

Accelerated Curriculum /  
English Teacher  
Candidate Information Pack



**Queen Katharine**  
Academy



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Dear Applicant

I am delighted that you are interested in applying for Teacher of Accelerated Curriculum / English in our wonderful school.

Queen Katharine Academy has been transformed and is now a Nationally recognised school as evidenced by our TES and Pearson Gold Teaching Awards in 2021.

I take great pride in leading an inclusive centre of educational excellence, rooted in the communities we serve. It is important that we provide an education that transforms lives and gives all our children the opportunities they deserve, regardless of where they are from or their personal starting points. We want our students to learn how to change their lives and those of others to change the future and to shape society and the world.

Schools are only as strong as the bond between parents, carers, students, and staff and therefore we always seek effective, mutually beneficial, and long-lasting partnerships; we know these will ensure our students can thrive and become their very best. As a result, we have high expectations of everyone connected to our school community, based on our guiding principle of RESPECT.

Of equal importance are our professional partnerships and we are proud to be part of Thomas Deacon Education Trust, like us dedicated to raising educational outcomes across a range of primary and secondary phase schools and academies in Peterborough and the surrounding area. This locally based Trust allows us to share expertise with a variety of like-minded schools and ensures we provide the best possible opportunities for our students.

We ensure young people receive a broad and balanced education, through intelligent and innovative curriculum design. This is further supported by a variety of high-quality enrichment opportunities offered throughout the school from years 7-14.

We also care deeply about the well-being of our young people, and support students through skilled, committed, and experienced pastoral teams.

Our international links and collaborative partnerships are far reaching and present significant opportunities for pupils and staff.

I believe Queen Katharine Academy is a special place, made so by the people who learn and teach here.

I invite you to come and see what makes it unique for yourselves.

Kind regards

Lynn Mayes  
Principal

## Thomas Deacon Education Trust (TDET)

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The Thomas Deacon Education Trust (TDET) is a Multi-Academy Trust that unites and empowers like-minded Academies to achieve the very best for their students and communities. TDET is a dynamic and impactful organisation. In establishing the Trust, we have developed a highly effective, centralised business service as well as an education service which offers partnership work in teaching, learning and leadership. The Trust currently oversees the work of two secondary and three primary schools with two further primary schools in the process of joining the Trust. We also work in formal partnership with an independent Muslim faith girls' secondary school.

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

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

All members of our Trust – our Academies, 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 on doing what is right
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 Academies 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 within the TDET continuum.

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

## Working for Thomas Deacon Education Trust

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### What we can offer you:

- Excellent working facilities in a modern and inspirational environment.
- Opportunity to work with a dedicated and committed team of professionals.
- Excellent salary package.
- Outstanding professional development and a high quality induction programme.
- Fantastic training/development/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).
- Enthusiastic and supportive SLT.
- Teachers' Pension Scheme.

### ECT Specifics:

- Reduced timetable.
- Dedicated mentor.
- Opportunity to observe excellent teachers within TDET.
- Bespoke in-house CPD.
- Weekly Mentor meetings.
- Support from senior staff.
- Potential to start employment prior to summer holidays.





## Queen Katharine Academy

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Queen Katharine Academy (formerly The Voyager Academy) joined the Thomas Deacon Education Trust in January 2017. Rated OFSTED Good in January 2020, Queen Katharine Academy is a growing and rapidly improving school which has a deep desire to be associated with its local community and to align itself with the admirable values of Katharine of Aragon who is buried in the city's cathedral.

Whilst a building does not make a school, it is worth noting that the Academy building is a purpose built, modern facility, providing a range of impressive classrooms and multi-use communal spaces with 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 as we seek to develop as an inclusive centre of educational excellence.

We seek to ensure that students receive a broad and balanced education that enables them to achieve their potential and take the appropriate next steps in their lives as valued and confident members of society. We have high expectations of our students in all that they do, and this is underpinned by a set of guiding principles focussed around the key concept of respect, ensuring that our Academy is a purposeful, calm and safe place to learn. Similarly, we have high expectations of ourselves and strive to provide high quality support and guidance alongside stimulating and engaging learning experiences.

We are very much committed to working with parents, carers and the local and wider community and firmly believe that effective, long-lasting partnerships are crucial in supporting our students to be the best that they can be.

Through high standards in teaching and pastoral care and the many opportunities provided both within the formal curriculum and beyond, our students are prepared for entrance to higher education, high quality employment and the future careers of their choice. Visitors to the Academy often comment on the calm and 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, who are 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 across the whole-school curriculum, including with our 11 partner school across Europe.

The existing leadership structure sees a Principal (supported by the Trust's Director of Education) leading a team of 2 Deputy Principals and 5 Assistant Principals.

## The Academy Day

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8.45-9.35 am	Session 1
9.35-10:25 am	Session 2
10:25-11:15 am	Session 3
11:15 – 11:55 am	Lunch or Session 4a
11.55 am - 12.35 pm	Lunch or Session 4b
12:35 – 1:25 pm	Session 5
1.25-2.15 pm	Session 6
2.15-2.45 pm	Tutor Time



## Living and Working in Peterborough

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- The majority of schools are rated 'Good' or better by OfSTED
- Education is firmly at the heart of the City's development plans
- The average price of property offers real choice as to where and how you want to live
- Healthcare in Peterborough is forward thinking and innovative
- Peterborough has a fast and efficient public transport system

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.

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, Puzzles, Wildwood and Nando's all contributing to the vibrant evening social scene.

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.

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.

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. Nearby you can visit the home of the 'rural poet' John Clare and the Elizabethan grandeur of Burghley House.





## Advert

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Job Title: Accelerated Curriculum / English Teacher

Contract: Permanent

Salary: MPS/UPS/UQT

Site: Queen Katharine Academy

Closing date: 9am Monday 30<sup>th</sup> January 2023

Start: ASAP

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 an ESOL / English Teacher on a full-time permanent basis to work within our Accelerated Curriculum and English departments. This is an exciting opportunity for an experienced ESOL / English / Linguistics / Primary teacher who is ambitious and has an interest in working with students from a range of cultures and backgrounds within a very supportive environment. The candidate will teach a CLIL / Literacy / ESOL-based curriculum to EAL students to fast-track their academic development. The department also supports some of our students who have a SEND or SEMH need and there is a strong nurture ethos.

### The Person

You will:

- Be a passionate and dynamic teacher, with either Qualified Teacher Status, CELTA or DELTA qualifications.
- Be able to model outstanding practice in Literacy / ESOL Teaching and Learning, both within the department and across the wider curriculum.
- Be able to prepare and deliver lessons to a range of classes of different ages and abilities.
- Be enthusiastic about helping young people to succeed.
- Have the ability to form strong professional relationships with young people.
- Have high expectations for the behaviour and academic progress of young people.
- Be ambitious and have the energy and creativity to make a significant contribution to the whole academy.

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.

**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.qka.education](http://www.qka.education) 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@tdet.education](mailto:hrteam@tdet.education).

## Job Description

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Job Title	ESOL / AC/ English Teacher
Reports to	Subject leader
Salary/Grade	MPS / UPS / UQT
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

Attribute	Essential or Desirable	Assessment
<b>Qualifications</b>		
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	<b>D</b>	<b>A</b>
Degree in relevant subject(s)	<b>E</b>	<b>A</b>
Further degree (e.g. Master's)	<b>D</b>	<b>A</b>
<b>Knowledge and Understanding</b>		
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.	<b>E</b>	<b>A/I/L/R</b>
The National Curriculum and National Literacy and Numeracy Strategies for the appropriate Key Stage(s).	<b>E</b>	<b>I/L/R</b>
Effective teaching and learning styles, including the theory and practice to implement effectively for the individual needs of all children.	<b>E</b>	<b>A/I/L</b>
The monitoring, assessment, recording and reporting of student progress.	<b>E</b>	<b>A/I/R</b>
The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection.	<b>E</b>	<b>A/I</b>
Effective strategies for working with students with Special Educational Needs, including Gifted & Talented students.	<b>D</b>	<b>A/I</b>
Recent, relevant curriculum developments in the subject area and their impact on teaching and learning.	<b>D</b>	<b>A/I</b>
The 'Help Children Achieve More' agenda and its application in the school environment.	<b>D</b>	<b>A</b>
<b>Skills and Abilities</b>		
Promote a positive and inclusive Academy and House identity for all students.	<b>E</b>	<b>A/I</b>
Establish a purposeful learning environment where all pupils feel secure and confident.	<b>E</b>	<b>A/I/L</b>
Set high expectations for all students and demonstrate a commitment to raising educational achievement.	<b>E</b>	<b>A/I/L</b>
Plan and implement an effective teaching programme, including the assessment of all students, creating appropriate records.	<b>E</b>	<b>A/I</b>
Inspire and enthuse young people by creating high-quality learning opportunities and use effective strategies to monitor and promote student motivation and morale.	<b>E</b>	<b>A/I/L</b>
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.	<b>E</b>	<b>A/I/L/R</b>
Use ICT effectively as an integral part of teaching and learning.	<b>E</b>	<b>A/I/L/R</b>
Organise own work effectively to meet deadlines, including student assessment and provision of reports to parents, staff and other internal and external stakeholders.	<b>E</b>	<b>A/I/L/R</b>



Build effective relationships with colleagues and to be an active team member within the House.	<b>E</b>	<b>A/I/R</b>
Establish and develop good relationships with students, parents and external organisations.	<b>E</b>	<b>A/I/R</b>
Manage difficult situations and deal with sensitive issues tactfully and diplomatically.	<b>E</b>	<b>A/I</b>
Adapt to change and the introduction of new working practices.	<b>E</b>	<b>A/I/R</b>
Develop strategies for creating links with the community and external organisations.	<b>D</b>	<b>A/I</b>
<b>Experience</b>		
Delivering student-centred learning in chosen subject(s) at Key Stage 3 & 4.	<b>E</b>	<b>A/I</b>
Planning, designing and delivering schemes of work to national exam board/course specifications.	<b>E</b>	<b>A/I/L</b>
Delivering lessons using ICT and multi- media, including interactive SMART boards.	<b>E</b>	<b>A</b>
Teaching Key Stage 5 groups.	<b>D</b>	<b>A/I</b>
<b>Personal Commitment</b>		
Demonstrate and adhere to TDET and Academy's Core Values.	<b>E</b>	<b>A/I</b>
Commitment to equality and diversity in the workplace.	<b>E</b>	<b>A</b>
Adhere to GDPR guidelines and the Academy's internal procedures.	<b>E</b>	<b>A</b>
Adhere to the Academy's Safeguarding and Prevent policy and procedures.	<b>E</b>	<b>A/I</b>
Adhere to TDET's Health and Safety policy and procedures.	<b>E</b>	<b>A</b>

#### Assessment methods

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

