



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

JOB DESCRIPTION MAIN SCALE TEACHER

CORE PURPOSE OF THE ROLE:

- Bradford Academy is seeking to recruit an enthusiastic and creative teacher
- The successful candidate will be required to teach students from the age of 11 to 18 and across a number of ability levels.
- We are looking for someone who shares our commitment to valuing each student as an individual learner, ensuring our students achieve to the very best of their ability in the subject area.
- This is a fulltime post suitable for NQTs or more experienced colleagues.

ROLES AND RESPONSIBILITIES

Planning

- plan teaching to achieve progression for students learning;
- provide clear structures for lessons which maintain pace, motivation and challenge for students;
- make effective use assessment information on students' attainment and progress in teaching and planning future lessons;.
- plan opportunities to contribute to students personal, spiritual moral social and cultural development.

Teaching and Class management

- ensure effective teaching of whole classes so that teaching objectives are met and that best use is made of the available teaching time;
- ensure that extended learning is set regularly and marked;
- establish a safe environment which supports learning and in which students feel secure and confident;
- use teaching methods which sustain the momentum of students' work and keep all students engaged;
- set high expectations of students' behaviour, establishing and maintaining a good standards of discipline;
- evaluate their own teaching critically and use this to improve their effectiveness.

Monitor, evaluate, assess, recording and reporting and accountability

- assess how well learning objectives have been achieved and use this assessment;
- mark and monitor students' assigned classwork and extended learning, providing constructive oral and written feedback, and setting targets for students' progress;
- assess and record students' progress systematically;
- use comparative data to set clear targets for students achievement.

Other Professional Requirements

- make a significant contribution the English subject area so that it is organised to meet the aims and objectives of the Academy and the subject and in particular to the :

Development of English

- help to develop and implement policies and practices which reflect the Academy's ethos and commitment to high achievement, effective teaching and learning and good student behaviour;
- establish short, medium and long term plans for the development and resourcing which are clear about action to be taken, timescales and criteria for success;
- work to put the plans into practice;
- 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;
- participate in departmental meetings and contribute to planning and policy making.

Efficient and Effective deployment of resources

- use available resources with maximum efficiency to meet the objectives of the Academy and subject plans and to achieve value for money;
- use accommodation to create an effective and stimulating environment for teaching and learning.
- establish effective working relationships with professional colleagues ;
- set a good example to the students they teach, through their presentation and their personal and professional conduct;
- be committed to ensuring that every student is given the opportunity to achieve to their full potential and meet the expectations set for them;
- keep up to date with research and developments in pedagogy in the subjects that they teach;
- understand their professional duties in relation to the Academy policies and practices.
- commit to the Academy Code of Ethical Practice to ensure that Safeguarding policies are fully implemented.

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 Safeguarding including committing to the Code of Ethical Practice
- 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.

QUALIFICATIONS

Essential
A recognised teaching qualification Good Honours Degree or equivalent
Desirable
Evidence of further qualifications in the area.

TRAINING

Essential
Recent training initiatives relating to Maths Assessment for Learning Recent training in ICT. Evidence of continuing professional development in Literacy and Mathematical skills. Analysis of performance data and its use in target setting.
Desirable
Recent training in accelerated learning methodologies

SPECIAL KNOWLEDGE

Essential
Specialist Practitioner capable of delivering Maths across all Key Stages. Experience of delivering Maths The ability to deliver additional Maths Disciplines at up to KS4 Has a clear understanding of English including assessment and the importance of a stimulating learning environment both indoors and outside; How to devise, implement and evaluate systems for identifying, assessing and reviewing progress Up to date knowledge of intervention strategies to raise attainment, and other key skills and the ability to provide in service training to colleagues. The use of ICT and its effective application for learning. Effective deployment and use of additional adult including staff, parents and volunteers and resources to ensure their best use Effective deployment and use of staff and resources to ensure their best use.
Desirable
The characteristics of effective teaching and learning practices which maximise the access and progress of children particularly in an All Through setting A commitment to STEM and its cross curricular delivery

SKILLS

Essential

Decision Making skills

Analyse, understand and interpret relevant information and data and present it in useful forms to staff, parents, students, governors

Judge when to make decisions and when to defer to senior managers

Think creatively and imaginatively to solve problems and identify opportunities

Self-management and organisational skills

Prioritise and manage their own time effectively;

Work under pressure and to deadlines;

Be self-motivated

Take responsibility for their own professional development

Communication skills -

Negotiate and consult effectively

Chair meetings effectively

Communicate effectively orally and in writing to a range of audiences

ICT skills

Demonstrate a clear understanding and competence in the use ICT

PHYSICAL AND PERSONAL CIRCUMSTANCES

Sufficient health, stamina and energy to cope with a very demanding post.

Sufficiently flexible circumstances to enable some out of school hours working including attendance at evening and weekend meetings.

Smart appearance

PERSONAL QUALITIES

Essential

Candidates should possess and display:

The ability to establish good personal professional relationships at all levels, with parents, children and colleagues

Excited by and committed to maximising the benefits of working in an all through setting

Adaptability

Openness, good humour, energy, enthusiasm and a sense of proportion.

Resilience

Self confidence

Intellectual ability

Commitment

Integrity - consistency between what you say and what you do

A willingness to commit to the academy code of ethical practice in order that safeguarding policies can be fully implemented

Core Purpose of the Role:

We are seeking an enthusiastic and creative literacy coordinator. This role requires someone who shares our commitment to valuing the importance of Literacy across all aspects of school life. It is suitable for any colleagues who have an interest in developing and implementing the whole school literacy programme; it is designed to establish common standards of practice and improve the effectiveness of teaching Literacy across the Academy.

In essence, the post holder will help to develop and implement consistent literacy practices across the curriculum, which reflect the Academy's ethos and commitment to high achievement, effective teaching and learning, and increased learner confidence.

General Responsibilities

The Whole School Literacy Coordinator will

Provide the Literacy strategy required to achieve the vision and mission of the Academy
Uphold the Academy's Literacy policy which underpins good practice
Facilitate and encourage learning which enables learners to achieve high standards of Literacy
Create an improvement culture which promotes excellence and sets high expectations of students' literacy levels
Develop and implement coherent and comprehensive quality assurance processes so that self-evaluation is the basis for planned improvements
Establish common standards of practice and develop the effectiveness of teaching Literacy across the school
Create a Literacy rich environment across the Academy
Actively undertake personal professional development through keeping abreast of the latest developments
Use available resources with maximum efficiency to meet the objectives of the Academy and subject plans and to achieve value for money

Specific Duties of the Whole School Literacy Coordinator

Establish short, medium and long term plans for the development and resourcing of Literacy, which are clear about action to be taken, timescales and criteria for success
Coordinate the weekly strategies for WOTW/SOTW/ROTW
Liaise with the LRC Manager to ensure Reading for enjoyment is promoted and part of the Academy culture
Alongside the LRC Manager, lead on the Accelerated Reader programme
To ensure maintenance of accurate and up-to-date information concerning Literacy to assist in the use of analysis and evaluation of performance data
Liaise with and support Departments in the implementation of Literacy strategies
Liaise with and support Heads of Year & Form Tutors in the implementation of Literacy strategies during Form
To ensure that Literacy activities are embedded as part of the our Home Learning strategy across all key stages
Work closely with the VP/AP for Teaching and Learning to ensure that Literacy is a key component of all learning
Communicate effectively so that all staff within the school are familiar with the Literacy aims and objectives.
Ensure effective communication, as appropriate, with the parents of students

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.