

Assistant Principal –  
Behaviour Attitudes and Personal  
Development  
Candidate Information Pack



**Queen Katharine**  
Academy



Dear Applicant

I am delighted that you are interested in applying for a senior position in our wonderful school.

Applicants are invited for the post of Assistant Principal – Behaviour Attitudes and Personal Development with effect from April 2023.

This exciting role will suit an innovative, enthusiastic, and self-motivated person with a passionate interest in developing high quality pastoral care and student progress.

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

Jane Driver  
Head of School

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## 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 onsite car parking.
- Enthusiastic and supportive SLT.
- Teachers' Pension Scheme.





## 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 an Executive Principal (supported by the Trust's Director of Education), Head of School, 1 Deputy Principal 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: Assistant Principal – Behaviour Attitudes and Personal Development

Contract: Full time

Salary: L12-L16

Site: Queen Katharine Academy

Closing date: 9am Monday 5<sup>th</sup> December 2022

**Interviews to be held week commencing 12<sup>th</sup> December 2022**

Start: April 2023

### The Role

The post holder will be primarily responsible for securing a culture where pupils are confident, self-assured learners and their excellent attitudes to learning and school have a strong, positive impact on their progress.

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 Assistant Principal 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 Thomas Deacon Academy as a leading school and you will be given effective support to develop you personally as an outstanding Assistant Principal.

### 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
- 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

<b>Job Title</b>	<b>Assistant Principal - Behaviour Attitudes and Personal Development</b>
<b>Academy</b>	Queen Katharine Academy
<b>Reports to</b>	Deputy Principal Behaviour Attitudes and Personal Development
<b>Line Management of</b>	Progress Leaders and Subject areas
<b>Salary / Grade</b>	L12-L16
<b>Core Purpose</b>	To help secure a culture where pupils are confident, self-assured learners and their excellent attitudes to learning and school have a strong, positive impact on their progress.

### Key Responsibilities

#### Leadership

- To secure high expectations for learners' behaviour and conduct whilst ensuring these are applied consistently and fairly.
- To secure positive learners' attitudes to their education through learners taking pride in their achievements.
- To consistently develop relationships among learners and staff to reflect a positive and respectful culture.
- To support the Deputy Principal for Behaviour, Welfare, Attitudes and Personal Development in upholding and developing the behaviour framework.
- To develop student leadership in school so children are empowered to drive school improvement through being highly visible
- Create strong professional relationships with Primary schools through regular and meaningful partnership
- To consistently develop pastoral and behavioural systems with staff, students, and other stakeholders.
- To oversee and develop the Tutoring Programme
- To oversee, develop and embed the Recognition culture so all children achieve
- To oversee and develop the Careers Programme to aid transition through all Key Stages
- To oversee the Enrichment lead and take responsibility to ensuring all educational visits are well considered and managed through Evolve.

#### Operational Responsibilities

Working closely with key staff in the relevant areas:

- To model outstanding teaching
- To develop the curriculum/pastoral system to ensure it provides opportunities both within and outside the Academy setting to support learners and develop their character including resilience, confidence and independence and help learners know how to keep physically and mentally healthy.
- To work strategically with the Accelerated Curriculum, SEND and Learning Gateway staff to develop integrated support for SEND, EAL and vulnerable students.
- To supporting Progress Teams in identifying effective strategies/interventions that continue to raise levels of progress at QKA.
- To secure high expectations for learners' behaviour and conduct whilst ensuring these are applied consistently and fairly.
- To support in the development of student leadership within the Academy.
- To plan and implement the Academy duty rotas.
- To develop and collect data that supports impact of all work carried out and then develop strategies to constantly raise aspirations.
- To enhance current behaviour systems and work through staff to actively reduce Behaviour Support Requests, Isolations, Suspensions and Permanent Exclusions
- Work closely with external services to secure the best outcomes.

- Frequently monitor attendance, behaviour and progress data and use this effectively to identify next steps/appropriate interventions with Progress Teams.
- To develop effective links with primary schools and other secondary schools to share good practice.

### **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>		
Qualified Teacher Status	E	A
Evidence of continuing Professional Development	E	A
<b>Knowledge and Understanding</b>		
Firm working knowledge of the current Educational practices	E	A/I
Knowledge and understanding of Academy Improvement Planning	E	A/I
Knowledge and understanding of whole school behaviour management systems	E	A/I/T
<b>Skills and Abilities</b>		
To be strategic in your thinking and be able to identify clear priorities and related actions in order to improve behaviour, attitudes and Personal Development	E	I/T
To build good relationships with young people, parents, and key stakeholders.	E	I/T
To have a flexible approach and be able to prioritize workload effectively.	E	I/T
Proficient in the use of ICT, assistive technology and software programmes to support accessibility of the curriculum.	E	A/I/T
<b>Experience</b>		
Consistent track record of raising achievement through outstanding classroom practice.	E	I/R
Experience of teaching young people with a range of complex needs.	E	A/I/R
Evidence of developing and enhancing the teaching practice of colleagues through coaching/ mentoring and delivering high quality CPD.	E	I/R
Experience of leading staff teams effectively.	E	A/I/R
Experience in leadership	E	A/I
<b>Personal Commitment</b>		
Demonstrate and adhere to TDET and Academy's Core Values.	E	I/T
Commitment to equality and diversity in the workplace.	E	A/I/T
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	I/T

### Assessment methods

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