



Information Pack

Deputy Head of Year



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Letter from the Executive Principal of Thomas Deacon Academy (TDA)

Thank you for expressing your interest in the role of Deputy Head of Year with us here at TDA.

Our core purpose at the academy is to ensure that each student acquires the necessary **knowledge**, **skills** and **character** to make a positive contribution to society and **'thrive'** as a global citizen.

We believe our young people should leave us as positive, confident, self-reflective citizens that are fully equipped to take their place in the world. We place great emphasis on ensuring they experience a broad and balanced curriculum, with a wide range of extra-curricular opportunities and a strong pastoral system to support them with life's challenges.

I am delighted that you are interested in finding out more about our academy and pastoral team.



Yours faithfully

Rick Carroll, Executive Principal



TDA: An All Through Year 3-Year 13 school with over 300 staff and 2400 students

TDA Juniors

The TDA Juniors includes Years 3-6. Each year has a three form entry with approximately 360 pupils attending the Junior Academy.

TDA Juniors benefits from the use of the impressive 32 acre campus and a modern, light and purpose built Key Stage 2 facility. We aim to prepare the children for their secondary education but also give them the knowledge and skills to develop them as well rounded individuals.

TDA Seniors

The TDA Senior Academy has approximately 362 students in each Year group across Years 7-11.

We are committed to providing an excellent education which allows every young person to achieve the best possible set of qualifications. Our Tutor Time and Personal Development curriculum helps to ensure that students' well-being and development sit at the heart of learning.

TDA Sixth Form

TDA Sixth Form has approximately 350 students in Years 12 & 13. We aim for every student to leave us fully prepared for life beyond education. During their time with us, they are equipped with the knowledge, academic and other essential skills required for life beyond school - be that university, higher apprenticeships or something else. TDA "graduates", will be confident, articulate and well informed about the challenges facing humanity and empowered to lead in a rapidly changing world.

About 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 core purpose for the Academy is: "To ensure that each student acquires the necessary knowledge, skills and character to make a positive contribution to society and 'thrive' as a global citizen."

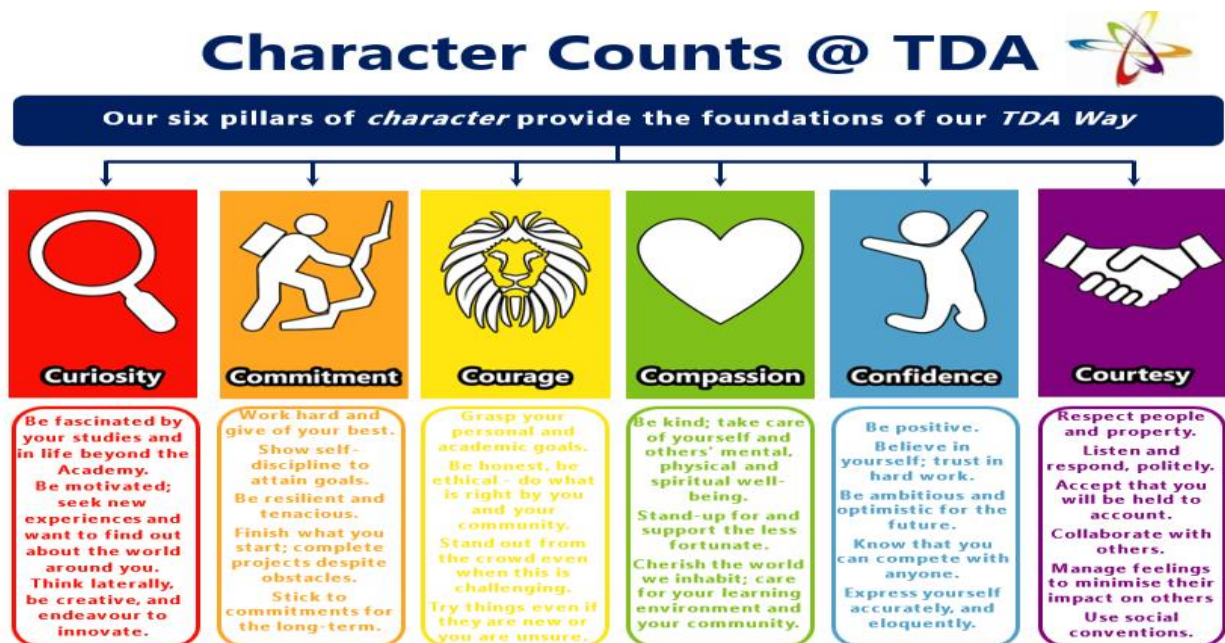
The Academy's core purpose is supported by our six pillars of character which provide the foundations for our 'TDA Way'. Our character values are: **Curiosity**, **Commitment**, **Courage**, **Compassion**, **Confidence** and **Courtesy**.

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 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.

In September 2019, 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



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.



Ferry Meadows Country Park



Key Theatre

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 new additions to the city centre such as Argo Lounge, Bill's Restaurant, Turtle Bay, Middleton's Bar and Grill, When Polly Met Fergie and Nando's all contributing to the vibrant evening social scene.



Guildhall, Cathedral Square

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.

These are exciting times to live and work in Peterborough.



Burghley House, Stamford

About Thomas Deacon Education Trust (TDET)





The Thomas Deacon Education Trust (TDET) is a multi-academy Trust that unites and empowers like-minded schools 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 schools 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.

Our academies work closely together, taking part in real and meaningful collaborations between teachers, students and local business leaders. We value our local communities and actively encourage our schools and staff to share best practice to benefit all children within each local area.

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

-  **Trust** – We are honest and supportive
-  **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

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 connected by a common set of values but are free to innovate and adapt to the needs of its pupils and the local community.



The Trust currently comprises ten educational partners, including seven academies, and caters for over 5,000 students from Nursery to Post 16. The Trust employs over 700 staff with an annual turnover of over £27 million. We continually share good practice and collaborate on the important aspects such as curriculum, assessment, and continuous improvement of teaching and learning. We are extremely proud of the achievements of each of our academies and the advancements that are being made.

We look forward to welcoming you in person and sharing our exciting vision with you in more detail.



Job Description

Job Title	Deputy Head of Year
Academy	Thomas Deacon Academy
Reports to	Head of Year
Salary / Grade	MPS / UPS plus TLR2

Key Responsibilities

Ethos and Culture

- Develop and embed an ethos of high expectations, exceptional attitudes to learning and exemplary conduct.
- Embed the academy's values in the day-to-day experience and conduct of the students, both inside and outside the classroom.
- Create a culture of learning through the consistent application of high expectations and the development of independent learning skills of the cohort so they are enabled to learn well.
- Assist the Head of Year to lead the implementation of the Tutor programme with the cohort.
- Assist the Head of Year to lead on the implementation of the Tutoring for Achievement programme with the cohort.
- Deliver an assembly programme that inspires, develops spiritual, moral, social and cultural literacy, celebrates success and reinforces our ethos and high expectations.
- Co-ordinate opportunities for students to compete with each other and other schools across a spectrum of activities.
- Embed a culture of high attendance within the cohort so attendance does not fall below expected levels.
- Assist the Head of Year to organise all detentions, catch up and internal exclusion rotas and systems.
- Assist in setting up systems to track behaviour for learning.
- Provide information/data to the Head of Year for their termly evaluations to the Deputy Vice Principal - Wellbeing.
- Implement systems to ensure success is celebrated at every opportunity.
- Support the Year 6 to Year 7 and the Year 11 to Year 12 transition process.
- Develop effective partnerships with parents and the wider community to support and improve students' achievement and personal development.

Curriculum and Teaching

- Support in the Head of Year in Developing, leading and managing a highly effective tutor team.
- Support the Head of Year in Developing and managing a highly effective student leadership team.
- Be responsible for monitoring and developing the quality of tutoring for all pastoral staff, with a clear focus on quality assurance and professional development.
- Coach and support tutors who are not implementing academy routines and policies as effectively as required

Job Description continued

Main Duties and Responsibilities continued

Staffing

- Assist the Head of Year with day-to-day management of tutors within the designated pastoral cohort and act as a positive role model.
- Contribute to the Academy's Professional Learning Programme and ensure that Pastoral colleagues are supported in their continuing professional development.
- Cover when tutors in the Pastoral Team are absent, ensuring continuity and progression in learning.
- Promote teamwork and to motivate staff to ensure effective working relations.

Quality Assurance and Performance Data

- Support the Head of Year in writing an annual pastoral development plan, setting targets and actions for the coming year.
- Support the Head of Year in reviewing the action plan termly through the Academy Quality Assurance and self-evaluation process.
- Support the Head of Year in overseeing the maintenance of organised and up-to-date student records.

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.

Job Description continued

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.

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

ATTRIBUTES	ESSENTIAL CRITERIAL	DESIRABLE CRITERIA
Qualifications		
	<ul style="list-style-type: none"> • Recognised teaching qualification e.g Qualified Teacher Status (QTS). • Degree in relevant subject(s). 	<ul style="list-style-type: none"> •
Knowledge and Understanding		
	<ul style="list-style-type: none"> • Understanding of situational issues faced by students and their parents/ carers. • The Every Child Matters/Help Children Achieve More agenda and its application in the school environment. 	<ul style="list-style-type: none"> • Knowledge of effective strategies to involve and engage parents/carers in their child's education.
Skills and Abilities		
	<ul style="list-style-type: none"> • Ability to promote a positive and inclusive Academy identity for all students. • Ability to establish effective relationships and build trust with students, parents and external organisations. • Ability to liaise effectively with other Academy staff who work with students and their families to ensure a co-ordinated team approach. • Encourage parents/carers to work co-operatively and get involved in their child's education. • Skills and ability to manage difficult situations and deal with sensitive issues tactfully and diplomatically. • Contribute to the ongoing development and promotion of positive behaviour and discipline policies. 	<ul style="list-style-type: none"> •
Experience		
	<ul style="list-style-type: none"> • Experience as an effective and efficient teacher and tutor, delivering student-centred learning. • Experience of establishing a purposeful learning environment where all pupils feel secure and confident. • Experience of working proactively and sensitively with parents and carers of young people to overcome barriers to learning. 	

Person Specification continued

Experience Continued		
	<ul style="list-style-type: none"> • Experience of effectively leading/ motivating students to achieve. • Experience of successfully promoting student welfare, in conjunction with students themselves, colleagues, parents/carers, and external agencies. 	<ul style="list-style-type: none"> • Experience of attendance and contribution to multi-agency meetings.
Personal Commitment		
	<ul style="list-style-type: none"> • Demonstrate and adhere to TDET and Academy's Core Values. • Commitment to equality and diversity in the workplace. • Adhere to GDPR guidelines and the Academy's internal procedures. • Adhere to the Academy's Safeguarding and Prevent policy and procedures. • Adhere to TDET's Health and 	

How to Apply

Application forms should be completed in full. CVs will not be accepted.

You will be required to submit a supporting letter as part of your application. In no more than 800 words your supporting letter should demonstrate how your experience and knowledge make you the ideal candidate to Thomas Deacon Academy.

The closing date for applications is **18 February 2022**.

Visits to the Academy are actively encouraged. Please contact Lucia Hawes, Operations Manager and Local HR Support on 01733 426060 or at LJH@tda.education to arrange this.

