Create and maintain positive and supportive relationships with staff, parents, business, community and other stakeholders.
- Be aware of the School's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times.
- To engage with appropriate training opportunities to promote professional effectiveness in this role.
- Participate in the ongoing development, implementation and monitoring of the Trust and Academy Improvement Plans.
- To treat all information acquired through employment, both formally and informally, in strict confidence.
- To be aware of the school's responsibilities under the General Data Protection regulations (GDPR) for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this.
- Be aware of and comply with policies and procedures relating to child protection, reporting all concerns to the Designated Safeguarding Lead.
- Be aware of and comply with the codes of conduct, regulations and policies of the Trust and Academy and its commitment to equal opportunities.

The duties and responsibilities listed above describe the post as it is at present. It cannot be read as an exhaustive list of duties and may be altered at any time with Academy approval.

Note: Every job description in the organisation will be subject to a review either:

- On an annual basis at the time of the annual appraisal meeting, or
- As a result of a change in strategic direction, or
- As a result of a team/operational requirements, or

It is the shared responsibility of the post holder and their manager to ensure that the job description is kept up to date.



Person Specification

Attribute	Essential or Desirable	Assessment
Qualifications		
First degree.	E	A
Qualified teacher status.	E	A
A continued commitment to own professional development.	E	A/I
Further relevant professional studies.	D	A
Designated Safeguarding status	D	A/I
Knowledge and Understanding		
Knowledge of KS3 & KS4 curriculum.	E	A/L
Good knowledge of safeguarding procedures.	E	A/I
Knowledge of leading a team effectively.	E	A/I
Knowledge and understanding of pastoral care and support for all students.	E	A/I
Knowledge of effective strategies to involve and engage parents/carers in their child's education.	E	A/I
Skills and Abilities		
Communicate effectively with parents with regard to students' achievements and well-being.	E	A/I/R
Ability to set goals that stretch and challenge students of all backgrounds, abilities and dispositions.	E	A/I
Ability to establish a safe and stimulating environment for learners, rooted in mutual respect.	E	A/I
Caring and committed to children's wellbeing and personal development.	E	A/I
Team worker who respects others contributions	E	A/I/R
Ability to be energetic and enthusiastic around the Academy, motivating the team to follow suit.	E	A/I
Ability to be organised and prioritise on a day to day basis and for future events.	E	A/I/R
Effective communication and inter-personal skills	E	A/I/R
Ability to motivate and lead a team of people.	E	A/I/R
Developing effective professional relationships with colleagues.	E	A/I/R
Demonstrate consistently, the positive attitudes, values and behaviour which are expected of students.	E	A/I
Deploying support staff effectively.	D	A/I
Ability to lead and manage change	D	A/I

Experience		
Teaching experience across KS3 and KS4.	E	A/L
Experience of child safeguarding issues and successful use of measures that promote and ensure the safeguarding of children.	E	A/I
Experience of raising standards.	E	A/I
Being accountable for students' attainment, progress and outcomes.	E	A/I
Experience of working in more than one school/academy.	D	A
Experience of successful leadership, not necessarily within an education context.	D	A/R
Experience of working in partnership with other agencies.	D	A/I
Personal Commitment		
Demonstrate and adhere to TDET and Academy's Core Values.	E	A/I
Commitment to equality and diversity in the workplace.	E	A
Adhere to GDPR guidelines and the Academy's internal procedures.	E	A
Adhere to the Academy's Safeguarding and Prevent policy and procedures.	E	A/I
Adhere to TDET's Health and Safety policy and procedures.	E	A

Assessment methods

A – Application I – Interview T – Task/Activity L – Lesson Observation R – References

