



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:



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

CORE PURPOSE OF THE ROLE:

We are seeking a dedicated and passionate Teacher of English to join our Alternative Provision at Bradford Academy. We are renowned for our commitment to our Alternative Provision and supporting vulnerable learners. Our Academy prides itself on offering tailored educational experiences to learners who face significant challenges, ensuring they receive the academic and emotional support necessary to thrive.

As a Teacher of English in this unique setting, you will play a crucial role in delivering engaging and innovative lessons designed to meet the diverse needs of our learners. You will work closely with a team of experienced educators and support staff to create a nurturing and inclusive environment that fosters both academic excellence and personal growth.

Your expertise and compassion will be instrumental in helping our students overcome barriers to learning, build confidence, and achieve their full potential. If you are an inspirational educator with a strong commitment to making a difference in the lives of vulnerable young people, we encourage you to apply for this rewarding opportunity.

- Bradford Academy is seeking to recruit an enthusiastic and creative teacher who will teach English in Alternative Provision (RESET) in mornings, then in the afternoons, will be involved in enrichment sessions both on & off site such as boxing, hair & beauty, forest schools & PHSE.
- The successful candidate will be required to teach students from year 9, 10 & 11 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.
- This is a full time post & is not suitable for NQTs.

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 English 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 English across all Key Stages. Experience of delivering English lessons The ability to deliver examination level English Disciplines at 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 Knowledge / experience of delivering Level 3 BTEC would be desirable.

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

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, 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



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.