



Queen Katharine Academy



Queen Katharine Academy

Application Information Pack

Teacher of Maths



Principal's Welcome



Dear Applicant,

Thank you for your interest in joining Queen Katharine Academy (QKA). I am delighted to introduce myself as the new Principal and to welcome you to a school celebrated for its vibrant and diverse community.

At QKA, both students and staff thrive in an inclusive and supportive environment, making our academy a truly exceptional place to work and learn.

Our commitment to academic excellence, character development, and a positive school culture is at the heart of everything we do. Guided by our core values – **Respect, Ambition, and Responsibility** – we aim to foster a collaborative and aspirational workplace where every colleague is valued and empowered to reach their full potential. Whether you are starting your career or bring a wealth of experience, you will find a culture that supports professional growth, innovation, and a shared dedication to continuous improvement.

Queen Katharine Academy is proud to be part of Thomas Deacon Education Trust (TDET), a forward-thinking network of academies dedicated to collaboration and educational excellence. As a member of TDET, our staff benefit from shared expertise, resources, and opportunities for professional development within a supportive and progressive network.

With over 20 years of experience in education, including senior leadership roles across a variety of schools, I know how vital a nurturing and ambitious staff culture is for student and school success. At QKA, I am dedicated to building on our strong foundations and working closely with colleagues to create an environment where staff are valued, supported, and empowered—so that together, we can ensure every student is supported, challenged, and inspired.

We are proud of the progress our academy community continues to make and excited about the opportunities ahead. If you are seeking a rewarding, dynamic, and supportive environment where you can grow your career and make a real difference, I encourage you to apply to join our dedicated team.

Thank you for considering Queen Katharine Academy as the next step in your professional journey.

Yours sincerely,

Mr. M. Taylor | Principal



Job Description

| | |
|----------------------------|---|
| Job Title | Subject Teacher |
| Reports to | Subject Lead |
| Salary/Grade | MPS / UPS |
| Date Last Evaluated | September 2025 |
| 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.
- 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.
- 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 |
|---|------------------------|------------|
| 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 & 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 | 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 |
| Skills & Abilities | | |
| 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 |

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

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|---|---|-----|
| 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



Queen Katharine Academy



Thomas Deacon Education Trust

Working together to transform lives through education