Thomas Deacon Education Trust - An introduction

Unity of Purpose I Diversity of Practice

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

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

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

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

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

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

Thomas Deacon Academy opened in 2007 as one of the UK’s first and largest Academies.

Today, 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, an excellent Sixth Form Study Centre and expansive playing fields and sporting facilities.

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

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.

Our House system ensures that students have the opportunity to be part of a smaller community: competing, socialising and celebrating with other members of their House.

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.

Peterborough is an exciting, fast-growing and forward-thinking city and there is fierce competition for places at our Academy.

We are proud of our Academy and are always happy to provide opportunities for students and parents to tour our first-class facilities and experience our learning environment.

Thank you for your interest in Thomas Deacon Academy. Further information can be found on our website www.thomasdeaconacademy.com.
Information for Candidates

About Us
Thomas Deacon Academy is the largest Academy in England. It opened in 2007 in a £51m purpose-built building. Thomas Deacon Academy is an all-abilities school of 2,200 students and 352 staff, specialising in Science and Mathematics. In September 2014 we opened our Junior College welcoming three Year 3 classes which has grown year on year and as of the 2017/18 academic year, the school has a total of 12 classes.

Aims and Objectives
The sponsors' vision is for the Academy is to promote excellence and achievement, to act as a catalyst across Peterborough to raise the expectations of students and their families, and to create strong links with the local community. With a commitment to excellence at every level, the Academy offers an outstanding learning environment – one which ensures the potential of all pupils is fully nurtured. It also provides a broad curriculum designed for pupils of all abilities.

Ethos Statement
All our learners are of equal value and deserve to achieve their full potential. This will be recognised in both the planning and the execution of all aspects of Academy life.

Curriculum, Organisation and Routine
The Academy is structured in such a way as to give maximum breadth of curriculum, whilst ensuring that a strong personal and welcoming element is maintained. Excellent, accessible facilities ensure that all students are able to overcome barriers to learning, providing a solid foundation for life-long success.

The Academy has adopted the concept of a continuous working day, where breaks and lunch periods are informal, yet involve the whole Academy community.

The main Academy has established six ‘Houses’, each with its own identity, within the single facility. Each House is responsible for the educational and pastoral development of around 350 students, led by a Head of House, who is the main point of contact for parents. These smaller-scale groupings, including horizontal tutor groups, guarantee personal guidance and support for all students.

Admissions
The main Academy is an all-ability and inclusive school. It offers 330 places for students moving into Year 7 each year. Pupils in our Junior Academy will have automatic entry from Year 6 to Year 7 within the Academy. Our Junior Academy takes Year 3 pupils directly from our feeder school, Queens Drive Infants.

Child Protection and Safeguarding Children
Thomas Deacon Academy is committed to safeguarding and promoting the welfare of young people and expects all applicants, staff and volunteers to share this commitment. Staff leading recruitment activities are all qualified in Safer Recruitment practices. Shortlisted candidates must be willing to discuss their full employment history and their suitability for working with children at interview. All appointed staff will be required to undertake and complete a full induction and child protection training.

Staff Professional Development
Thomas Deacon Academy is committed to continuous professional development for all its employees and promotes a learning environment for both employees and students. An internal CPD programme is also provided with allocated time each week for staff development. Such opportunities include leadership development programmes for teaching and associate staff, as well as ICT, data, subject and skills training.
OFSTED July 2015 GOOD
“Students make good progress in GCSE English, mathematics, science, art, design and technology and modern foreign languages.”
“Teachers have good relationships with students, and high expectations for both their social and academic achievements.”
“Rigorously applied safeguarding procedures keep students safe. Students themselves say they feel safe and most parents agree that the academy looks after their children effectively.”

Equal Opportunities
Thomas Deacon Academy is committed to equal opportunities and fair treatment of its staff and all applicants, on the principle that no one is discriminated against on the basis of his or her actual or perceived race, ethnic or national origin, caste, nationality, religion or belief, gender, gender reassignment, sexual orientation, disability, marital status or civil partnership, pregnancy or maternity, age, or criminal convictions. All employees and students will be treated and valued equally.

Thomas Deacon Academy complies fully with the Disclosure and Barring Service Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
Teacher – Maths

Contract: Permanent
Salary: MPS/UPS – Competitive Salary
Site: Thomas Deacon Academy
Closing date: 25 March 2019
Start: September 2019

Are you ambitious and driven to succeed?
Are you passionate about Maths?
If so, this is the school for you!

Thomas Deacon Academy are looking to appoint a highly motivated, inspiring teacher who has a passion for teaching Maths to GCSE and will be able to motivate, enthuse, excite and challenge students to produce high quality work.

The department is extremely supportive of each other and is led by fantastic practitioners who are forward-thinking, innovative and motivated to ensure all students achieve well and develop an enjoyment of the subject. Being part of TD Education Trust there will be a wide range of opportunities to grow and develop within the department, Academy and Trust wide.

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 leadership at all levels, the Trust is well placed to provide great opportunities to promote Thomas Deacon Academy as a leading school and you will be given effective support to develop you personally as an outstanding teacher.

The Trust offers:
- Excellent salary package.
- Fantastic training/CPD opportunities in a friendly supportive environment.
- Opportunity for progression across Thomas Deacon Education Trust.
- Use of Academy facilities (including a gym and onsite car parking).
- Teachers’ pension scheme.
- 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 Local Governing Body 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.

To apply please click on the Vacancies page of our website www.thomasdeaconacademy.com where you will be directed to the application page.

If you have any questions regarding this post or would like to arrange a visit please contact the HR Team on 01733 426063 or e-mail hrteam@tda.education.
Job Description & Person Specification

**Job Title:** Subject Teacher/Tutor
**Reports to:** Head of Department
**Line Management if:** None
**Salary Grade:** MPS/UPS

**Core Purpose**
To deliver engaging, well planned and appropriate lessons that secure the progress of all student

**Key Objectives will include**
- Teach and develop their teaching in order to maximise learning for every individual student
- Participate, as appropriate, in pastoral care arrangements so that each child is known and challenged
- Participate, as appropriate, in extra-curricular enrichment for the benefit of students
- Embrace our aspirational culture in relation to both the processes and outcomes of education
- Follow policies and procedures, and from time to time participate in their review
- Recognise that these are outline job descriptions and as such may well be reviewed and re-defined by line managers in consultation.

**Professional Duties will include**
- Teaching. Having regard to the curriculum to promote the development of the abilities and aptitudes of the students in any class or groups assigned. Planning, course preparation, marking and assessing work is key as is the adapting to suit educational needs.
- 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
- Examination preparation. Participate in arrangements for preparing students for external examinations, undertaking assessments as required and participating in arrangements for students’ presentation and for and supervision during examinations within the agreed guidelines.
- Participate in appropriate administrative and organisational tasks relating to teaching duties, attend assemblies and register attendance
- Lead and participate in timetabled extra-curricular activities
- Participate in your own performance appraisal.
- Promote and safeguard the welfare of all children and young people with whom contact is made in a professional context (within or outside of the Academy)
**Other Specific Duties**

All teachers are expected to meet the Teachers Standards, and demonstrate consistently high standards of personal and professional conduct, uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from the CEO/Principal to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown. It will be reviewed at least annually and, in consultation with you, it may be changed by the CEO/Principal to reflect or anticipate changes in the job commensurate with the grade and job title.
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<th>ATTRIBUTES</th>
<th>ESSENTIAL CRITERIA</th>
<th>DESIRABLE CRITERIA</th>
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| Qualifications      | • Recognised teaching qualification and Qualified Teacher Status (QTS)  
• Degree in relevant subject(s)  
*Where overseas trained, appropriate NARIC certificates must be provided and any qualifications must be at least equivalent to UK minimum requirements*                                                                                                                                               | • Child Protection and Safeguarding training  
• First Aid Certificate                                                                                                                                                                                                                                                                                                      |
| Knowledge and       | • 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  
• the National Curriculum and National Literacy and Numeracy Strategies for the appropriate Key Stage(s)  
• effective teaching and learning styles, including the theory and practice of providing effectively for the individual needs of all children (e.g. classroom organisation and learning strategies)  
• the monitoring, assessment, recording and reporting of student progress  
• the statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection                                                                                                                                                         | • effective strategies for working with students with Special Educational Needs, including Gifted & Talented students  
• recent, relevant curriculum developments in the subject area and their impact on teaching and learning  
• the Every Child Matters agenda and its application in the school environment                                                                                                                                                                                                                              |
| Understanding        |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                             |
| Experience          | • delivering student-centred learning in chosen subject(s) at Key Stages 3 & 4  
• planning, designing and delivering schemes of work to national exam board/course specifications                                                                                                                                                                                                                           | • teaching post-16 groups  
• delivering lessons using ICT and multimedia, including interactive SMART boards                                                                                                                                                                                                                                                                                                     |
| Skills & Abilities   | • promote a positive and inclusive Academy and House identity for all students  
• establish a purposeful learning environment where all pupils feel secure and confident  
• set high expectations for all students and demonstrate a commitment to raising educational achievement  
• plan and implement an effective teaching programme, including the assessment of all students, creating appropriate records  
• inspire and enthuse young people by creating high-quality learning opportunities and use effective strategies to monitor and promote student motivation and morale  
• 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, including students with Special Educational Needs, with English as an additional Language, and Gifted & Talented students | • adapt to change and the introduction of new working practices  
• develop strategies for creating links with the community and external organisations                                                                                                                                                                                                                                                                                               |
- use ICT effectively as an integral part of teaching and learning
- organise own work effectively to meet deadlines, including student assessment and provision of reports to parents, House Leaders and other internal and external stakeholders
- build effective relationships with colleagues and to be an active team member within the House
- establish and develop good relationships with students, parents and external organisations
- manage difficult situations and deal with sensitive issues tactfully and diplomatically

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<tr>
<th>Personal Commitment</th>
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<td>safeguarding and promoting the welfare and rights of young people</td>
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<td>and acceptance of the principles underlying equal opportunities and diversity</td>
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<td>own performance management and to continued, relevant professional development</td>
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Departmental Information

Maths Department

Led by Tracy Hardy, the 20 teachers in the maths department strive to deliver fun and exciting lessons in a mission to share their passion of maths with all students throughout the Academy. The students will enjoy studying a range of topics over a 5-year curriculum; some of which will expand their knowledge from Primary School and others that will present new and exciting areas of mathematics. All students are entered for the AQA GCSE mathematics qualification. Post 16 subjects include AQA AS and A2 courses in Mathematics and Further Mathematics.

The department prides itself on its drive to succeed. Key to this is ensuring that every student receives accessible, focused and challenging lessons and is given the best opportunity to develop their confidence in mathematics. Information Technology is an important subject area and IT is utilised in lessons by both teachers and students. Thomas Deacon Academy proudly enables involvement in STEM (Science, Technology, Engineering and Mathematics) activities. These projects aim to combine skills from across the curriculum in a way that is fun and focused and builds new aptitudes that are applicable to the working environment.

Beyond the classroom, students are set homework once per week. Teachers encourage students to participate in the UK Maths Challenge where they can achieve certification for problem solving and logical thinking. The maths department also offers an extra-curricular Lego club where students develop, write programs and build models.
Dear Applicant

**Teacher - Maths**

**Contract:** Full Time, Permanent  
**Salary:** MPS/UPS – Competitive salary  
**Closing date:** 25 March 2019  
**Start Date:** September 2019

**MAKING AN APPLICATION – please read this section carefully**

Applicants are expected to provide a well-presented and thoroughly completed application form which addresses the job description and person specification, space is provided within the application form to write a personal statement. Applicants who do not satisfy this will not be shortlisted. We do not accept CVs.

Please either submit your application via E-Teach or return your completed application form, by e-mail to hrteam@tda.education or to the address at the top of this letter – applicants providing e-mailed applications, if shortlisted, will be asked to sign their application form at interview.

**SAFEGUARDING CHILDREN**

TD 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.

All interview panels include a member of staff trained in Safer Recruitment, and shortlisted candidates should be willing to discuss at interview their suitability for working with children.

The Trust will require the successful candidate to provide at least two satisfactory references and undertake a Disclosure and Barring check.

We look forward to receiving your application.

Best wishes

Jodie McDonald  
*Head of Human Resources*