

Application Pack
Teacher of Maths



Queen Katharine
Academy



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Principal welcome

Dear Applicant,

Thank you for your interest in applying for role of Maths Teacher 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.

The QKA Way

Team QKA: “Working hard, ready for anything”

Our mission is that we do whatever it takes to ensure every student achieves their full potential and develops a love of learning.

We expect every school day to start positively for every child, and we work tirelessly to ensure all our students are **Ready for School** and **Ready to Learn**.

Equally, we expect all our teachers to be **Ready to Teach**. It is part of our mission that the broad range of learning opportunities we deliver to our learners are always fully planned and prepared to activate learning.

We aim for all our students to develop to become independent learners. We know that the more engaged our students are learning that they know and understand is relevant to them, the more motivated they will be to think hard about not just what they have learned, but how they have learned it.

As a result, we expect all our students to develop a positive mindset, and to be **Ready to Succeed** throughout their time at QKA.

Our vision: our students leave us with the tools, experiences, values, knowledge and skills to reach their potential: successful learners, confident individuals, effective contributors, responsible citizens.

We are committed to providing a rich and relevant education that transforms lives and gives all of our children the opportunities they deserve. We want to inspire and equip our learners with the skills, knowledge and attitudes to learn effectively both independently, and with and from others.

By the time they leave Queen Katharine Academy, we want all our students to be empowered to be in charge of their own lives, to be fully engaged in their futures and motivated to shape society and the world around them.

The Curriculum Vision at QKA

At QKA a subject curriculum is the body of knowledge students will learn and the skills they will acquire in order to go on to study the subject at university.

We ask every subject leader to imagine that every child arriving at QKA in year 7 will proceed to choose to study that subject at university. This means we are preparing our curriculum to inspire a love of learning in our students in that subject, and to equip them with the knowledge and skills they need to be able to continue to progress in that subject to the highest level possible.

To achieve this, we make sure that each subject’s curriculum is mapped out for each year ensuring that the body of knowledge is meaningfully sequenced and that the range of skills required by our learners to achieve and succeed develop progressively over time, recognising that each stage of their education demands more of them.

The education we provide for our learners is organised into three areas so that it can be easily understood by all our stakeholders. These areas are:

1. Our curriculum intent – the explanation of why we choose to teach what we teach.
2. Our curriculum implementation- this is how we teach what we teach.
3. Our curriculum impact- this is how we know how well pupils have learnt what we have taught them.

We want our curriculum to transform the lives of every child who arrives at QKA. To do this, we provide an education built on three central pillars, which take into account the context of our school. These are:

- a strong focus on literacy to make learning accessible to all
- appropriate and responsive scaffolding to be inclusive
- high expectations to close gaps



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. To find out more, please visit <https://investinpeterborough.co.uk/>

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 Anglia Ruskin University (ARU) Peterborough. ARU is state of the art, £30 million university which aims to boost local skills and employability by offering employment-led education and degree apprenticeships.



Advert

Job Title: Maths Teacher (KS3 Coordinator TLR opportunity available)

Contract: Permanent

Salary: MPS/UPS

Site: Queen Katharine Academy

Closing date: 12th December 2024

Start: April 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 ready to inspire the next generation of mathematicians?
Do you have the passion and skills to lead our KS3 Maths curriculum?
Can you create a learning environment where every student feels confident and valued?
If so, Queen Katharine Academy wants you!**

Your Role:

You are a passionate, dedicated, and enthusiastic teacher eager to join our flourishing maths department. Our students are at the heart of everything we do. By constantly striving for excellence, we cultivate a culture of success, positivity, and belonging. We are confident that we are making a difference in students' lives through the opportunities we provide, both in and out of lessons. Our goal is for our students to become inquisitive mathematicians, who are numerate and able to use and apply their mathematical skills confidently across the curriculum and beyond school.

We also have an exciting opportunity available for additional responsibility as KS3 Coordinator. This role involves leading the coordination, provision, and development of a mastery Maths curriculum in the relevant key stage area. This additional responsibility will be discussed further at the interview stage and is currently a fixed-term TLR opportunity until 31/08/25.

About us:

Here at the QKA Maths department, our vision is: **'For our students we seek to be the best.'**

You will share the department's enthusiasm and unwavering determination to help every student enjoy, achieve and progress in Maths. We are pleased to offer a full breath of courses at KS5, enabling all students to continue studying maths on an appropriate pathway; including, GCSE, Core Maths and A Level Maths. We also offer dedicated numeracy lessons and offer the Entry Level Certificate for students who require an additional level of support

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. 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. You will receive 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

Recommend a Friend Reward scheme

Access to one 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

If you have the skills we are looking for, we can't wait to meet you!

TDET - Working together to transform lives through education

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.

At Thomas Deacon Education Trust, we are committed to equality of opportunity for all. We welcome applications from everyone, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation. Join us in fostering an inclusive and supportive environment where all contributions are valued.

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

Job Description

Job Title	Subject Teacher
Reports to	Subject Lead
Salary/Grade	MPS / UPS
Core Purpose	<p>To deliver engaging, well planned and appropriate lessons, according to the curriculum in relevant subject, that secure the progress of all learners and to monitor and support 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>

Key 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.
- 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.
- 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

	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

