



BRADFORDACADEMY
TRUST



Application Pack



BRADFORD ACADEMY
TRUST

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



Point on Salary Range: TLR 2A

Responsible for: Teaching staff and curriculum support staff within English

Responsible to: Head of English

General Description

To provide, by supporting the Head of, English, professional leadership and management for Key Stage 3 to secure high quality teaching, effective use of resources and improved standards of learning and achievement by students at Key Stage 3.

The post holder will:

- ♦ ensure that Key Stage 3 English is managed and organised to meet the aims and objectives of the Academy;
- ♦ deputise for the Head of English when required;
- ♦ establish effective **curriculum and assessment** procedures in the English department, to meet the needs and aspirations of all students and to raise standards of achievement at Key Stage 3;
- ♦ ensure that all students achieve the best possible **progress and attainment** in the English department at Key Stage 3;
- ♦ secure high standards of **learning and teaching** in the English department at Key Stage 3;
- ♦ **share the leadership of English** of specialist teachers offering guidance and motivation support;
- ♦ **monitor and evaluate** the effectiveness of learning and teaching, curriculum planning and progress towards targets at Key Stage 3;
- ♦ **implement the requirements of APP to ensure that the progress of learners in English is being tracked, both in their core provision and in their English lessons**
- ♦ be responsible for supporting good classroom management within English;
- ♦ liaise and work closely with the Head of English to **promote the continual development** of the English department;
- ♦ provide coherent and accurate accounts of the English department's performance at Key Stage 3.

Strategic direction and development of the English department

In the context of the Academy's aims and policies, the Key Stage Leader English will help the Head of English to provide leadership, which is strong but consultative, and will develop and implement English department policies, plans, targets and practices, at Key Stage 3.

At Key Stage 3

- a) develop and implement policies and practices for the English department which reflects a commitment to high achievement, effective learning and teaching and good student behaviour;
- b) establish, with the support of the Head of English, plans for the development of the English department which are:
 - clear about action to be taken, timescales and criteria for success
 - realistic and challenging in setting targets for improvement at Key Stage 3
 - agreed and understood by all those in the English department involved in putting the plans into practice.
- c) in **areas for improvement where responsibility has been devolved**, monitor the progress made in fulfilling development plans and achieving targets, and use this to inform future planning and development
- d) with the Head of English undertake an annual review of the English department's work and progress at Key Stage 3;
- e) participate constructively in English department meetings and make a positive contribution to planning and policy making.
- f) Contribute to the development of English at the foundation stage, and ensure continuity of progression from primary school, from year 7 to 8 and into key stage 4

Learning and teaching

Secure and sustain effective teaching in the English department, monitor and evaluate the quality of teaching and standards of students' achievements and set targets for improvement

At Key Stage 3

- a) develop, plan and review syllabi and schemes for learning to ensure curriculum coverage, continuity and progression in the English department;
- b) maintain and update aspects of the comprehensive English department handbook which relate to Key Stage 3, including all documentation and data required for internal reviews and external inspections;
- c) ensure that schemes for learning for Key Stage 3 are effectively implemented and that members of the English department are clear about teaching objectives and communicate these to students;
- d) **support the development of learning and teaching** methods to meet the needs of different students;
- e) establish and implement clear policies and practices for assessing, recording and reporting students' achievements and use this information in setting targets for improvement;
- f) use assessment data and analyses of students performance to set expectations and targets for staff and students in relations to student achievement and to evaluate progress and achievement in the English department;
- g) ensure the effective arrangements for running all internal and external examinations at Key Stage 3
- h) provide support for the development of learning and teaching during the foundation stage in year 7.
- i) Ensure that the school follows the guidance provided by the National Strategy to ensure effective curriculum planning and progression, use of APP to measure student progress, and support the development of functional skills across Key Stage 3

Leading and Managing Staff

Provide the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching by members of the English department

- a) help the Head of English to achieve constructive working relationships within the English department and support staff on discipline matters;
- b) establish constructive working relationships among staff involved teaching in the English department;
- c) accept and implement devolved responsibilities and delegated tasks from Head of English;
- d) ensure that trainee teachers and NQT are trained, monitored, supported and assessed;
- e) provide support to members of the year 7 foundation programme team to ensure high quality English teaching for year 7.
- f) ensure that the Academy guidance on safeguarding is implemented across the English Area of Learning.

Efficient and Effective deployment of resources

Identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely

At Key Stage 3

- a) identify staff and resource needs for the English department and advise the Head of English of priorities for expenditure;
- b) allocate available delegated resources with maximum efficiency to meet plans and to achieve value for money;
- c) share the efficient and effective management and organisation of learning resources;
- d) provide advice to the year 7 team in the purchase of materials and resources to support the teaching of English and literacy in the Academy foundation programme.

Accountability

Account for the effectiveness of the English department at Key Stage 3 to the Head of English

- a) provide information, advice and support to the Head of English to enable him/her to meet his/her responsibilities for securing effective learning and teaching and improved standards of achievement, and for achieving efficiency and value for money.
- b) help to develop a English department in which staff recognise that they are accountable for the success of the subject
- c) provide coherent and accurate accounts of performance at Key Stage 3, ensuring that the school meets statutory requirements for English in terms of Teacher Assessment and Reporting Arrangements (TARA 2009)

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.

KEY STAGE THREE LEADER ENGLISH

PERSON SPECIFICATION

POST TITLE	KEY STAGE THREE LEADER ENGLISH
SALARY	TLR 2A
PRINCIPAL RESPONSIBILITY	To provide the professional leadership of Key Stage 3 within English to secure full personalisation, high quality teaching, effective use of resources and improved standards of learning and achievement by learners.

EXPERIENCE

Essential

At least three years successful teaching experience of English with students from age 11, including Key Stage 3 / 4 with a proven track record of excellent examination results at key stage 3 and 4

(At least three years experience) of **contributing** to the leadership of English including:

- An excellent practitioner
- Developing and implementing APP in English, developing rigorous and stimulating assessments
- Developing schemes for learning to match the new National Curriculum requirements at Key Stage 3
- Establishing and implementing development plans for Key Stage 3
- Monitoring, evaluating and reporting the quality of teaching, learning and learners Performance in English.
- Curriculum development including developing innovative schemes of work for English for Key stage 3
- Leading professional development in English;
- Enriching learning through the use of Information and Communication Technology
- Experience of deputising for a Head of Subject and ensuring the daily smooth running of the subject team

Desirable

Leading or making a significant contribution to whole school initiatives e.g. Literacy Strategies, Raising Boys' Achievement, National Strategy

Involvement in primary/secondary transition

Experience of teaching post 16 English

QUALIFICATIONS

Essential

A recognised teaching qualification in English

Good Honours Degree or equivalent in English or related subject

Desirable

Evidence of further qualifications in the area.

TRAINING

Essential

Recent training in the curriculum, assessment and the leadership of English.

Recent training in ICT.

Evidence of continuing professional development (CPD) in English and more widely

Recent training in APP

Desirable

Analysis of performance data and its use in target setting.

Training in Functional Skills

SPECIAL KNOWLEDGE

Essential

- ♦ the impact of learning styles on effective teaching within English
- ♦ relationship of the subject to the curriculum as a whole
- ♦ Up to date knowledge of statutory curriculum requirements in English at KS3.
- ♦ the contribution of communication key skills at key stage 3
- ♦ the characteristics of high quality teaching in English and the strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.
- ♦ Proven experience of leading effective strategies to motivate and engage all learners at key stage 3
- ♦ The National Strategy as it relates to English
- ♦ Personal development needs of 11 -16 age group.
- ♦ personal expertise in the use of ICT and its application in the teaching of English
- ♦ leading a significant improvement for a particular group of learners for Key stage 3 ,GCSE and A level result for particular groups of learners e.g. boys or English as an additional language students.
- ♦ Effective deployment and use of staff and resources to ensure their best use.
- ♦ The potential use of ICT to aid teaching and learning and leadership within English.
- ♦ Experience of extending the most able learners through in class and enrichment activities

- ♦ understanding of the primary literacy strategy and its impact at key stage 3

SKILLS

Essential

Leadership skills needed to contribute to the leadership of a Subject Team and to direct and co-ordinate the work of other staff at Key Stage 3

Candidates should be able to

- ♦ set standards and provide support for pupils and staff
- ♦ deal sensitively with people and resolve conflicts
- ♦ work as part of a team as well as take the leading role
- ♦ delegate and trust others to complete tasks
- ♦ seek advice and support from the Head of Subject when necessary
- ♦ provide information and support to the Head of Subject to secure effective teaching and learning

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 motivating
- ♦ take responsibility for their own professional development
- ♦ embrace and manage change in a positive way

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

Essential

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
- ♦ adaptability
- ♦ Openness, 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.**



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.