



**Thomas Deacon**  
Academy

# Application Pack

Teacher of Maths



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## Letter from the Chief Executive of the Thomas Deacon Education Trust

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Thank you for expressing your interest in the Thomas Deacon Education Trust. All TDET schools strive to give our children the very best education possible and we insist upon the highest academic standards. Yet we recognise that having the highest academic standards needs to go hand-in-hand with having a clear responsibility for student well-being coupled with strong engagement with families and the communities that our schools serve. Our values of Trust, Diversity, Excellence and Transformation underpin all that we do.

We are passionate about raising educational standards in the Peterborough area and we are proud of the improvements our schools are making but we also take our wider responsibilities seriously: we share best practice and work together with schools in our region to ensure that we play our part on the local, national and international stage.



I hope you find this pack not only informative about the role you are applying for but also inspiring. We hope it gives you a real sense of who we are and what we stand for.

Yours sincerely,

Mrs Julie Taylor  
Chief Executive of Thomas Deacon Education Trust

## Letter from the Principal of Thomas Deacon Academy

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Thank you for expressing your interest in the role of Teacher of Maths.

Our core purpose at the academy is to ensure that each student acquires the necessary knowledge, skills and character to make a positive contribution to society and 'thrive' as a global citizen.

We believe our young people should leave us as positive, confident, self-reflective citizens that are fully equipped to take their place in the world. We place great emphasis on ensuring they experience a broad and balanced curriculum, with a wide range of extra-curricular opportunities and a strong pastoral system to support them with life's challenges.

I am delighted that you are interested in finding out more about our academy and Maths department.

Yours sincerely,

Rick Carroll, Principal



## About 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 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.

Our academies work closely together, taking part in real and meaningful collaborations between teachers, students and local business leaders. We value our local communities and actively encourage our schools and staff to share best practice to benefit all children within each local area.

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



**Trust** – We are honest and supportive



**Diversity** – We embrace individual differences



**Excellence** – We want the very best and never give up on doing what is right



**Transformation** – We work together to make a positive impact

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

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.





## About Thomas Deacon Academy

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Thomas Deacon was a wealthy wool merchant and philanthropist born in 1651. After his death the will of Thomas Deacon was shared and bequeathed the profits of several properties and their land to the setting up of a school and schoolhouse in Peterborough for teaching and instructing twenty poor boys to read, write and cast accounts. Between this time and the current day academy, the school started by Thomas Deacon moved to Deacon Street (originally called Crown Street) and then to Queen's Gardens in 1949. It is this legacy and commitment to the development of education and enrichment of young people's lives that lives on today in the modern academy.

The Thomas Deacon Academy that we know today opened in 2007 as one of the UK's first and largest academies. Whilst a building does not make a school, it is worth noting that Thomas Deacon Academy was designed by Norman Foster and Partners and 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 - and expansive playing fields and sporting facilities.

Moving forward, our core purpose for the Academy is: "To ensure that each student acquires the necessary knowledge, skills and character to make a positive contribution to society and 'thrive' as a global citizen."

The Academy's core purpose is supported by our six pillars of character which provide the foundations for our TDA Way. Our character values are: Curiosity, Commitment, Courage, Compassion, Confidence and Courtesy.

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. 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.

In September 2018, a new extension to the existing main building led to new accommodation being created for a sixth form study centre, refectory expansion and staff professional learning centre.

In September 2019, TDA received a very positive Ofsted report, judging the academy to be Good overall. Ofsted commented favourably, amongst other things, on the overall leadership of the academy, good teaching, positive relationships between staff and students and students' behaviour. These aspects of the academy have been maintained alongside the identified areas for development being addressed.

The existing leadership structure sees a Principal supported by a Deputy Head and a team of 2 Vice Principals and 5 Assistant Principals, plus the lead of the Head of TDAJ, all supported by the Trust's Director of Education.



## About the Maths Department

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The Maths Department strives to provide a curriculum that enables all students to achieve their full potential through challenging, engaging and enthusing learning opportunities. Reasons to join our team include:

- Large department of full time and part-time teachers who are passionate about their subject.
- A supportive and friendly team that creates a positive working climate.
- White Rose Mastery curriculum currently being implemented across KS3 and 4 that follows through from the KS2 curriculum delivered in our Junior academy.
- Well-resourced department with every classroom having its own visualiser, mini whiteboards, textbooks and an increasing amount of manipulatives to aid students understanding of key concepts .
- Large numbers of students continue their studies into the sixth form with the department offering A level Maths and Further Maths.
- Results continue to improve with students making positive progress.
- Support with teaching examination technique and exam marking is available from members of the team who have been GCSE exam board markers.
- Regular department CPD and the opportunity develop your skills through collaboration with colleagues.
- We also arrange social events as a team.



Tracy Hardy  
Head of Department - Maths

## About Peterborough

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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.

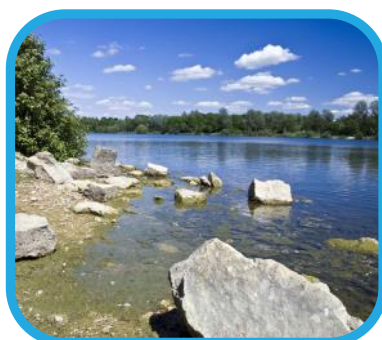
Peterborough's history stretches back to the Bronze Age. Romans, Anglo-Saxons and Normans all left their marks. Predicted to be the fastest growing English city by 2025 Peterborough continues to attract people from far and wide, creating a diverse and outward looking community.

The heart of the city has undergone a £12 million transformation and Cathedral Square is now a buzzing piazza where you can eat, meet or shop. The regeneration has attracted new additions to the city centre such as Argo Lounge, Bill's Restaurant, Turtle Bay, Middleton's Bar and Grill, When Polly Met Fergie and Nando's all contributing to the vibrant evening social scene.

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.

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.

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



## Job Description

|                |                                   |
|----------------|-----------------------------------|
| Job Title      | Subject Teacher                   |
| Academy        | Thomas Deacon Academy             |
| Reports to     | Subject leader/Head of Department |
| Salary / Grade | MPS/UPS                           |

### Overview

To deliver rigorous, 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.

To teach and deliver a learning experience which ensures students fully achieve their individual potential and support TDA's core purpose:

"To ensure that each student acquires the necessary knowledge, skills and character to make a positive contribution to society and 'thrive' as a global citizen".

### Main Duties and Responsibilities

- Teach and implement the relevant subject, according to students' educational needs, following the curriculum and Schemes of Work within the Academy.
- Ensure that the TDA evidence-based Principles of Effective Teaching are at the heart of all planning for learning.
- 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, assessment of student work and provide feedback in line with Academy policy.
- Collaborate and work with other teachers on the preparation and development of the curriculum pedagogy of teaching and assessment and pastoral arrangements.
- Maintain positive behaviour and discipline among students by following The TDA Classroom routines, 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.
- Carry out 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.



## Job Description continued

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### Main Duties and Responsibilities continued

- 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
- Implement the Principles of Effective Tutoring.
- 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.

### Benefits

- 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.

## Person Specification

| Attribute  | Essential or Desirable | Assessment |
|--|------------------------|------------|
| <b>Qualifications</b>  |                        |            |
| Recognised teaching qualification and Qualified Teacher Status (QTS) - <i>Where overseas trained, appropriate NARIC certificates must be provided and any qualifications must be at least equivalent to UK</i> | E                      | A          |
| Degree in relevant subject(s)  | E                      | A          |
| Further degree (e.g. Masters)  | D                      | A          |
| <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.  | E                      | A/I/L/R    |
| The National Curriculum and National Literacy and Numeracy Strategies for the appropriate Key Stage(s).  | E                      | I/L/R      |
| Effective teaching and learning styles, including the theory and practice to implement effectively for the individual needs of all children.   | E                      | A/I/L      |
| The monitoring, assessment, recording and reporting of student progress.   | E                      | A/I/R      |
| The statutory requirements of legislation concerning Equal Opportunities, Health & Safety, SEN and Child Protection.   | E                      | A/I        |
| Effective strategies for working with students with Special Educational Needs, including Gifted & Talented students.   | D                      | A/I        |
| Recent, relevant curriculum developments in the subject area and their impact on teaching and learning.  | D                      | A/I        |
| The 'Help Children Achieve More' agenda and its application in the school environment.   | D                      | A          |
| <b>Skills and Abilities</b>  |                        |            |
| Promote a positive and inclusive Academy and House identity for all students.  | E                      | A/I        |
| Establish a purposeful learning environment where all pupils feel secure and confident.  | E                      | A/I/L      |
| Set high expectations for all students and demonstrate a commitment to raising educational achievement.  | E                      | A/I/L      |
| Plan and implement an effective teaching programme, including the assessment of all students, creating appropriate records.  | E                      | A/I        |
| Inspire and enthuse young people by creating high-quality learning opportunities and use effective strategies to monitor and promote student motivation and morale.  | E                      | A/I/L      |
| Effectively deliver a range of inclusive teaching and learning strategies to maximise progress and achievement and offer equality of access to the curriculum for all students.                                | E                      | A/I/L/R    |
| Use ICT effectively as an integral part of teaching and learning.  | E                      | A/I/L/R    |
| Organise own work effectively to meet deadlines, including student assessment and provision of reports to parents, staff and other internal and external stakeholders.   | E                      | A/I/L/R    |
| Build effective relationships with colleagues and to be an active team member within the House.  | E                      | A/I/R      |
| Establish and develop good relationships with students, parents and external organisations.  | E                      | A/I/R      |
| Manage difficult situations and deal with sensitive issues tactfully and diplomatically.   | E                      | A/I        |
| Adapt to change and the introduction of new working practices.   | E                      | A/I/R      |
| Develop strategies for creating links with the community and external organisations.   | D                      | A/I        |

## Person Specification continued

| Attribute  | Essential or Desirable | Assessment |
|--|------------------------|------------|
| <b>Experience</b>  |                        |            |
| 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/I/L      |
| Teaching Key Stage 5 groups.   | D                      | A/I        |
| <b>Personal Commitment</b>   |                        |            |
| Demonstrate and adhere to TDET and Academy's Core Values.  | E                      | A/I        |
| Commitment to equality and diversity in the workplace.   | E                      | A          |
| Adhere to GDPR guidelines and the Academy's internal procedures.                                 | E                      | A          |
| Adhere to the Academy's Safeguarding and Prevent policy and procedures.                          | E                      | A/I        |
| Adhere to TDET's Health and Safety policy and procedures.  | E                      | A          |

### Assessment methods

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

## How to Apply

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Applications must be made using the following link: <https://tdeteducation.careers.eteach.com/>

Please select fast apply to begin the application process. Application forms should be completed in full. CVs will not be accepted.

You will be required to submit a supporting letter as part of your application. In no more than 800 words your supporting letter should demonstrate how your experience and knowledge make you the ideal candidate to Thomas Deacon Academy.

The closing date for applications is 12 May 2021.

Informal discussions are actively encouraged. Please contact the HR Team on 01733 426063 or by e-mail at [hrteam@tdet.education](mailto:hrteam@tdet.education)

### Schedule

|                        |                 |
|------------------------|-----------------|
| <b>Closing date:</b>   | 12 May 2021     |
| <b>Interview date:</b> | To be confirmed |

