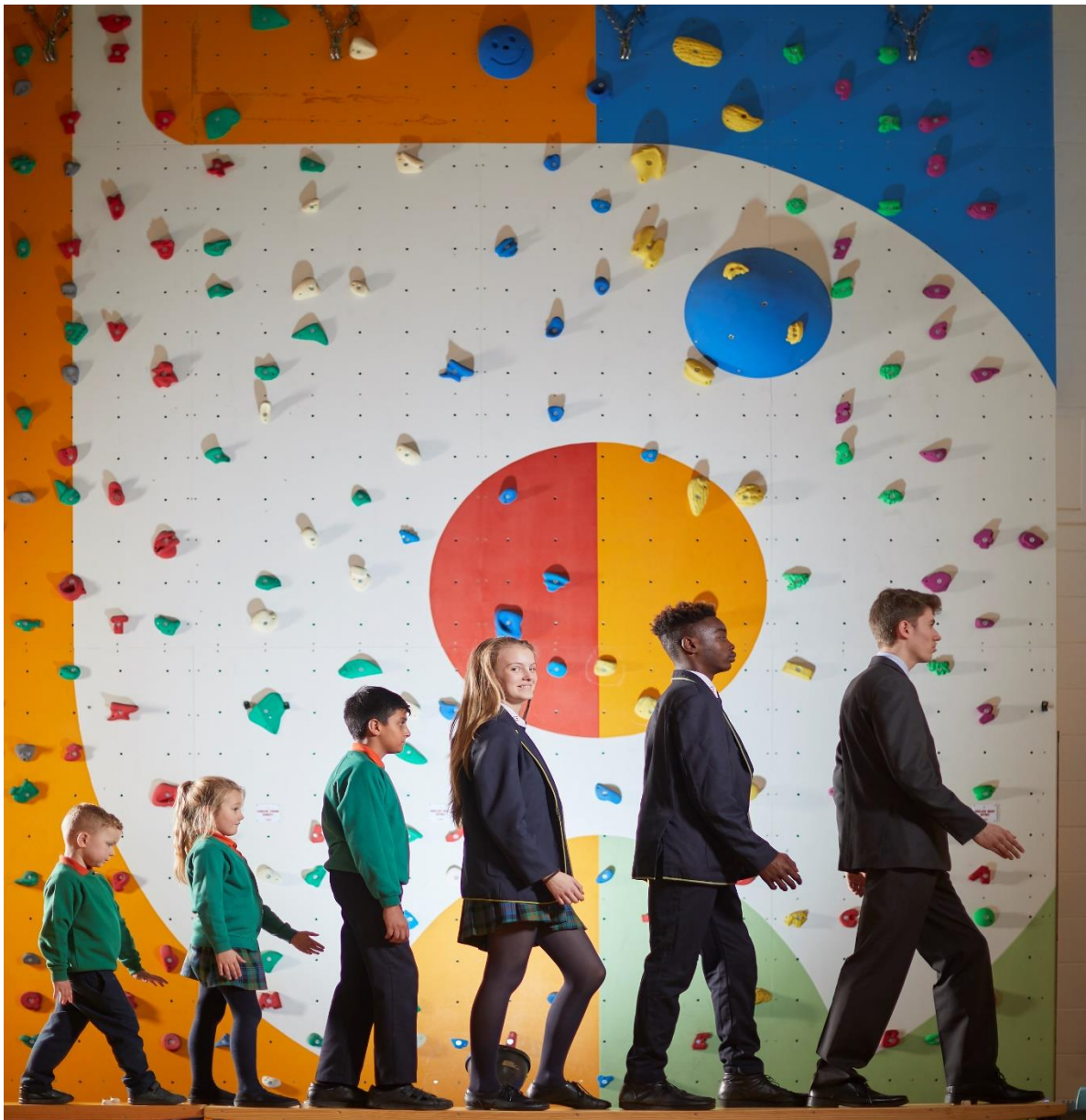




Bradford Academy



Application Pack

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Bradford Academy

Dear Applicant

Thank you for requesting details about a teaching role at Bradford Academy. Our vision describes our mission:

Known by God

Valued as unique

Understood and accepted

Guided to be the best we can be

We are a shining light in our community

Using opportunities to change our lives and those of others

"A city on a hill cannot be hidden"

Our mission is to make a difference.

You have shown interest in us at an exciting time. We are a "Good" school as recognised by OFSTED both in February 2013 and December 2017. We are rightly proud that all aspects of our provision; Early years, Primary, Secondary and Post-16 are consistently good and have been since 2013. You can read the full report in the OFSTED section of our website.

As a Church of England academy, faith sits at the heart of all that we do, I am proud to lead a team of dedicated staff who are enthusiastic about learning, and committed to our young people and their educational and spiritual journey. We work with a range of partners to ensure that the experience of our young people is personalised, appropriate and challenging. Our work in building a strong community and collaborating innovatively with partners has been recognized by being awarded the prestigious Times Education Supplement award for Community and Collaboration. Our strong community builds a solid foundation from which all can excel.

With over 1800 learners from the ages of 2 to 19, we have transformed the community in which we are deeply rooted. We have two resourced provisions in our Secondary Phase (DSP); one for Physical Disability and one for Autism. This reflects the breadth and diversity of society and in addition to providing education and experiences for learners with additional needs, it also teaches all our students to value and respect everyone as equals. The majority of our youngsters remain with us into Post-16 and 70% of learner's progress to higher education each year.

You will appreciate that this is no mean feat and we don't sit still. We invest in supporting our students and our teaching staff and we know that the various support roles are integral to our success.

I have lived and worked in Bradford throughout my teaching career. It holds a vibrant, diverse community and possesses unique character. Its diversity reflects Britain. The Academy plays an important part in preparing young people for life in our complex society. Students are prepared to be active participants in their own communities through developing relationships and understanding the importance of exercising their voice. We hold this dear and believe it to be a major reason behind our success. We are developing leaders for the future; both staff and students.

I have worked at the Academy since its inception and am incredibly proud of our achievements. Success is down to working hard. We listen to each other. We do not shy away from challenge.



Why do you want to work for this Academy? I would ask you reflect on the following:

- Your tenacity in being the best.
- Your sense of moral purpose.

You need to be committed to improving the life chances of our students for whom educational success is the only secure route to raising the quality of their future lives. Can you demonstrate how you would contribute to our team to get results? You get things done.

We need colleagues who share our values and aspirations.

Does this resonate with you? Are you inspired? Then start your journey and submit your application.

Yours sincerely,

A handwritten signature in black ink that reads 'Tehmina Hashmi'.

Tehmina Hashmi

Executive Principal

If you would like more information please contact our HR Department on 01274 256789 or by email to recruitment@bradfordacademy.co.uk

TEACHER OF BOYS PE (SPECIALISM IN RUGBY LEAGUE)

MAIN PROFESSIONAL SCALE

Salary Range:	Competitive in <i>line</i> with experience
Responsible to	Head of Department – Sport, Leisure & Recreation

All teachers are required to perform the professional duties as set out in the current Academy Teachers' Pay and Conditions document.

The post holder will:

Planning

- a) Plan teaching to achieve progression for students learning;
- b) Provide clear structures for lessons which maintain pace, motivation and challenge for students;
- c) Make effective use of assessment information on students' attainment and progress in teaching and planning future lessons.
- d) Plan opportunities to contribute to student's personal, spiritual, moral, social and cultural development.
- e) Create unique talent identification strategies for embedding rugby league at KS3 and KS4, which aims to challenge our sporting elite learners, whilst creating an aspiring ethos for other learners to feed into our P16 Sporting Elite Programme.
- f) Plan and implement an effective sports programme for our sporting elite, providing individual training programmes and targets.

Teaching and Class management

- a) Ensure effective teaching of whole classes so that teaching objectives are met and that best use is made of the available teaching time;
- b) Ensure that extended learning is set regularly and marked;
- c) Establish a safe environment which supports learning and in which students feel secure and confident;

- d) Use teaching methods which sustain the momentum of students' work and keep all students engaged;
- e) Set high expectations of students' behaviour, establishing and maintaining a good standards of discipline;
- f) Evaluate their own teaching critically and use this to improve their effectiveness.
- g) Effective management of rugby league, with active links to core and examination PE at post 16.

Monitor, evaluate, assess, recording and reporting and accountability

- a) Assess how well learning objectives have been achieved and use this assessment;
- b) Mark and monitor students' assigned classwork and extended learning, providing constructive oral and written feedback, and setting targets for students' progress;
- c) Assess and record students' progress systematically;
- d) Use comparative data to set clear targets for student achievement.
- e) Reporting to the Head of Department for SLR termly on the success and limitations of embedding a rugby league programme.

Other Professional Requirements

- a) Make a significant contribution to PE so that it is organised to meet the aims and objectives of the Academy and the subject and in particular to the:

Strategic direction and development of PE

- a) Help to develop and implement policies and practices for PE which reflect the Academy's ethos and commitment to high achievement, effective teaching and learning and good student behaviour;
- b) Establish short, medium and long term plans for the development and resourcing PE which are clear about action to be taken, timescales and criteria for success;
- c) Work to put the plans into practice;
- d) Monitor the progress made in achieving development plans and targets and use this to inform future planning and development and participate in the annual review of the department's work and progress;
- e) Participate in departmental meetings and contribute to planning and policy making.

Efficient and Effective deployment of resources

- a) Use available resources with maximum efficiency to meet the objectives of the Academy and subject plans and to achieve value for money;
- b) Use accommodation to create an effective and stimulating environment for the teaching and learning of PE.

- c) Establish effective working relationships with professional colleagues ;
- d) Set a good example to the students they teach, through their presentation and their personal and professional conduct;
- e) Be committed to ensuring that every student is given the opportunity to achieve to their full potential and meet the expectations set for them;
- f) Keep up to date with research and developments in pedagogy in the subjects that they teach;
- g) Understand their professional duties in relation to the Academy policies and practices.
- h) Effective use of the wide range of sporting resources in SLR to fully ensure each individual learner is catered for on the sporting elite programme.

Conditions of employment

- a) The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- b) Work across the Academy to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Body.
- c) To uphold the school's policy in respect of child protection matters.
- d) Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and Data Protection, reporting all concerns to an appropriate person.
- e) Perform any other reasonable tasks after consultation with the post holder.
- f) This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- g) This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.
- h) All staff will participate in the school's performance management scheme.

PERSON SPECIFICATION

	Essential	Desirable	Evidence base
Qualifications	Degree Level 2 or above sporting coaching qualifications	QTS or working towards QTS RFL Coaching Level1/2 First Aid	Application form
Experience	Experience of teaching learners in the secondary phase Recent experience in schools or Academies serving challenging communities	Experience of teaching or coaching rugby athletes.	Application form Interview
Professional practice	Effective teaching and learning that has resulted in high standards of student attainment and Achievement. Engagement with families to provide support and guidance for all students which allows them to grow and develop. Knowledge of recent educational developments. Effective practice and innovation in a sporting elite environment, which has resulted in sporting	Performed to a level of success personally and have experiences to draw upon with the learners.	Application form Supporting statement Interview References
Professional development	Evidence of professional development appropriate to the preparation of taking on an teacher and coaching role		Application form Interview

Personal attributes	Ability to deal with the ambiguous and unplanned. Remain optimistic and retain a sense of proportion. Act with discretion and sensitivity. Be a completer and finisher. Demonstrate sound judgment Have the stamina required of teachers and particularly sports coaches in a challenging school/ Academy		Application form Supporting statement Interview References
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Information for Applicants

Job Description

This tells you the main responsibilities of the post and explains what we are looking for. It tells you about the personal and professional qualities you need for this post. These criteria will be used to make the appointment.

Person Specification

This specification sets out which criteria will be used to shortlist candidates for interview.

Visiting

We welcome informal visits from all Applicants before they apply. If you wish to do so, please contact recruitment@BradfordAcademy.co.uk to arrange an appointment.

Applying

If you decide you would like to apply for this post please complete the application form online, which can be found at

<http://www.bradfordacademy.co.uk/recruitment/>

Your formal letter of application (supporting statement) should be no longer than 3 sides of A4 and should address the selection criteria and competences detailed in the person specification. The Academy must receive a signed copy of the form.

Please email to;

recruitment@BradfordAcademy.co.uk

Or

Post to HR, Bradford Academy, Teasdale Street, Bradford, BD4 7QJ.

Interviews

Shortlisted candidates will be contacted within two weeks of the closing date. All appointments will be subject to satisfactory DBS/ISA registration and reference checks.