

Principal: Leadership and Management – Rick Carroll

Academic and 'Character First' ethos, delivering the TDA vision, 'meaningful all-throughness', strategic direction (SEF, SIP etc), maintaining high expectations, delivery of curriculum intent, leadership structure and Governance. curriculum-led financial planning and ensuring value for money. parent and community partnerships, staffing and recruitment, policy, safeguarding, facilities

Vice Principal: PDBW Ethos: student wellbeing and support - Martin Paine

- Enforcing the highest safeguarding expectations.
- Strategically drive and maintain a safe, calm, orderly and positive environment in the Academy and ensure that this has a positive impact on the behaviour and attitudes of pupils towards learning.
- Ensure that the routines and expectations for the behaviour of students is clearly articulated, shared, understood and acted upon effectively with all stakeholders.
- Maintain a strong focus on attendance and punctuality so that disruption is minimised.
- Maintain a positive and respectful culture in which staff know and care about pupils.
- Support policies and practices that develop pupils' character, confidence, resilience and knowledge so that they can keep themselves mentally healthy and flourish in our society, including the ability to recognise online and offline risks and how to access the support that is available to them.

Deputy Principal: Quality of Education Ethos: student wellbeing and support - Emily Gaunt

- Strategic overview of PP strategy.
- Lead curriculum, teaching and assessment to maximise cultural capital.
- Ensure the curriculum is sequenced and knowledge rich as a progression model for an all-through Academy.
- Shape subject intent, implementation and enactment.
- Systematic quality assurance of teaching via a transparent monitoring cycle.
- Assessment is effective in shaping responsive teaching.
- Teaching is adapted to meet all learner needs.
- Defining the strategic CPD plan to achieve the vision; Quality of Education at TDA is Outstanding.
- Reading is prioritised to allow students access to the full curriculum offer. (Ensure sufficient expertise in teaching reading skills needed to access disciplinary knowledge).
- Curriculum is rooted in the solid consensus of the schools' leaders about knowledge, skills and character so to ensure students can take advantage of opportunities in later life.
- Construction of an effective assessment cycle which helps students embed knowledge and use it fluently.

Head of TDAJ: Lucy Burks

- Overview of KS2 Quality of Education.
- Create a community in which students feel valued and are safe (inc Safeguarding).
- Support the delivery of a curriculum and assessment plan using Power teaching that ensures all learner maximise their knowledge, character and skills during KS2
- Track and support academic excellence via the Principles of Effective Tutoring and assemblies ensuring high expectations of successful learning behaviours are sustained.
- Develop 'Character First' and Student Leadership programmes.
- Very high levels of attendance by all groups.
- Year systems ensure all students engage with enrichment activities (inc trips and visits).
- Student well-being inc Physical and Mental Health.
- Respect culture inc Diversity and Equality. Behaviour (inc Anti-Bullying, discrimination, conduct).
- Parental and Community Engagement (inc school events and parents' evenings).

Assistant Principal: (SENDCo) - Gail Kenlin

SENDCo and Interventions and Support

Operational SENDCo and TAs

Colm McCloskey - Head of Department - Wellbeing (PD,SMSC, SRE, Extra Curr) & Inclusion

Assistant Principal: Quality of Education – KS2/3 – Ruth Fehrenbach

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| <p>Curriculum</p> <ul style="list-style-type: none"> ➤ Personalised curriculum that delivers good outcomes for all cohorts of students. ➤ Effective partnership with SEND. ➤ Well resourced schemes of work and KO's that deliver curriculum intent. ➤ 'Developing Character First' and Student Leadership programmes. <p>Assessment</p> <ul style="list-style-type: none"> ➤ Effective assessment via simplifying data. ➤ Evaluating effectiveness of curriculum provision for transition from KS2 to KS3. <p>All Through Q of E</p> <ul style="list-style-type: none"> ➤ Accurate staff self-reflection ➤ Professional Continuous Development for all staff ➤ TDET Leadership development in place ➤ ITTs and NQTs ➤ Literacy and EAL line management | <p>Teaching</p> <ul style="list-style-type: none"> ➤ Teaching model based on 'Power Teaching'. ➤ Collaborative planning. ➤ 'Making knowledge stick' – consistent approaches to recall and effective feedback. |
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Assistant Principal: Director KS3 PDBW – Ben Treverton

- Create a 'House/Year' structure.
- Establish the 'Principles of Effective Tutoring' and embed.
- Support learners to maximise their knowledge, character and skills during KS3.
- Track and support academic excellence via the Principles of Effective Tutoring and assemblies.
- Enhanced 'Character First' and Student Leadership programmes.
- Very high levels of attendance by all groups.
- House/Year structures ensure all students engage with enrichment activities.
- Student well-being inc Physical and Mental Health.
- Respect culture.
- Parental and Community Engagement.
- Safeguarding responsibilities for KS3.

Assistant Principal: Quality of Education – KS4/5 – Mo Ladak

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| <p>Curriculum</p> <ul style="list-style-type: none"> ➤ Personalised curriculum that delivers good outcomes for all cohorts of students. ➤ Effective partnership with SEND. ➤ Well resourced schemes of work and KO's that deliver curriculum intent. ➤ 'Deploying Character First' and Student Leadership programmes. <p>Assessment</p> <ul style="list-style-type: none"> ➤ Effective assessment via simplifying data. ➤ Evaluating effectiveness of curriculum provision for transition from KS4 to KS5. <p>All Through Q of E</p> <ul style="list-style-type: none"> ➤ CEIAG inc. Gatsby benchmarks and curriculum links to industry ➤ STEM line management ➤ BTEC QN line management ➤ Internationalism ➤ Examinations and public exams | <p>Teaching</p> <ul style="list-style-type: none"> ➤ Teaching model based on 'Principles of Effective Teaching'. ➤ Collaborative planning. ➤ 'Making knowledge stick' – consistent approaches to recall, FIT and 'interleaving' in lessons. ➤ Effective feedback from low and high stakes assessment to inform lesson planning and student response. |
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Assistant Principal: Director KS4 PDBW – Claire O'Donnell

- Create a 'House/Year' structure.
- Establish the 'Principles of Effective Tutoring' and embed.
- Support learners maximise their knowledge, character and skills during KS4.
- Track and support academic excellence via the Principles of Effective Tutoring and assemblies.
- Students deploy 'Character Values' to support the demands of GCSE/ BTEC subjects and Student Leadership programmes.
- Very high levels of attendance by all groups.
- House/Year structures ensure all students engage with enrichment activities.
- Student well-being inc Physical and Mental Health.
- Respect culture.
- Parental and Community Engagement.
- Safeguarding responsibilities for KS4.

Assistant Principal: Director Innovations and Digital Delivery – Claire Rouse

- Combine elements of marketing, innovation and communications to unlock fresh opportunities and approaches to best support Leadership, Quality of Education and PDBW at the Academy and enrich learning and teaching, help to raise levels of attainment and close the attainment gap.
- Skillful deployment of digital technology in our schools and early learning settings will also ensure our learners develop a level of general and specialist digital skills that are so vital for learning, life and work in an increasingly digitised world.
- Design and implement a digital strategy structured around four key areas: the skills of our educators; access to technology; curriculum and assessment; and leadership.
- Develop the skills and confidence of educators in the appropriate and effective use of digital technology to support learning and teaching.
- Improve access to digital technology for all learners.
- Ensure that digital technology is a central consideration in all areas of curriculum and assessment delivery.
- Empower leaders of change to drive innovation and investment in digital technology for all aspects of operational delivery for associate staff, including timetabling, data, and SIMS.
- Implement opportunities to use digital technology to engage with parents and carers, allowing them to understand the benefits of digital technology in education and be partners in their child's learning.

Assistant Principal: Head of Sixth Form – Michala Jackson

- Overview and development of KS5 Q of E to ensure excellent outcomes.
- Utilise data systems to support effective assessment, intervention and progress.
- Support the delivery of a curriculum and assessment plan using Principles of Effective Teaching that ensures all learner maximise their knowledge, character and skills during KS5.
- Track and support academic excellence via the Principles of Effective Tutoring and assemblies ensuring high expectations of successful learning behaviours are sustained. Support students to be autonomous learners.
- Create a Sixth Form community in which students feel valued and are safe (inc. safeguarding, physical and mental health), and are engaged in enrichment activities (inc. trips and visits).
- Deploy 'Character Values' to support the demands of A Level/ BTEC subjects and Student Leadership programmes to support whole school progression.
- Effective transitions into KS5, to support skills development and progression beyond KS5 to ensure students are well prepared for the next stage of their education, career or development.
- Ensure very high levels of attendance by all groups.
- Respect culture inc Diversity and Equality. Behaviour (inc Anti-Bullying, discrimination, conduct).
- Parental and Community Engagement (inc school events and parents' evenings).

Heads of Department