



Primary Teacher/ Primary Transition

Salary Band MPS/UPS

FT Fixed Term

Required asap

Closing date: Monday 6TH January 2025
(May close sooner for the correct candidate)

Recruitment Information Pack

Bradford Forster Academy
Fenby Avenue, Bradford BD4 8RG

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December 2024

Dear Colleague

Thank you for taking an interest in joining our staff team here at Bradford Forster Academy. Bradford Forster has an excellent team of staff and this is an exciting time to join us.

Bradford Forster Academy is an 11-16 Church of England secondary Academy and part of the Bradford Diocesan Academies Trust (BDAT), a growing Christian Multi-Academy Trust based in Bradford. The Academy opened on 1 September 2015 and now has approximately 1000 students on roll. Within BDAT there is an exciting opportunity to work across a variety of growing and diverse schools.

Bradford Forster Academy is a student-centered place of learning, fully committed to providing all the students in its care with the highest quality of education. Our goal here at Bradford Forster Academy is to provide the best education possible and our strapline underpins all we do: 'Everything is possible for one who believes' (Mark 9:23). The academy serves a multicultural community in which many of our students experience high levels of economic and social disadvantage. As Principal, I am fortunate to work with a talented staff team who demand the highest standards from themselves and our students and deliver this with great commitment and enthusiasm. We believe that valuing all members of staff is how we get the very best out of everyone. Every member of staff has their own part to play in ensuring that our school is a special place to be.

There is a strong emphasis on relationships between staff, students, and parents; the Form Tutor is the first point of contact with the family. The Christian ethos of the academy supports and encourages students and staff to explore their own and other faiths and develop their spiritual awareness. This is integral to life at Bradford Forster Academy.

We offer a comprehensive and personalised CPD (CONTINUED PROFESSIONAL DEVELOPMENT) programme consisting of internal and external courses and training, which are intended to develop staff expertise. We are committed to growing our own, and we know that excellent CPD for all staff will ensure that staff can progress within our own academy.

This is an exciting opportunity for a talented and ambitious professional to make a sustained and substantial contribution to the growth and development of the academy. If you share our enthusiasm for making a difference and would like to visit us, then please get in touch.

I hope the enclosed information is helpful and will encourage you to apply; I look forward to meeting you and reading your application.

With all good wishes

Mrs Gemma Earles, Principal

Vision and Ethos

'Everything is possible for one who believes' (Mark 9:23)

The vision for the Academy is to further raise the hopes, aspirations and ambition of our students, their families and the local community, by generating self-belief, self-esteem and confidence through:

- Focusing upon high quality teaching and learning, standards of attainment and achievement, the best student care and support to transform the education of the young people served by the Academy.
- Providing outstanding opportunities for young people to develop healthy and active lifestyles, enjoy their learning and achievement, act and behave safely and become well prepared for adult life in a rapidly changing society.
- Actively promoting self and mutual respect, good conduct and behaviour.
- Developing an educational organisation of which the students, staff and local community is both proud and feels part of and of which they make extended use.
- Creating a culture which celebrates success within and beyond the Academy, for example in securing greater numbers of students progressing to higher education or employment with training.
- Providing opportunities for students to explore their own and other faiths.

We set high standards and have high expectations for both learning and personal development. We strive to set our children on the best path for their future, by instilling self-belief and self-confidence in what they can achieve.

Ethos and Culture

In creating a successful ethos, culture and climate in the Academy, the following are essential characteristics:

1. Student learning, attainment, achievement and well-being are at the centre of strategic thinking, planning and actions.
2. A 'can do' attitude is actively promoted and prevalent throughout the Academy. Staff work collaboratively in the best interest of the students in our care.
3. Underpinned by high aspirations and ambition for both students and staff, there is an expectation for everyone to be determined and have a desire and commitment to continuously improve.
4. The Academy is an inclusive organisation with shared facilities e.g. dining room, social spaces for students and staff. In addition, there are dedicated staff work and professional development facilities.

The Academy is a faithful community, starting each day with two minutes of reflection time, where students can gather their thoughts before beginning their day. Whilst our student-centred learning is founded on a Christian ethos, Christian values and Christian principles underpin our work, our students are supported to explore their own spirituality and to recognise and understand the beliefs of others.

Application Process

The closing date for all applications is Monday 6th January 2025

Applications are to be made via <https://bradfordforsteracademy.co.uk/>

An email will be sent to shortlisted candidates with details of the interview process. If you have not heard from us within two weeks of the closing date, please assume your application has been unsuccessful.

References and Police Checks

All offers of appointment will be subject to receipt of satisfactory references. Specified post, which involves substantial one to one access to children, will be subject to a search of police criminal records and appointment to these posts will be conditional upon confirmation by the police of information provided to us by the applicant.

All appointments will be subject to an enhanced criminal records check.

Inclusion

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at the interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation, or disability. The person specification sets out the criteria used to assess candidates through the selection process.

About BDAT

Bradford Forster Academy is an academy within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

General Information and Background

Bradford Diocesan Academies Trust (BDAT) is a Multi- Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford and is part of the Diocese of Leeds. BDAT is a charity, governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at www.bdat-academies.org.

Our mission statement

"The Trust's mission is to provide an education of the highest quality within the context of Christian belief and practice." We believe every child only has one chance at a good education.

In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable them to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working. We believe this means we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we are truly able to know, understand and support each other.

Our Christian ethos

BDAT is a proudly Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor Non-Church of England academies, as well as those within the faith.

ICARE (Inclusion, Compassion, Aspiration, Resilience and Excellence)

At BDAT we have considered the importance, effectiveness, and sustainability of how we tackle issues like racism and other types of discrimination across all areas of our MAT and within each of our schools. We have led a Trust wide consultation to ensure we understand what we mean by inclusion and to look at what we can do differently centred around the Trust values: "ICARE." To download our ICARE consultation documents please [click here](#)

BDAT People: Our Faculty of Professional and Career Development

The BDAT Faculty of Professional and Career Development brings together into a single entity all that we currently do to recruit, develop, and retain our staff. The faculty provides the strategic direction to ensure that our professional and career development supports school improvement and drives our vision of BDAT as an employer of choice.

By bringing all our work in this area under 'one umbrella' it ensures our staff know about BDAT's development offers and how they can be accessed. <https://bdat-people.org/>

Job Description

Post title: Primary Teacher / Primary Transition

Reporting to: SENCO

The following information is furnished to assist staff joining the Academy to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points should be noted:

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings therefore may have been used below; in which case all the usual associated routines are naturally included in the job description.

Role Profile	Primary Teacher / Primary Transition
Job Purpose	Ensuring that SEND students accessing a fully differentiated primary curriculum are both differentiated for and challenged by supporting them to have access to a broad and balanced curriculum. To ensure that these students also have the required social, emotional and mental health support and all students are part of the wider school community, regardless of whether they are accessing lessons in Step Up or main stream.
Job Purpose	<ul style="list-style-type: none">• To teach SEND students working below age expectations some with DLD, MLD and SLD difficulties. Liaise with other classroom teachers and SEND colleagues to ensure that students achieve their potential.• To implement and deliver an appropriately broad, balanced, relevant, and differentiated curriculum for students and to support a designated curriculum area as appropriate.• To monitor and support the overall progress and development of students as a teacher/Form Tutor.• To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.• To contribute to raising standards of student attainment.• To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Description of duties and responsibilities:

Primary Teacher / Primary Transition will demonstrate the following:

To assist in the development of appropriate, resources, schemes of work, marking policies and teaching strategies in the primary curriculum area.

- To contribute to the curriculum area and primary development plan and its implementation.
- To assist the SENCO, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.
- To work closely with the SENCOs for these students in monitoring, implementing, and amending the EHCP, Student Support Plans and Pupil Passports for these students.
- To work with faculty leads regarding the schemes of learning and assessments for students.
- To actively work with staff leading on Teaching and Learning and Curriculum to ensure that SEND students have access to a broad and balanced curriculum.
- To implement and recommend strategies to support students with a range of need to access their learning.
- To support SENCOs with the identification of SEND need and the recommendation of strategies to put in place.
- To liaise with pastoral staff and parents, as required.
- To provide support for individual students who have an Education, Health, and Care Plan and to track, monitor and support SEND students are working KeyS2 and into KS3
- To provide interventions to students identified as requiring additional support.
- To be involved in lunch groups and homework clubs.
- To deliver alternative curriculum packages to students accessing a personalised timetable in the Learning Support faculty.
- To be up to date with local and national developments in the National Curriculum and for students with Special Educational Needs.
- As appropriate, assist in the development of the Step Up and the level of provision that is offered to identified students.

Knowledge and Skills

Classroom teachers should demonstrate their knowledge and understanding of:

- Preparation of schemes of work and lessons.
- Principles and practices of effective teaching and learning.
- Knowledge and understanding of subject area(s).
- Principles and practices of monitoring/assessment/evaluation.
- Principles of raising attainment.
- The use of assessment for learning to impact on the attainment of individual students.

	<ul style="list-style-type: none"> • The application of information and communication technology (ICT) to learning and teaching in subject area(s).
Other Duties	<ul style="list-style-type: none"> • To be a form tutor • To undertake such other duties, training and/or hours of work as may well be reasonably required and which are consistent with the role • To participate in performance management arrangements • To adhere to published school policies and procedures • To attend regular meetings with line manager
Personal Qualities	<p>Social awareness</p> <ul style="list-style-type: none"> • Empathy. • Organisational awareness. <p>Relationship management</p> <ul style="list-style-type: none"> • Developing other Leadership. • Change catalyst. • Influence. • Conflict management. <p>Teamwork and collaboration.</p>

In conjunction with successful applicant, this job description may be renegotiated after the first year.

Person Specification

Post Title: Primary Teacher/ Primary Transition

Attributes	Essential	Desirable	Evidence base
Qualifications and Knowledge	<ul style="list-style-type: none"> • Qualified teacher status. • Degree in related subject. • Knowledge of the curriculum at KS2 and KS3. • Outstanding classroom practitioner and the ability to teach KS2 and KS3. 		Application Interview
Experience	<p>Able to clearly demonstrate your own impact on:</p> <ul style="list-style-type: none"> • Improving attainment in KS2 and KS3. • Leading and developing excellent learning and attainment across a wide age and ability range. • Being successful in using a wide range of teaching styles in lessons to make learning more effective. • Confident and effective use of AFL practices. 	<ul style="list-style-type: none"> • Previous experience of exam marking or moderation for any exam board. 	Application References Interview
Special Knowledge	<ul style="list-style-type: none"> • Understanding of and vision for the intent of the English curriculum • Application of English across the curriculum. • Good level of ICT skills. 	.	Application References Interview

Personal Circumstances	<ul style="list-style-type: none"> • Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). • Commitment to practice Christian values in a wider school context and the community. • Will not require holiday leave during term time. • No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/finance. 		Application and sight of appropriate documentation as specified in interview letter
Physical and Sensory	<ul style="list-style-type: none"> • Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010. 		Interview and reference
Christian Ethos	Commitment to promoting the Christian ethos, values, and truths in all elements of Academy life and education.		Application form and interview

This Personnel Specification

This personnel specification describes the job requirements on which the short listing and selection decision will be based. To be selected for an interview you must be able to show that you meet all the 'essential' requirements for the post. The very best candidates are most likely to also meet the 'desirable' criteria. To ensure that the short-listing panel can make a proper assessment of your suitability for the post, please ensure that the application shows how you meet the requirements set out in the personnel specification.

Primary Teacher/ Primary Transition

Salary Band MPS/UPS

Full time Fixed Term

Start Date: Asap

Bradford Forster Academy is an 11-16 Church of England secondary Academy and part of the Bradford Diocesan Academies Trust (BDAT), a growing Christian Multi-Academy Trust based in Bradford. The Academy opened on 1 September 2015 and now has capacity for 1050 students on roll in years 7-11. The school is forward-thinking, providing high quality CPD and there is an exciting opportunity to work across a variety of growing diverse schools within the Trust.

This is a wonderful opportunity for a talented and ambitious professional to make a sustained and substantial contribution to the growth and development of the Academy. The role offers the successful candidate a challenge that will be both rewarding and fulfilling and will support you to achieve your own personal career goals and aspirations.

You should:

- Be an outstanding and experienced classroom practitioner
- Have a "Good" or better teaching record
- Have strong experience working with children in a secondary setting
- Be inspirational to colleagues and students – sharing best practice

In return for your commitment, we can offer:

- An academy and senior leadership team that will allow you to be inspirational, proactive and play an active part in our school improvement journey to outstanding
- Tailored CPD with a strong commitment on developing individual career paths
- A stimulating, attractive, and welcoming learning environment
- A brand-new purpose-built building with state-of-the-art technology and resources
- An approach which supports and stimulates professional growth

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(May Close sooner for the correct candidate)

For full details, application form with information pack, please visit the website

<https://bradfordforsteracademy.co.uk/>

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. All posts are subject to an enhanced criminal records check via the Disclosure and Barring Service (DBS).