

Application Pack
Behaviour Intervention Manager
(Learning Gateway)



Queen Katharine
Academy



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Principal welcome

Dear Applicant,

Thank you for your interest in applying for role of Behaviour Intervention Manager (Learning Gateway) 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

The Academy also provides a Learning Gateway provision, providing micro-group teaching with teaching assistant support for those pupils who, often due to social and emotional issues, find some large group lessons difficult to access. 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: Behaviour Intervention Manager (Learning Gateway)

Contract: Permanent

Salary: MPS/UPS + TLR2a

Site: Queen Katharine Academy

Closing date: 9am Friday 6th October 2023

Interviews to be held week commencing 9th October 2023

Start: January 2024 or sooner

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

The Role

Queen Katharine Academy are looking to appoint a Behaviour Intervention Manager, to work with students who are at risk of repeated fixed term exclusions or permanent exclusions. The successful candidate will lead on the development and implementation of resources, strategies, and pedagogy to work with students with SEMH needs in accessing the wider school curriculum via the Academy's Learning Gateway.

The successful candidate will take a leading role in managing and delivering specialist learning support to both individuals and groups with additional needs who would benefit from a different, more tailored learning approach.

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 person 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 member of the team.

The Trust offers:

- Excellent salary package and Teachers' pension scheme.
- Fantastic training/CPD opportunities in a friendly supportive environment.
- Opportunity for progression across Thomas Deacon Education Trust.
- An engaging, creative and welcoming environment to learners who take pride in their school.
- An inclusive and collaborative approach.
- A talented, highly motivated, committed and professional team of colleagues, both within the school and across the trust.
- An actively supportive Academy Committee and Trust leadership.

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.

Job Description

Job Title	Behaviour Intervention Manager (Learning Gateway Manager) – KS3
Reports to	Deputy Principal – Behaviour, Welfare & Attitudes
Salary/Grade	MPS / UPS + TLR2a
Core Purpose	<p>To design, implement and monitor a bespoke, engaging, well planned and appropriate curriculum, aligning with mainstream relevant subjects, that secures the progress of all learners and supports the overall progress and development of students.</p> <p>To facilitate and encourage a learning experience which provides students with the opportunity to fully achieve their individual potential.</p> <p>To lead on the development and implementation of resources, strategies and pedagogy to support students with SEMH needs in accessing the wider school curriculum.</p>

Key Responsibilities

<p>General Teaching Responsibilities:</p> <ul style="list-style-type: none"> • Oversee the curriculum and students in the Learning Gateway • Teach the relevant subjects, 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. • Carryout 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.
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Specialist Learning Gateway Responsibilities:

- To work with students at risk of repeated fixed term exclusions or permanent exclusions and help reduce further incidents of fixed term exclusions.
- To design and implement a bespoke curriculum offer for the Learning Gateway.
- Provide specialist learning support to individuals or small groups with additional needs who would benefit from a different learning approach
- Review students' personalised timetables and re-entry into mainstream lessons
- Liaise with specialist services on behalf of pupils
- Develop strategies to help improve and modify behaviour
- Liaise regularly with Progress Leaders and parents regarding the progress and attitudes of students within the provision

Tutor Responsibilities (where applicable)

- 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		
Recognised teaching qualification and Qualified Teacher Status (QTS) - Where overseas trained, appropriate NARIC certificates must be provided and any qualifications must be at least equivalent to UK	E	A
Degree in relevant subject(s)	E	A
Further degree (e.g. Master's)	D	A
Knowledge and Understanding		
The subject(s) to be taught, at a level and breadth sufficient to challenge the most able students and achieve high outcomes throughout all key stages.	E	A/I/L/R
The National Curriculum and National Literacy and Numeracy Strategies for the appropriate Key Stage(s).	E	I/L/R
Effective teaching and learning styles, including the theory and practice to implement effectively for the individual needs of all children.	E	A/I/L
The monitoring, assessment, recording and reporting of student progress.	E	A/I/R
The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection.	E	A/I
Effective strategies for working with students with Special Educational Needs, including Gifted & Talented students.	D	A/I
Recent, relevant curriculum developments in the subject area and their impact on teaching and learning.	D	A/I
The 'Help Children Achieve More' agenda and its application in the school environment.	D	A
Skills and Abilities		
Promote a positive and inclusive Academy and House identity for all students.	E	A/I
Establish a purposeful learning environment where all pupils feel secure and confident.	E	A/I/L
Set high expectations for all students and demonstrate a commitment to raising educational achievement.	E	A/I/L
Plan and implement an effective teaching programme, including the assessment of all students, creating appropriate records.	E	A/I
Inspire and enthuse young people by creating high-quality learning opportunities and use effective strategies to monitor and promote student motivation and morale.	E	A/I/L
Effectively deliver a range of inclusive teaching and learning strategies to maximise progress and achievement and offer equality of access to the curriculum for all students.	E	A/I/L/R
Use ICT effectively as an integral part of teaching and learning.	E	A/I/L/R
Organise own work effectively to meet deadlines, including student assessment and provision of reports to parents, staff and other internal and external stakeholders.	E	A/I/L/R

Build effective relationships with colleagues and to be an active team member within the House.	E	A/I/R
Establish and develop good relationships with students, parents and external organisations.	E	A/I/R
Manage difficult situations and deal with sensitive issues tactfully and diplomatically.	E	A/I
Adapt to change and the introduction of new working practices.	E	A/I/R
Develop strategies for creating links with the community and external organisations.	D	A/I
Experience		
Delivering student-centred learning in chosen subject(s) at Key Stage 3 & 4.	E	A/I
Planning, designing and delivering schemes of work to national exam board/course specifications.	E	A/I/L
Delivering lessons using ICT and multi- media, including interactive SMART boards.	E	A
Teaching Key Stage 5 groups.	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

