



BRADFORDACADEMY
TRUST



Application Pack



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Contents

- **Letter from Executive Principal**

- **Job Description**

- **Person Specification**

- **Information for Applicants**



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Dear Applicant,

Thank you for your interest in working at Bradford Academy.

We are clear in our vision:



At Bradford Academy we believe that by developing responsibility, respect, and resilience we will become a shining light in our community. Our vision underpins everything we do and by living it together we are quickly becoming a school that makes a difference to those we serve.

When you visit us, you will see the impact our passionate and ambitious staff have on child from age 2 years old to 18.

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.

We have two internal resourced provisions in our Secondary Phase; one for Physical Disability and one for Autism. We have a provision to support learners in need of additional SEMH support, RESET. We also have a local authority led SEMH provision on site. 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. 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

JOB DESCRIPTION

ASSISTANT PRINCIPAL, INCLUSION & SEN

Salary Range: Leadership and management pay scale grade L12 – L14

Responsible for: **Leadership and Management of SEND Provision**

Responsible to: Vice Principal, Quality of Education

General Description

The key responsibility of the Assistant Principal, Inclusion & SEN is to initiate, formulate, direct, monitor and evaluate all additional needs provision, in order to secure a culture of effective intervention, high expectation and achievement for students with learning difficulties, behaviour issues and disabilities so that all learners are known, valued and understood.

In carrying out the duties outlined in this job description, the Assistant Principal, Inclusion & SEN will be supported by the Vice Principal, Quality of Education.

The Assistant Principal, Inclusion & SEN should be aware of other Academy policies and procedures and should work closely with all staff members in achieving the mission, vision and values of the Academy.

The **Assistant Principal, Inclusion & SEN** should pay due regard to the Professional Standards for **SENCOs** in the carrying out of their duties.

Strategic direction and development of SEND

In the context of the Academy's aims and policies, the Assistant Principal, Inclusion & SEN with the support of the Vice Principal, Quality of Education will co-ordinate the development and implementation of the SEND policy in order to raise achievement and improve the quality of education provided.

They should:

i contribute effectively to the development of a positive ethos in which all learners have access to a broad, balanced and relevant curriculum and which contributes to learners' spiritual, moral, cultural, mental and physical development and in preparing learners for the opportunities, responsibilities and experiences of adult life;

ii support staff in understanding the learning needs of learners with SEND and the importance of raising their achievement;

iii ensure that the objectives of the SEND policy are reflected in the Academy development plan; that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated and reviewed;

iv monitor the progress made in setting objectives and targets for learners with SEND, assist in the evaluation of the effectiveness of teaching and learning, and use the analysis to guide further improvement;

v advise the Vice Principal, Quality of Education on the level of resources required to maximise the achievements of learners with SEN;

vi liaise with and co-ordinate the contribution of external agencies;

vi ensure all statutory reviews, assessments and documentation are completed within the statutory timescales;

vii work with key staff to analyse and interpret relevant national, local and school data plus research and inspection evidence to inform the SEND policy, practices, expectations, targets and teaching methods.

B Teaching and Learning

The Assistant Principal, Inclusion & SEN, with the support of the Vice Principal, Quality of Education should seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of learners' needs, by monitoring the quality of teaching and standards of learners' achievements, and by setting targets for improvement.

They should:

i support the identification of learners with SEND, and disseminate the most effective teaching approaches;

ii collect and interpret specialist assessment data gathered on learners and use it to inform practice;

iii work with learners, subject leaders, class teachers, learning guides, Pastoral Support Workers and the Multi-professional team to ensure that realistic expectations of behaviour and achievements are set for learners with SEN;

iv develop sympathetic intervention and provision to meet the learning needs of individuals;

v monitor the effective use of resources, appropriate teaching and learning activities and target-setting to meet the needs of learners with SEN;

vi develop systems for monitoring and recording progress made by learners with SEND towards the

achievement of targets set;

vii support the development of improvements in literacy, numeracy and information technology skills, as well as access to the wider curriculum;

viii identify and develop study skills to support learners in their ability to work independently and learn more effectively;

ix support other staff in developing learners' understanding of the duties, opportunities, responsibilities and rights of citizens;

x know how to recognise and deal with stereotyping in relation to disability or race;

xi maintain effective partnerships between parents and the school's staff so as to promote learners' learning; provide information to parents about targets, achievements and progress;

xii develop effective liaison between schools and other education providers to ensure that there is good continuity in terms of support and progression in learning when learners with SEND transfer;

xiii develop effective liaison with external agencies as well as the Multi-Professional Team in order to provide maximum support for learners with SEND.

C Leading and Managing Staff

SENCOs should support staff involved in working with learners with SEND by ensuring all those involved have the training and information necessary to secure improvements in teaching and learning and sustain staff motivation.

They should:

i help staff to achieve constructive working relationships with learners with SEND;

ii encourage all members of staff to recognise and fulfil their statutory responsibilities to learners with SEND;

iii ensure the establishment of opportunities for themselves, learning support assistants and other teachers to review the needs, progress and targets of learners with SEND;

iv provide regular information to the Vice Principal, Quality of Education on the evaluation of the effectiveness of provision for learners with SEND, to inform decision-making and policy review;

v advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to learners with SEND, and provide support and training to trainee and newly qualified teachers in relation to the standards for the award of Qualified Teacher Status, Career Entry Profiles and standards for induction, liaising with the Vice Principal, Quality of Education, on effective provision for SEND training of staff.

D Efficient and effective deployment of staff and resources

The Assistant Principal, Inclusion & SEN should identify with the Vice Principal, Quality of Education, appropriate resources to support the teaching of learners with SEND and monitor their use in terms of efficiency, effectiveness, and safety.

They should:

i establish staff and resource requirements to meet the needs of learners with SEND, advise the Principal,

senior management team and Governing Body of likely priorities for expenditure, and allocate resources made available with maximum efficiency to meet the objectives of the

school and SEND policies, and to achieve value for money;

ii deploy, or advise Vice Principal, Quality of Education on the deployment of staff involved in working with learners with SEND to ensure the most efficient use of teaching and other expertise through effective provision mapping;

iii organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness;

iv maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the Academy.

v commit to the Academy Code of Ethical Practice to ensure that Safeguarding policies are fully implemented.

Accountability

Account for the effectiveness of the SEN area to Senior Leaders, Governors and others

- a) Support the Vice Principal, Quality of Education to provide information, advice and support to the Principal and Governors 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 in relation to SEND provision.
- b) create and develop the SEND areas such that all staff recognise that they are accountable for the success of the Academy
- c) provide coherent and accurate accounts of the SEND area's performance (including reporting to any external source who have a statutory right to such information 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 as outlined by the Vice Principal, Quality of Education.

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 Academy's performance management scheme.

Person specification

CRITERIA	QUALITIES
Qualifications and training	➤ Qualified teacher status ➤ NPQ, or a willingness to complete it within 3 years of appointment ➤ Degree
Experience	➤ Teaching experience ➤ Experience of working at a whole-school level ➤ Involvement in self-evaluation and development planning ➤ Experience of conducting training/leading INSET
Skills and knowledge	➤ Sound knowledge of the SEND Code of Practice ➤ Understanding of what makes 'quality first' teaching, and of effective intervention strategies ➤ Ability to plan and evaluate interventions ➤ Data analysis skills and the ability to use data to inform provision planning ➤ Effective communication and interpersonal skills ➤ Ability to build effective working relationships ➤ Ability to influence and negotiate ➤ Good record-keeping skills
Personal qualities	➤ Commitment to getting the best outcomes for pupils and promoting the ethos and values of the school ➤ Commitment to equal opportunities and securing good outcomes for pupils with SEN or a disability ➤ Ability to work under pressure and prioritise effectively ➤ Commitment to maintaining confidentiality at all times ➤ Commitment to safeguarding and equality ➤ Commitment to the ethos and vision of Bradford Academy.

Notes:

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

Last review date: May 2024



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.

Health and Safety

Your most important responsibilities as an employee are:

- to take reasonable care of your own health and safety
- to take reasonable care not to put other people - fellow employees and members of the public - at risk by what you do or don't do in the course of your work
- to co-operate with your employer, making sure you get proper training and you understand and follow the company's health and safety policies
- not to interfere with or misuse anything that's been provided for your health, safety or welfare
- to report any injuries, strains or illnesses you suffer as a result of doing your job
- to tell your employer if something happens that might affect your ability to work

Mental Health and Wellbeing

As part of supporting the Bradford Academy Community, promote the mental health and wellbeing of others whilst performing your role.

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 2 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.