



BRADFORD ACADEMY
TRUST



Application Pack



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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.

We are a “Good” school, as recognised by Ofsted in both 2013 and 2017. When you visit us, you will see the impact our passionate and ambitious staff have on child from age 2 years old to 18. Every aspect of our provision; Early years, Primary, Secondary and Post 16 is good, and we are rightly proud of the difference we make every day to the lives of over 1800 young people in Bradford. You can read our full report on the Ofsted section of our website.

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

Subject Lead of PSHE

Salary Range: TLR 2A

Responsible to VP for Personal Development

All teachers are required to perform the professional duties as set out in the current Academy Teachers' Pay and Conditions document and refer to the job description for general teachers in conjunction with this job description

The post holder will:

To provide, with the support from the Head of Humanities, professional leadership and management for the area of PSHE to secure high quality teaching, effective use of resources and improved standards of learning. The Subject Leader of PSHE will:
make a significant contribution to the development of Academy policy and practice and to the management of the Academy
ensure that PSHE is managed and organised to meet the aims and objectives of the Academy.
establish effective curriculum and assessment procedures to meet the needs and aspirations of all learners and to raise standards of PSHE understanding at the Academy
ensure that all learners achieve the best possible progress and level of understanding within the area of learning
secure high standards of learning and teaching in the area of learning
lead PSHE teachers offering guidance, motivation and support to ensure quality wave 1 teaching
monitor and evaluate the effectiveness of learning and teaching, curriculum planning and progress
be responsible for the quality of resources for learning and the learning environment in the area of learning, including good classroom management
liaise and work closely with course leaders to promote the continual development of literacy, numeracy and ICT at all levels
provide coherent and accurate accounts of the Area of Learning's performance
develop, lead and help deliver a creative and inspirational PSHE programme for Year 7 to Year 13 pupils
ensure PSHE and RSE statutory guidance is being met and effectively delivered throughout the School.
liaise with Heads of Year regarding the development and delivery of the Tutor programme.
train staff to be able to effectively deliver PSHE in their subject area or as Form Teachers
organise a program of appropriate outside speakers including evening talks for parents.
contribute to the Whole School PSHE and RSE policy and development as appropriate.
keep abreast of current issues in PSHE and make programme changes as necessary.
be a member of the PSHE Association and attend its Annual Conference.

Strategic direction and development of the area of learning
in the context of the Academy's aims and policies, the Subject Leader of PSHE will provide leadership, which is strong but consultative, and will develop and implement area of learning policies, plans, targets and practices
develop and implement policies and practices for the area of learning which reflect the Academy's ethos and commitment to high achievement, effective learning and teaching and good student behaviour as well as ensure we comply with the SIAMs framework
establish, with the involvement of area of learning staff, short, medium and long term plans for the development and resourcing of the Area of Learning which are:
clear about action to be taken, timescales and criteria for success
realistic and challenging in setting targets for improvement in the area of learning
agreed and understood by all those involved in putting the plans into practice
monitor the progress made in fulfilling development plans and achieving targets, using this to inform future planning and development and undertake an annual review of the area of learning's work and progress
lead well managed area of learning meetings, which enable staff to contribute to planning and policy making

Learning and Teaching
secure and sustain effective teaching in PSHE sessions, monitor and evaluate the quality of teaching and standards of learners' achievements and set targets for improvement
develop, plan and review all area of learning syllabi and schemes for learning to ensure curriculum coverage, continuity and progression in the area of learning for all learners
maintain and update a comprehensive area of learning handbook including all documentation and data required for internal reviews and external inspections
ensure that area of learning schemes of work are effectively implemented and that members of the area of learning are clear about teaching objectives and communicate these to learners
provide guidance on the choice of appropriate learning and teaching methods to meet the needs of different learners
establish and implement clear policies and practices for assessing, recording and reporting learners' achievements and use this information in setting targets for improvement
use assessment data and analyses of learners performance to set expectations and targets for staff and learners in relations to learner achievement and to evaluate progress and achievement in the area of learning
ensure that homework is used effectively to aid academic progress
monitor and evaluate the quality of teaching in the Academy and use this to identify effective practice and areas for improvement

Leading and Managing Staff
provide the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching by members of the area of learning
uphold the school's policy in respect of Safeguarding including committing to the Code of Ethical Practice and ensure that staff in the area understand the Academy Safeguarding procedures
help staff to achieve constructive working relationships with learners and support staff on discipline matters
establish clear expectations and constructive working relationships among staff involved in teaching the area of learning
devolve responsibilities and delegate tasks to members of the area of learning team
participate in and lead agreed performance management procedures and use the process to develop the personal and professional effectiveness of staff
audit the training needs of the area of learning staff
lead, support and co-ordinate the provision of high-quality professional development for the area of learning staff
advise the Head of Humanities on appointments to the staff of the area of learning, including the drafting of advertisements, the outline job descriptions and the selection criteria
ensure that trainee teachers and NQT are trained, monitored, supported and assessed
ensure that Head of Humanities is well informed about the area of learning policies, plans and priorities, the success in meeting objectives and targets and subject related professional development plans

Efficient and Effective deployment of resources
identify appropriate resources for the area and ensure that they are used efficiently, effectively and safely
identify staff and resource needs for the area of learning and advise the Head of Humanities of priorities for expenditure
allocate available resources with maximum efficiency to meet the objectives of the Academy and subject plans and to achieve value for money
manage the area of learning budget
ensure the efficient and effective management and organisation of learning resources, including ICT
use accommodation to create an effective and stimulating environment for the learning and teaching of the area of learning
ensure that there is a safe working and learning environment in which risks are properly assessed;

Accountability - Account for the effectiveness of the area of learning to the Head of Humanities and other Senior Leaders
provide information, advice and support to the Head of Humanities to enable them to meet their responsibilities for securing effective learning and teaching and improved standards of achievement, and for achieving efficiency and value for money
create and develop the PSHE area of learning in which all staff recognise that they are accountable for the success of the Academy
provide coherent and accurate accounts of the area of learning's performance
ensure that parents and learners are well informed about curriculum, attainment and progress and about the contribution that they can make to achieving targets for improvement
accept and implement devolved responsibilities and delegated tasks from the Head of Humanities

Conditions of employment
The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
Work across the Academy to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the Governing Body.
To uphold the school's policy in respect of child protection matters.
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.
Perform any other reasonable tasks after consultation with the postholder.
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.
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 postholder.
All staff participate in the school's performance management scheme.
As part of supporting the Bradford Academy Community, promote the mental health and wellbeing of others whilst performing your role.

PERSON SPECIFICATION

Attribute	Essential	Desirable
Education/ Training	A strong academic background and a good honours degree. Teacher Status.	Evidence of further personal and professional development. A member of the PSHE Association. Qualified
Knowledge	Experience of teaching PSHE across different key stages and ability range. Up to date knowledge of PSHE and RSE developments for pupils 11-18. A knowledge of the statutory requirements of PSHE and RSE for schools. A knowledge of SMSC and how it can be implemented across the curriculum.	Previous leadership in a school environment. Experience of coordinating a programme of guest speakers, trips and special events that support the subject area. Experience in delivering assemblies. Experience of leading whole school approaches to promoting positive mental health and wellbeing.
Skills/ Attributes	The ability to use an imaginative range of teaching strategies to promote high expectations and high levels of challenge in the classroom. An empathetic, enthusiastic and well-presented person, capable of inspiring confidence in pupils, parents and staff. The ability to plan for progression in learning, using intervention as necessary. The ability to use assessment for learning to improve teaching and learning as well as to assess and record pupil progress. The ability to establish a safe and purposeful working atmosphere that supports learning and in which pupils feel secure and confident. The ability to make use of an understanding of ICT to develop	

	teaching resources as well as to enrich the curriculum. Enjoyment in working with young people. A commitment to teaching the full ability range. A commitment to raising achievement	
Personal Qualities	An ability and willingness to aim, inspire and motivate all learners. Commitment, enthusiasm and energy. Commitment to own personal and professional development. The ability to be a reflective and evaluative practitioner who is willing to learn and develop.	A sense of humour. A willingness to contribute to wider School life

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). Teaching staff will also be subject to a 'Prohibition to Teach' check. Please see our DBS Policy in the Academy Info/Policies area of our website 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 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.