



## **SEMH Teacher Required for September 2024**

**Salary Band MPS/UPS  
Fixed term to August 2025**

**To start: September 2024  
Closing date: Friday 12<sup>th</sup> July 2024 @ 9am  
Interview date: w/c 15<sup>th</sup> July 2024**

**Recruitment Information Pack**  
Bradford Forster Academy  
Fenby Avenue, Bradford BD4 8RG

**HOPE**

**ENDURANCE**

**FORGIVENESS**

**TRUST**

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Dear Colleague

July 2024

### **SEMH Teacher**

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 are both proud and feel 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 **Friday 12<sup>th</sup> July 2024 @ 9am**

Applications must be made via [MyNewTerm](#)

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 best candidate for the job and will assess your application only on the information in your written application or your performance at 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.

## Bradford Diocesan Academies Trust (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](http://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

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:** SEMH Teacher  
**Salary:** MPS/UPS  
**Responsible to:** Vice Principal – Behaviour & Attitudes  
 Assistant Principal – SEND Provision

<b>Role Profile</b>	<b>Secondment Teacher of SEMH Provision</b>
<b>Job Purpose</b>	To teach the children in the SEMH provision in order to keep them engaged in school life and to avoid any academic gaps in learning.
<b>Accountabilities (Actions)</b>	<p><b>Strategic Direction</b></p> <ul style="list-style-type: none"> <li>• Model the values and vision of the academy.</li> <li>• Plan effectively for the lessons of the students in the SEMH provision.</li> </ul> <p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Teach children across both phases in the SEMH centre</li> <li>• Plan schemes, lessons and resources to ensure these children get the core curriculum offer</li> <li>• Work with the centre lead on ensuring that the provision is correct</li> <li>• Academically track all of the students to ensure that effective progress is being made</li> <li>• Put intervention into place for those students who are falling behind</li> <li>• Liaise with Curriculum leaders and teachers regarding areas of strength and next steps for the children</li> <li>• Develop a rewards system that keep children focused and engaged</li> <li>• Plan and develop resources that support children with positive mental health and resilience</li> <li>• Develop the timetables for the children in the centre alongside the centre manager</li> <li>• Mark and give feedback to students to ensure that they are learning effectively</li> <li>• To monitor behaviour and regularly feed back to parents/carers</li> <li>• To build strong relationships with all parents/carers</li> </ul>

	<p><b>Leading and Managing People</b></p> <ul style="list-style-type: none"> <li>• Lead and manage the LSAs in the room</li> <li>• Work collaboratively with the centre manager</li> </ul>
<b>Knowledge and Skills</b>	<p><b>Teachers should demonstrate their knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>• The teachers' standards</li> <li>• Some knowledge of SEMH provision</li> </ul>
<b>Personal Qualities</b>	<p><b>Social awareness:</b></p> <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Positive disposition</li> <li>• Organisational awareness</li> <li>• Service orientation</li> </ul> <p><b>Relationship management:</b></p> <ul style="list-style-type: none"> <li>• Developing other Leadership</li> <li>• Change catalyst</li> <li>• Influence</li> <li>• Conflict management</li> <li>• Teamwork and collaboration</li> </ul>

**Any Special Conditions of Service:**

Bradford Forster Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All employees are required to have a clear enhanced Disclosure and Barring Service (DBS) check.

There may be a need to work outside of normal working hours and off academy premises, as required by the Head of School. The academy operates a strictly no smoking policy.



## Person Specification

### Post Title: SEMH Teacher

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Qualifications and Knowledge	<ul style="list-style-type: none"> <li>• Qualified teacher status.</li> <li>• Knowledge of the KS2 curriculum.</li> </ul>		Application Interview
Experience	<p>Able to clearly demonstrate your own impact on:</p> <ul style="list-style-type: none"> <li>• Improving attainment in KS2.</li> <li>• Leading and developing excellent learning and attainment across a wide age and ability range.</li> <li>• Being successful in using a wide range of teaching styles in lessons to make learning more effective.</li> <li>• Implementing and monitoring excellent AFL practices.</li> <li>• Strength in and experience of implementing behaviour management strategies consistently and effectively.</li> <li>• Evidence of improving attainment in a group of students.</li> <li>• Developing excellent learning and attainment across a wide age and ability range.</li> <li>• Understands and interprets complex pupil data to drive lesson planning and pupil attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiating and implementing change.</li> <li>• Supporting development of colleagues.</li> </ul>	Application References Interview
Training	<ul style="list-style-type: none"> <li>• Commitment to further professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Leading training on developing the quality of learning and teaching across the faculty.</li> </ul>	Application Form Interview
Leadership Skills	<ul style="list-style-type: none"> <li>• Effective team worker and leader.</li> <li>• Ability to embed a culture of learning amongst staff and pupils that creates an ambitious, purposeful and highly motivated environment.</li> <li>• Demonstrates resilience, motivation and commitment to driving up standards of achievement.</li> <li>• Highly effective in embedding systems that create order and calm in classrooms and around the academy as a whole.</li> <li>• Acts as a role model to staff and students.</li> <li>• Vision aligned with high aspirations and high expectations of self and others.</li> <li>• Genuine passion and a belief in the potential of every pupil.</li> <li>• Motivation to continually improve standards and achieve excellence.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of performance management of staff.</li> <li>• Evidence of coaching.</li> </ul>	Application Interview References

	<ul style="list-style-type: none"> <li>• Thinks strategically about classroom practice and tailoring lessons to pupils' needs.</li> <li>• Commitment to the safeguarding and welfare of all pupils.</li> </ul>		
Special Knowledge	<ul style="list-style-type: none"> <li>• Good level of ICT skills.</li> <li>• Application of numeracy across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Worked with an examination board.</li> </ul>	Application References Interview
Personal Circumstances	<ul style="list-style-type: none"> <li>• Commitment to practice Christian values in a wider school context + the community.</li> </ul>		Application Interview
Physical Attributes	<ul style="list-style-type: none"> <li>• Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995.</li> </ul>		Application
Disposition and Attitude	<ul style="list-style-type: none"> <li>• Ability to lead a team effectively to raise attainment.</li> <li>• Ability to relate well to students and adults.</li> <li>• Work constructively as part of a team.</li> <li>• Ability to remain calm under pressure.</li> <li>• Demonstrate good co-operative, interpersonal and effective listening skills.</li> <li>• Good sense of humour.</li> <li>• Flexibility and willingness to accept change.</li> <li>• Approachable, courteous and able to present a positive image of the school to callers and visitors.</li> <li>• Maintain confidentiality in matters relating to the senior leadership team, school, its students, parents and carers.</li> <li>• Willingness to be a part of the wider Christian ethos of Bradford Forster Academy.</li> <li>• Model Christian values in school.</li> </ul>		Interview and reference

### **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.

### **References and Police Checks**

All offers of appointment will be subject to receipt of satisfactory references. The post will be subject to a search of police criminal records and appointments to this post will be conditional upon confirmation by the police of information provided to us by the applicant.

# SEMH Teacher

## Fixed Term to August 2025

**Start Date: September 2024**

**Salary: Salary: MPS/UPS**

**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.**

We are seeking to appoint a SEMH Teacher who is passionate about helping children, talented, inspirational, creative and ambitious individual with relevant experience who can make a sustained and substantial contribution to the growth and development of the Academy. You will be self-motivated, exceptionally well-organised and a good team worker.

### **The successful candidate will:**

- Teach children across both phases in the SEMH centre
- Plan schemes, lessons and resources to ensure these children get the core curriculum offer
- Work with the centre lead on ensuring that the provision is correct
- Academically track all of the students to ensure that effective progress is being made
- Put intervention into place for those students who are falling behind
- Develop a rewards system that keep children focused and engaged

### **We can offer you:**

- An academy staff team of effective and supportive colleagues that will encourage you to be inspirational, proactive and play an active part in our school improvement.
- Opportunities for personal and professional development.
- 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.
- A supportive Leadership Team.

**Closing Date for applications is Friday 12<sup>th</sup> July 2024 @ 9am**

For full details, and to apply, please visit [MyNewTerm](#)

*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).*