

Head of Campus Candidate Information Pack



**Richard Barnes
Academy**



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Thomas Deacon Education Trust (TDET)

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

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.

NQT 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.



Richard Barnes Academy

Following an Inadequate Ofsted judgement in May 2019, the Peterborough Pupil Referral Unit decided to join a multi-academy trust and secured the sponsorship of Thomas Deacon Education Trust.

In May 2020, the PPRS was rebranded and relaunched as the Richard Barnes Academy, specialising in alternative provision for children and young people for whom traditional teaching methods have not worked. The Academy was named after TDET's Chair of the Board of Trustees, Richard Barnes. TDET, as the sponsor, is keen to create an Academy that offers enriching experiences for young people struggling to succeed with their education, using highly creative ways of teaching which will encourage pupils to develop the confidence, skill and knowledge to believe that they can lead successful lives and make a positive contribution to society.

The Richard Barnes Academy provides specialist primary and secondary education for pupils, aged between 4-16, who have been permanently excluded from school, or who are at risk of permanent exclusion. The aim of the service is to successfully re-integrate as many of these pupils as possible back into mainstream education. Most pupils who join our school have behavioural, social and emotional difficulties and the school works closely with pupils, parents, schools and other support services to help them return to school or to transition onto the next stage of their education.

The provision is based across three two campuses. The Fitzwilliam campus provides education for Primary, KS3 and KS4 learners whilst the Trinity Campus provides education for learners at Key Stage 3 and 4.

Your interest in being part of our transformational vision is greatly appreciated. As the Academy fully embeds into the Trust, it will enjoy access to a range of central education and business services as well as the support of a primary and secondary network of fellow headteachers and teachers.

Please take a look at our website www.tdet.education for further information.

Joining the Richard Barnes Academy is an exciting opportunity to teach highly challenging children in small classes with a clear focus on the quality of education. The curriculum offered will have to be creative and innovative if we are to transform lives.

The Academy Day

9.00-9.20am	Breakfast Club (optional)
9.20-9.35am	Registration & Tutor Time/Coaching
9.35-10.20am	Period 1
10.20-11.05am	Period 2
11.05-11.20am	Break
11.20am-12.05pm	Period 3
12.05pm-12.50pm	Period 4
12.50pm-1.30pm	Lunch
1.30pm-2.15pm	Period 5
2.15pm-3.00pm	Period 6
3.00pm-3.10pm	Reflection & Acknowledgement



Living and Working in Peterborough

- 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 is not 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 have 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

Role: Head of Campus

Contract: Full Time/ Permanent

Salary: Leadership Scale Point 8-10 (FTE £50,151.00- £52,723.00)

Site: Richard Barnes Academy- Fitzwilliam Campus

Closing date: 10/05/2021 at 9:00am

Start: September 2021 (earlier start can be considered)

Are you an inspirational leader?

Are you passionate about improving achievement, standards and outcomes?

If so, this is the school for you!

The Role

Richard Barnes Academy have an exciting opportunity to appoint an outstanding dynamic, driven leader to join them as Head of Campus for the Fitzwilliam site. The successful candidate will support the Senior Leadership Team to implement and deliver an appropriately broad, balanced, relevant, and differentiated curriculum across all Key Stages and programmes based at the Campus.

We are looking for a leader who has demonstrable experience in facilitating and encouraging a learning experience which provides pupils with the opportunity to achieve their individual potential. It would be beneficial for the successful candidate to have Primary experience as well as experience working in a similar school setting.

This is an excellent opportunity to join a school within one of the well-regarded Trusts in the eastern region. The school whilst on a journey has a bright and exciting future ahead of it and we are looking for an ambitious and dynamic teacher to help us steer the Fitzwilliam campus 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 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.rjba.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 e-mail hrteam@tdet.education.

Job Description

Job Title	Head of Campus
Reports to	Principal
Salary/Grade	Leadership Scale Point 8-10 (FTE £50,151.00- £52,723.00)
Core Purpose	<ul style="list-style-type: none">• To support the Senior Leadership Team to implement and deliver an appropriately broad, balanced, relevant, and differentiated curriculum across all Key Stages and programmes based at the Campus• To be accountable, for the overall safety, welfare, behaviour, progress, and development of pupils• To facilitate and encourage a learning experience which provides pupils with the opportunity to achieve their individual potential.• To contribute to raising standards of pupil attainment.• To share and support the school's responsibility to provide and monitor opportunities for personal growth and enjoyment.• To manage staff performance for their respective campus alongside the SLT• To actively contribute to school self-assessment and the production of the school development plan• To be the Educational Visits Coordinator for their respective campus

Key Responsibilities

Operational/ Strategic Planning

- Frequently monitor attendance, behaviour and progress data and use this information effectively to identify next steps for pupils
- Ensure that the academy provides young people with the appropriate support, advice, and experiences to enable successful transitions to new settings or to secure the most appropriate next steps in education, employment and training
- Ensure clear and efficient medical process are embedded and in line with good practice guidance
- Support the AP for SEND & Inclusion in the exam 'access arrangements' process for their particular site
- Ensure through being the campus EVC that all educational trips are recorded using the Evolve system
- Ensure that all Health and Safety procedures are in place to meet all statutory expectations

Staff Development

- Support teachers to implement appropriate classroom strategies and ensure the effective use of Learning Plans across the Academy
- To take part in the Academy's staff development programme by participating in arrangements for further training and professional development
- To continue personal development in the relevant areas including subject knowledge and behaviour management strategies
- To engage actively in the Trusts performance management review process and contribute to how this may link with other areas within the Academy

Recruitment/ Deployment of Staff

- To contribute as appropriate to securing high quality staff and ensure the effective/efficient deployment of classroom support

- To work as a member of a designated team and to contribute positively to effective working relations within the Academy

Quality Assurance

- To triangulate impact of your leadership at all levels within the Academy.
- To help implement Academy quality procedures and adhere to them
- To contribute to the process of monitoring and evaluation of a curriculum area/department in line with agreed Academy procedures, including evaluation against quality standards and performance criteria
- To seek/implement modification and improvement where required
- To review from time to time methods of teaching and programmes of work
- To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the Academy

Management Information

- Maintain an accurate record of pupils across the different year groups in the centre
- To maintain appropriate records and to provide relevant, accurate and up-to-date information for SIMS and MyConcern etc
- To complete the relevant documentation to assist in the tracking of pupils
- To track pupil progress and use information to inform teaching and learning

Communications

- To communicate effectively with the parents of pupils as appropriate
- Where appropriate, to communicate and co-operate with person(s) or bodies outside of the Academy
- Attend local events and identify appropriate training opportunities in response to the specific needs of the young people at RBA
- To follow agreed policies for communications in the Academy

Marketing and Liaison

- To take part in marketing, and liaison activities such as open evenings, parents' evenings and liaison events with schools from within the Peterborough area
- To contribute to the development of effective subject links with external agencies, primary schools and other secondary schools

Management of Resources

- To contribute to the process of the ordering and allocation of equipment and materials
- To assist the staff to identify resource needs and to contribute to the efficient/effective use of physical resources
- To cooperate with other staff to ensure sharing and effective usage of resources to the benefit of the Academy, department and students

Pastoral Systems

- To evaluate and monitor the progress of all pupils and keep up-to-date records as may be required
- To contribute to the preparation of action plans, progress files and other reports
- To alert the appropriate staff to problems experienced by all pupils and to make recommendations as to how these may be resolved
- To communicate, as appropriate, with the parents of pupils and with persons or bodies outside the Academy concerned with the welfare of individual pupils. This could include for example attendance at CP/ CIN meetings etc

- To contribute to PSHE, citizenship and enterprise education, according to Academy policies
- To uphold the Academy's Behaviour policy to secure an effective learning environment

Teaching

- To teach pupils according to their educational needs including the setting and marking of work to be carried out by pupil's in the Academy and elsewhere
- To assess, record and report on the attendance, progress, development and attainment of pupils and to keep such records as required
- To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils
- To ensure that ICT, literacy, numeracy are reflected in the teaching/learning experience
- To undertake a designated programme of teaching to fully prepare pupils for all examinations and tests
- To ensure a high-quality learning experience for pupils that meets internal and external quality standards
- To use a variety of delivery methods that will stimulate learning appropriate to student needs and the demands of the syllabus
- To undertake assessment of pupils as requested by external examination bodies, departmental and Academy procedures
- To mark, grade and give written/verbal and diagnostic feedback as required

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.

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.



Person Specification

Attribute	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	I/L
The monitoring, assessment, recording and reporting of student progress.	E	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	I/L
The 'Help Children Achieve More' agenda and its application in the school environment.	D	A/I
Skills and Abilities		
Promote a positive and inclusive Academy and House identity for all students.	E	I/L
Establish a purposeful learning environment where all pupils feel secure and confident.	E	I/L
Set high expectations for all students and demonstrate a commitment to raising educational achievement.	E	I/L
Plan and implement an effective teaching programme, including the assessment of all students, creating appropriate records.	E	I/L
Inspire and enthuse young people by creating high-quality learning opportunities and use effective strategies to monitor and promote student motivation and morale.	E	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
Organise own work effectively to meet deadlines, including student assessment and provision of reports to parents, staff and other internal and external stakeholders.	E	I/L/R

Build effective relationships with colleagues and to be an active team member within the House.	E	I/R
Establish and develop good relationships with students, parents and external organisations.	E	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	I/R
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	I
Commitment to equality and diversity in the workplace.	E	A/L
Adhere to GDPR guidelines and the Academy's internal procedures.	E	A/I
Adhere to the Academy's Safeguarding and Prevent policy and procedures.	E	I/L
Adhere to TDET's Health and Safety policy and procedures.	E	I/L

Assessment methods

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

