



BRADFORD ACADEMY
TRUST



Application Pack

Contents

- Letter from Executive Principal
- Job Description
- Person Specification
- Information for Applicants

Dear Applicant,

Thank you for your interest in working at Bradford Academy.

We are clear in our vision:

**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.**

Are you ready to change your life and those of others? If so, Bradford Academy is an exciting place to make a difference.

When you visit us, you will see the impact our passionate and ambitious staff have on child from age 2 years old to 18. We are rightly proud of the difference we make every day to the lives of over 1800 young people in Bradford.

As a Church of England Academy, we believe that a commitment to developing the faith and spirituality of our learners is of vital importance when working at the academy. Our moral purpose guides us to ensure that every learner can be the best they can be spiritually and personally as well as academically. We believe that we make a difference not only within but out in the local community. This was recognised by being awarded a TES award for Community and Collaboration.

We have two resourced provisions in our Secondary Phase (DSP); one for Physical Disability and one for Autism. This reflects our passion for creating a truly inclusive school that reflects society and develops compassionate, understanding children and young people.

Staff who work at Bradford Academy benefit from support, challenge and investment. We understand how valuable our staff team are and strive to give them all the tools they need to excel in their chosen field. As a member of our team, you will benefit from CPD that was recognised as exemplary, receiving a Platinum level Professional Development Quality Mark from University College London. We value our staff's wellbeing and believe that Bradford Academy is an exciting and worthwhile place to work.

If you feel you share our vision for improving the lives of young people and have the tenacity, resilience and commitment to be a part of our journey then submit your application or contact us to arrange a visit. We would love to get to know you better.

Yours sincerely

Mrs Mel Saville
Executive Principal

For more information contact our HR department on 01274 256789 or email recruitment@bradfordacademy.co.uk

Learning Support Assistant - RESET

RESET is an onsite provision which provides a learning environment for some of our most vulnerable and challenging learners.

The role of a Learning Support Assistant in this setting will largely be on a 1:8 (maximum) basis working in close collaboration with the teaching staff. The ability to build rapport and have excellent communication skills to feedback on learner progress will be key in order to be successful in this role.

Aims and purpose of the job:

Learner Support

- To be the secure person for a designated group of learners by supervising and providing particular support, ensuring their safety and access to learning activities.
- Develop a holistic approach to meeting Social, Emotional and Mental Health needs, enabling learners to make good progress by working with teachers, other support staff, families and external agencies.
- Assist with the development and implementation of Individual Education/Behaviour Plans, Risk Assessments, Personal Care and Therapy Care programmes for a designated group/form.
- Establish therapeutic relationships with learners and interact with them according to individual needs.
- Promote the inclusion and acceptance of all learners.
- Encourage learners to interact with others and engage in activities led by teachers.
- To help learners develop resilience and independence, both learning in lessons and forming positive relationships with peers and staff.
- To provide support in the delivery of specialist interventions, taking a lead where appropriate.

Teacher Support

- Create and maintain a purposeful, orderly and supportive secure base/form room, in accordance with lesson plans and assist with the display of learners' work.
- Use strategies, in liaison with teaching staff, to support learners to achieve learning goals.
- Monitor learners' responses to learning activities and accurately record achievement/progress as directed.
- Promote good learner behaviour, support with dealing promptly with conflict and incidents in line with established policy and encourage learners to take responsibility for their own behaviour.

Academy Support

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the Academy. The Academy is moving towards a whole academy approach to support the wellbeing of learners and staff.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of learners out of lesson times, including before and after school and at break times when required.
- Accompany teaching staff and learners on visits, trips and out of school activities as required.

Applications are invited from Learning Support Assistants that have experience of working with children that have difficult social backgrounds, SEMH challenges and that often display challenging behaviour. Previous experience of working with learners that have these challenges, using positive behaviour strategies or Team Teach training would be an advantage in being considered for this job opportunity.

Person Specification

criteria	qualities
Qualifications and training	GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Maths
Experience	Experience working in a school environment or other educational setting Experience with children that have difficult social backgrounds, SEMH challenges and that often display challenging behaviour Positive Behaviour Strategies or Team Teach training (desirable) Experience planning and delivering learning activities
Skills and knowledge	Good literacy and numeracy skills Good organisational skills Ability to build effective working relationships with pupils and adults Skills and expertise in understanding the needs of all pupils Knowledge of how to help adapt and deliver support to meet individual needs Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils Excellent verbal communication skills Ability to work as part of a team and to be flexible in their approach to daily routines Active listening skills The ability to remain calm in stressful situations Knowledge of guidance and requirements around safeguarding children Good ICT skills, particularly in using ICT to support learning
Personal qualities	Enjoyment of working with children Sensitivity and understanding, to help build good relationships with pupils A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school Commitment to maintaining confidentiality at all times Commitment to safeguarding pupil wellbeing and equality Resilient, positive, forward looking and enthusiastic about making a difference Capacity to inspire, motivate and challenge children and young people

Notes:

This job description may be amended at any time in consultation with the postholder.

Information for Applicants

Safeguarding

Bradford Academy is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share in this commitment. All successful candidates will be expected to undergo an enhanced DBS check and any offer of employment will be subject to its return plus receiving satisfactory references, children's barred list check and section 128 check (where relevant). Please see our DBS Policy in the Academy Info/Policies area for our policy pertaining to the recruitment of ex-offenders.

It is an offence to apply for a role if you are barred from engaging in regulated activity relevant to children.

In accordance with Keeping Children Safe in Education the Academy will carry out an online search as part of due diligence on shortlisted applicants. This will be undertaken in accordance with Data Protection Act and the Equality Act.

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 to apply for this post please complete the enclosed application form. 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.